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FOREWORD

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

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

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

	<u>1945-46</u>	<u>1954-55</u>	<u>1956-57</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
Kindergarten	34½	57	72	82	85	89½
First	29½	48½	55½	67	75	77
Second	26½	50	49½	61	66	74
Third	25	39½	47	55	59	62½
Fourth	25½	32½	49	52	56	60½
Fifth	24½	31½	39½	51	54	55
Sixth	23	32	35½	53	52	52

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

							No. lost during <u>60-61</u>	% remain- <u>ing</u>
Of 58	employed for	1950-51,	11	remain on the staff today			0	19
Of 78	"	" 1951-52,	17	" " " " "			0	22
Of 92	"	" 1952-53,	28	" " " " "			1	30
Of 107	"	" 1953-54,	36	" " " " "			1	34
Of 104	"	" 1954-55,	35	" " " " "			1	34
Of 129	"	" 1955-56,	59	" " " " "			1	46
Of 152	"	" 1956-57,	34	" " " " "			7	22
Of 196	"	" 1957-58,	67	" " " " "			14	34
Of 215	"	" 1958-59,	84	" " " " "			17	39
Of 229	"	" 1959-60,	120	" " " " "			55	52
Of 242	"	" 1960-61,	163	" " " " "			79	67

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

Philip H. Falk

Superintendent

July 1961

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS
For the School Year 1960-61

Reports are arranged in the following order:

High Schools

Central High School

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

East High School

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

West High School

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

Elementary-Junior High Schools

Cherokee Heights - Emery C. Bainbridge
Franklin - Armand F. Ketterer (grades Kdg-8)
Herbert Schenk - Ansgar Svance
Sherman - Anthony Farina
Van Hise - Walter H. Argraves

Elementary Schools

Crestwood - George A. Blackman
 Dudgeon - Alonzo L. Anderson
 Emerson - Charles Quinn
 Gompers - Maurine Bredeson
 Hawthorne - Eugene M. Sturdevant
 Hoyt - Dorothy Rule
 Lapham - Carl Liebig
 Lincoln - Evelyn Simonson
 Longfellow - Helen Simon
 Lowell - Mrs. Eunice B. Warwick
 Marquette - Lillian Simonson
 Mendota - Richard W. Lee
 Midvale - Paul J. Olson
 Nakoma - Walter W. Engelke
 Odana - John M. Schulte
 Orchard Ridge - Norman Clayton
 Randall - H. Ralph Allen
 Spring Harbor - A. Kermit Frater
 Sunnyside - Daniel J. Kirley
 Washington - Philip Lambert

Special Departments

Art - Ruth Allcott
 Child Study and Service - Carl H. Waller
 Curriculum - Arthur H. Mennes
 Forest - A. Kermit Frater
 Health, Phy. Ed., Recreation and Safety - Glenn T. Holmes
 Industrial Arts - Robert Hull
 Library - Margaret Moss
 Music - Leroy Klose
 Public Interpretation - Mrs. Margaret Parham
 Wisconsin Orthopedic Hospital School - Mrs. Kathryn Charlson

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1960-61

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal

Earl D. Brown

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1960-61

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1961 was as follows:

	<u>Grade</u>	<u>Total 1959-1960</u>	<u>Total 1960-1961</u>	<u>Increase or Decrease 1961 over 1960</u>
Junior High Division	Seventh	176	163	-13
	Eighth	161	148	-13
	Ninth	<u>289</u>	<u>319</u>	<u>+30</u>
	Totals	626	630	+ 4
Senior High Division	Tenth	270	277	+ 7
	Eleventh	224	270	+46
	Twelfth	<u>185</u>	<u>207</u>	<u>+22</u>
	Totals	679	754	+75
Junior and Senior High Totals		1305	1384	+79

In addition to the above, there have been two groups of ungraded pupils numbering 35.

Enrollment for past 10 years

<u>Year</u>	<u>Junior High School</u>	<u>Senior High School</u>	<u>Combined</u>
1952	499	534	1033
1953	548	539	1087
1954	559 + 18*	571	1130 + 18*
1955	564 + 43*	586	1150 + 43*
1956	554 + 40*	621	1175 + 40*
1957	519 + 39*	618	1137 + 39*
1958	535 + 41*	606	1141 + 41*
1959	625 + 46*	609	1234 + 46*
1960	626 + 44*	679	1305 + 44*
1961	630 + 35*	754	1384 + 35*

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

SECTION II SPECIAL ACHIEVEMENTS

A. During the summer of 1960, a dividing wall was constructed in the large recreation room so that about $\frac{2}{3}$ of the area could be used for the team teaching laboratory and $\frac{1}{3}$ for Mr. Stockton's special class of boys. The large room which seats over 90 has made an adequate place to carry on the team teaching.

A number of special pieces of equipment such as overhead and opaque projectors and a public address system have been added to this room.

Our manual typewriters in the office have been replaced by electric ones. Our clerical force is much more satisfied with them. The machines are time savers and the work on letters, ditto copy and mimeographing is superior to that of the manual machines.

During the Christmas vacation the library shelving was improved by replacing all of the loose metal shelf holders with new metal stripping. This has made it possible to salvage shelving which otherwise was becoming loose and obsolete.

A new set of curtains has replaced one of the older sets on the stage in the auditorium.

A number of pieces of instructional equipment have been added for general classroom use. Among these are: two opaque projectors, two film strip and 35mm slide projectors and an overhead projector. During the past semester these machines have been in constant demand.

A second year of German was added to the curriculum this past year and the interest of those who were enrolled indicates that most of them will continue with a third year of German.

Two summers ago a number of our faculty was enrolled in the Wisconsin Improvement Program. Some of them became interested in the team teaching project. Discussion followed and plans were set up during the following summer at the summer session of the Wisconsin Improvement Program. Four English teachers and Mr. Marsh spent four or five weeks in the study and setting up of the plans for the project. A large room was partitioned off from the recreation room where ninety seats and four or five pieces of special equipment were made available. These included an overhead projector, an opaque projector, a film strip and 35mm slide machine, a small public address system, a raised platform at the front of the room and dark shades.

Two groups of sophomores of ninety each were programmed into the team teaching project. The class schedule called for meetings several times a week with each group of ninety meeting together. Then on one or more days the larger group would be split up into three groups with an individual teacher meeting her particular group of about thirty. When the larger group met, one of the four teachers would present some particular phase of the course which had been previously discussed, revamped and revised by the team.

Each member of the team was more or less responsible for that phase of the English course of study in which he was particularly interested and well prepared to present. Each one of the teachers had specialized in school or in previous teaching in some particular phase of the subject such as in drama and speech, creative writing, literature, audio visual, etc.

After reviewing the work for the past year with Miss Ritzmann (dept. head), and other members of the team, it seems they feel that the working together, planning various units, hashing over new and better methods of presentation, and using the system of division of labor, has resulted in better teaching and more enthusiasm on the part of the pupils. They feel that a more thorough job has been done in the field of writing paragraphs, essays and themes, and that the literary content of the course has been brought to life by the use of movies, overhead projectors, diagrams and other visual aids.

Several other experiments have been tried out on a part-time basis in the foreign language department and in the mathematics department. French teaching by television has been tried out in Miss Reid's class in the seventh grade. Pupils showed much enthusiasm and interest.

In the junior high school a number of classes spent a part of the period several times a week in an experiment in teaching Algebra by television from station WHA. It is too early to predict results other than the learning of new concepts and perhaps exposing pupils to more advanced ideas in the subject.

Two years ago it was possible to offer to a class of tenth and eleventh graders, remedial instruction in English and History. During this past year we have continued with this instruction and have added a class in twelfth grade English. The improvement in the ability of most of these pupils to write better sentences and paragraphs has been very evident. What has been just as evident is the improvement in attitudes and self assurance.

There is not a department in Central Junior and Senior High School that has not been working on some revision of the curriculum and some definite outlines and materials to meet some felt needs. This includes the revision of the curriculum in the Home Economics, Industrial Arts, Mathematics, Science, English, Foreign Language (four of them), Business Education, Art, Music, Social Studies and Physical Education. This does not mean that any radical changes are taking place, but it does mean that more stirring is going on in all of the departments than has been evident previous to several years ago. All pupils are now taking Biology. Arithmetic is being required in the twelfth grade where a pupil has not had mathematics beyond the ninth grade and tests indicate that he is weak in it. More and more writing is being required in all years of English. More advanced mathematics is being offered in twelfth grade for those who are going into engineering. More foreign language is being taken and methods are changing to meet the needs for conversational use in foreign travel. Home Economics

is stressing more the meeting of needs in the home and family. While Social Studies may stress a time and place emphasis on the local or State unit, it must also fit this study into a broader concept of national and world proportions.

Our faculty has been meeting about once a month during the past year. At all of the meetings, except two, some department head has made a brief report for twenty or thirty minutes on the work, curriculum, changes, needs and future development of that department. Without exception the reports have met with unanimous interest and enthusiasm. I believe most of our faculty members are better informed about our own school and know more about the comprehensive high school in general. We shall continue these reports next year.

For the past year we have been working on plans for a new Physics laboratory and a Language laboratory which we hope will be completed by the time school opens in September, or soon thereafter.

SECTION III

SPECIAL PROBLEMS

- A. The non-achiever will continue to be our greatest problem. He will represent 10 to 15% of our student body. The team teaching techniques, the introduction of general science in the tenth grade, the introduction of more audio visual materials, the employment of film projectors, opaque projectors, TV, etc. has helped to cut the percentage slightly, but there is still a great need for something to awaken or motivate this minority. A change in attitude would do wonders for the majority of this group, but the most subtle teaching is required. We shall continue to probe and winnow.
- B. Our musical organizations are growing and we need more room for storage and practice rooms.
- C. We have some problems at noon in trying to take care of over a thousand pupils who remain in our area for lunch. We have tried to shorten the noon period but as we have to synchronize with the vocational school schedule we have had no real success in building a plan which will be satisfactory.
- D. Our athletic program is growing, but as is the case in many large city school systems, the paid attendance at these activities has not increased as fast as the expense. The only solution is to subsidize more, or curtail the program, or charge the student body higher prices. Perhaps some combination of these might help a bit but with so much competition from the University athletic program, other large and small high schools in the area, TV, radio, etc., the paying public's participation is not apt to increase but very little.
- E. We are approaching the point of saturation by the time our expected increase of 75 to 100 pupils has enrolled this fall. Our teachers will have little space for study and work in free periods as their rooms will be occupied by classes. We will need to explore possibilities for dividing up some of the larger classrooms or going outside of our immediate building for added space.

SECTION IV

RECOMMENDATIONS

- A. It is recommended that we continue our team teaching in the sophomore year and expand it to include most of the class.
- B. It is recommended that we continue to experiment with T.V. teaching on a small scale in mathematics and French so that if there are advantages we will be conscious of them.
- C. It is recommended that we plan to revamp our office so that we have better facilities for the guidance department, the assistant principal and work space for the office staff, including more space for filing.
- D. It is recommended that we extend our foreign language to include a fourth year of French and a fourth year of Spanish.
- E. It is recommended that a number of our teachers continue to work with the Wisconsin Improvement Program on various curriculum plans and techniques, as we have profited a good deal during the past several years through the cooperative efforts.
- F. It is recommended that we seek to further develop our remedial program in Reading, English and other academic fields in the slow groups of the tenth, eleventh and twelfth grades to the end that these pupils may improve themselves to the point where they can meet higher standards required in employment, and where they can get some real satisfaction out of having achieved steady improvement in the various skills including reading, spelling, language, mathematics and perhaps science.

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT

1960 - 1961

Presented to the Board of
Education, June 16, 1961
by

Vida V. Smith

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT FOR THE SCHOOL YEAR 1960-1961

I. STATISTICAL DATA

<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	76	87	163	Seventh	7	3	10
Eighth	79	69	148	Eighth	8	8	16
Ninth	175	144	319	Ninth	11	11	22
TOTALS	330	300	630	TOTALS	26	22	48
Specials	18	17	35	Specials	2	2	4
TOTALS	348	317	665	TOTALS	28	24	52

Forty-nine new pupils enrolled in the junior high school after the first week of school for the present school year as compared to thirty-two last year. Forty-eight withdrew or were transferred this year as compared to forty-six last year and fifty-one the previous year. Two pupils withdrew and reentered during the present school year. Thirty-nine of the new enrollees were from schools out of the city; one was a late enrollee and had not attended school at all until the latter part of November; five were transfers from other Madison junior high schools; and four pupils entered during the year from the city's parochial schools. Twenty-one pupils enrolled at the beginning of the school year from schools outside the city and twenty-eight others enrolled from other public and parochial schools in the city. Ten of these were from schools in the Madison Public School system, one from Madison Lutheran, one from Seventh Day Adventist and sixteen from parochial schools. Some of these had been in the city during elementary school years, moved out and returned to the Madison Public School system this year. We also had forty-three other pupils who entered our junior high from the parochial schools this year. Forty-six from Franklin and forty-six tuition pupils from Badger, Silver Springs and Shorewood entered. These were pupils who enrolled last spring for the present school year.

During the present year, we have had 156 new seventh graders plus seven pupils repeating seventh grade, twenty-six pupils new to our eighth grade and 160 new pupils in our ninth grade. A total of 342 of the 630 pupils enrolled in the junior high school or 54.3% were new to Central Junior this year as compared to 57.8% last year. The orientation of over 50% new pupils each year is a very difficult task for the school administrator and guidance counselor. Then to complicate matters even more at Central, we are operating a senior

high school, a junior high school, a vocational school and a special education department, all making use of some of the same rooms. All of these schools make use of the same shops and have combined use of other rooms and facilities.

This is the oldest school building in the City of Madison in which secondary school classes are being taught and was built for the traditional high school curriculum and does not meet with all the needs of a modern school curriculum. The physical condition of our building is very good and is being well kept for which I am pleased. We do not have adequate shop facilities for the modern school curriculum and the facilities for music and science lack much to be desired. There are no facilities for basketball or volleyball practice for junior high boys and no playground space. This is a very bad situation for a junior high school with an hour lunch period. There are no facilities for intramural activities for boys at Central except for basketball on a few Saturday afternoons during January and part of February. This was keenly felt during the last two 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. Discipline problems have increased and I think are partly due to this situation but there are other factors involved. Practically all of our serious disciplinary problems are those of children on probation or under psychiatric care or in many cases both situations apply.

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

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

It is interesting to note that we have had practically the same number of transfers this year as last. There were thirteen transferred to other city schools. Nine of these transfers were due to the family moving into another district. In one case the child was placed in a foster home and was given a change of schools as well as homes. Neither the home placement or the school placement improved the situation so he was placed in another home outside the city. Three pupils were transferred to Sherman for disciplinary reasons. None of these pupils improved any by a change of schools. One was sent from Sherman to Waukesha, one to Diagnostic Center and one to a school for girls in Milwaukee. I had anticipated that there might be much more moving due to the housing situation in the Brittingham and South Park Street areas. However, the Brittingham area is practically cleared of residential property so that should not affect our enrollment from now on. We are likely to have more moving next year as more territory in the Marquette and the triangle areas is being taken over for commercial redevelopment. The number of pupils moving out of the city was the same as for last year.

We have had more than 30 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, and the Dane County Clinic or the Diagnostic Center. It is interesting to note how the number of such cases is increasing each year. Many of these are emotionally disturbed children who had been problems all through their school lives, growing somewhat worse each year and very little was done about some of them until this year. 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 everything they know 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. Five 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.

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

<u>SEVENTH GRADE</u>		<u>EIGHTH GRADE</u>		<u>NINTH GRADE</u>	
Central repeaters	7	Central Jr.	131	Badger	15
Franklin	0	Repeaters	5	Central Jr.	140
Lapham	40	Parochial	2	Edgewood	1
Lincoln	18			Franklin	40
Longfellow	29			Holy Redeemer	4
Marquette	16			Shorewood	37
Randall	2			Silver Springs	25
Washington	42			St. James	20
Parochial	2			St. Joseph	13
				St. Patrick	6
				St. Raphael	8
				Wash. Orth.	1
				Repeaters	9
TOTAL SEVENTH	156	TOTAL EIGHTH	138	TOTAL NINTH	319
TOTAL ANTICIPATED ENROLLMENT ... 613					

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.

II. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

Our music groups have been very active this year. They have provided a variety of programs for school assemblies and P.T.A. meetings. All four of the music teachers have been most cooperative in presenting some excellent programs. Our Junior High operetta was a real success. Many of our pupils participated in the music festival.

We have had a little work in dramatics this year as we had a speech teacher. Dramatics groups put on three one act plays for the public which were well received by an appreciative audience. I'm in hopes that more work in dramatics will be done next year.

The only standardized tests given this year were those requested by the Curriculum Department which were given throughout the city. Our pupils are not doing as well in some of these as I would like to have them do. Nevertheless, they aren't doing badly for children of their abilities when compared with national standards. We must consider that our junior high school teachers are working with pupils where more than half of them are new to the school and many of them having been with us from only a few days to less than three 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. Tests given at the end of the first semester to ninth graders did show that our ninth graders were well above the mean for the state for all pupils in Wisconsin who took these tests. These were tests on Listening, Social Studies, and Mathematics.

Some very outstanding work has been done in our art and home economics classes this year. The Fashion Show was greatly improved by being separated from the Senior Variety Show the past two years. The large audience who attended this show is evidence of the great respect the parents in our community have for the accomplishment of their children who are enrolled in the home economics department. I was very pleased to see so many fathers as well as mothers

attending this demonstration of work done by the Home Economics Department. The businesslike atmosphere in both the sewing and cooking classes leaves little to be desired. It has also been very gratifying to see the excellent work the art classes have done. Most of the pupils in our eighth and ninth grade art classes were pupils of average and below average ability and yet they did some excellent work in art. There is need for some improvement in classroom organization and control in this department but there has been considerable excellent work accomplished by a new teacher with pupils of average ability.

I have been very pleased to see the new emphasis being placed on providing a more challenging curriculum for the gifted pupils during the past three years. In making this provision we must be very careful in determining who should be in such groups and not let intelligence quotient alone or the results of any one test play too important a part in deciding who should have the privilege of being in fast classes. It is hoped that from these fast groups will come our leaders of tomorrow. Since we are in as great a need for leaders in the fields of political and social sciences and languages as we are in the fields of mathematics, physical and chemical sciences, there is great need to challenge all of the best intellectual material in every school in our country. We have had some fast groups at each grade level at Central. These children have really been challenged intellectually and it has been very good for them. The idea of having individual differences cared for within the class groups is an excellent one, except that most teachers are not capable of doing it well. Where there is as great a span in ability ratings as there is at Central, there is a great need for some grouping. In our regular groups there would be pupils of ability ratings from 88 to 151 if we did not do some grouping. It is very difficult to care for the educational needs of children with such varying abilities within one group. What is even more difficult than caring for the extremes in ability ratings is to try to motivate children to work up to their capacities when they have gotten by without doing so; and when neither the child or the parent is really concerned about education. Our brighter children were given a real opportunity to achieve in accordance with their abilities the past three years. In some areas we did not have the experienced teachers that I would have liked to have to handle these children. But we have done the best we could with the teaching power available.

It is interesting to note the trend in education throughout the country in making better provision for the academically gifted child. I feel that this is very definitely a trend in the right direction. It will take several years to test curriculum materials, teaching techniques, and placement of courses before we will be certain about the advantages and disadvantages of the proposed changes. There is going to be experimentation in education as there has been in every other field of endeavor. Scientific experimentation is long past due in the field of education. School administrators,

guidance personnel and teachers must be on the alert to see that too much experimenting is not done on any particular child or any particular group of children. However, the faculty of no school should be adverse to a certain limited amount of trying out new and perhaps better methods of teaching and new materials. We had two algebra classes and one seventh grade French class which were taught a part of their mathematics and French by a television program two or three days per week. This program was sponsored by the Wisconsin Improvement Program through the mathematics and French departments of the University of Wisconsin. Some parts of these programs were excellent and the children were much interested in them. At other times the programs were not as good and then pupils lost interest. These mathematics programs were offered mostly as a means of teacher improvement in acquainting teachers with some of the newer vocabulary of mathematics being used in the college texts. It seems logical to introduce pupils to the new terminology in mathematics at as early an age as they are capable of mastering the concepts involved. The teachers using the T.V. programs met frequently with the teachers from other schools and the T.V. instructor to discuss these programs. The pupils in this program received instruction in more advanced mathematics concepts than those in the traditional algebra classes. Several of our teachers are planning to attend the Wisconsin Improvement program at the University this summer for those days when their particular subject is being discussed. I plan to attend the entire two week session plus the two weeks' meeting of the administrative group.

I was pleased to have the amount of money provided for texts and supplementary materials greatly increased this year 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 1961-1962.

Our interscholastic sports program was better this year than it had been for the past several years. Mr. Olson coached the football, basketball and track. He was very interested in all of these activities and did all that could be expected of any coach to help the boys to have a successful season. Our track team won all their meets and the city championship for the junior high schools. Our basketball group won half their games while the football squad didn't do very well. It will always be very difficult for us to build a good junior high football team as over fifty per cent of our ninth grade boys are new to our school and since the football season starts immediately at the opening of school, these boys are too busy getting orientated into a new school situation to get out for football immediately. The season is practically over before they are acquainted with the school and activities offered.

We continued reorganization of the guidance program and put units in guidance into the social studies classes in the seventh and ninth grades. This was quite successful especially at ninth grade level with the slow and average groups but not so good for the fast groups. We hope to get some more challenging materials for the

fast ninth grade groups next year. These pupils need something more challenging as they have already had considerable social guidance in their homes.

The Student Council sponsored a party for the eighth and ninth grades which was very successful. We had twenty 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 with the exception of one worker. I think some of the personnel in the Probation Department have done a great deal for some of these children who come from very poor home environments but 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.

We have had many more children under the care of case workers in the different social and welfare agencies, the Child Guidance Clinic, the Diagnostic Center, and 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 children from their present home environments, I can't see that the case workers are going to bring about the desired results.

III. SPECIAL PROBLEMS

One of our main problems is to get over six hundred pupils coming from 26 schools in the city and surrounding community plus those coming from other schools in other communities, states and countries orientated into a school program which stresses real accomplishment in accordance with each child's ability to perform. These children come from schools and homes with varying standards of accomplishment and conduct all the way from expecting practically nothing of them to a very high standard of social conduct and school performance. This was very noticeable in regard to pupils' response to the guidance material used in ninth grade civics classes. Pupils who came from homes where they had experienced parental guidance all their lives were socially too mature for this material. They liked the units on economics and government and world problems, but were disgusted when class time was spent on teenage problems. There 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. Over fifty per cent of these children are new to Central Junior each year. The present school year it was 54.3% 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.

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. Sometimes I am tempted to put all of those children who will not prepare their work and who are absent frequently with poor excuses and those not a bit interested in education into one section at each grade level and let their parents know that we are giving them a very limited educational program which will not prepare them for higher education but will fulfill the requirements of school attendance. It is not the lack of mental ability or the lack of places to study as much as it is the lack of a desire to do anything that they can get by without doing. It is necessary to have children develop a pride in accomplishment and joy in learning some new thing each day. This should begin when the child enters kindergarten and 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 here.

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 and is very likely to cause an accident besides giving the building a very untidy appearance.

Adequate supervision of junior high pupils during the lunch period in a six-year school where senior high pupils are permitted to take paper bags with their lunches out of the building and eat them on the streets has been a real problem the past several years. It gets worse each year. I think that Central should definitely have a shorter lunch period. 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 an 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 would be more justified in having a short lunch period than any other secondary school in Madison, and we are the only secondary school that does not have a short lunch period. A shorter lunch period would make it possible to have an extra class period which would be a great help in providing the kind of 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. We 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 and to the point. Only practice can bring about these desired results.

Our school is located in an area of the city where we would get our share of problem children under ordinary circumstances and then to put all the special education groups of junior high level plus the misfits who are transferred to the vocational school in the same locality is not at all desirable. It makes it very difficult for us to have a normal school atmosphere. What is even more important is the fact that we do not have shop and home economics facilities to care for the needs of the children in the special education groups. I understand that one of these groups will be transferred out of here next year.

Several of our junior high shop classes can meet only four days per week as the vocational school uses the shops for apprentices one day 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 seventh grade. I was particularly disappointed this year to find the vocational teachers assigned to our shops, meeting with these pupils two or three times a week and a substitute teacher the other days. This happened regularly in Machine Shop. Mr. Thomas handled the group three days per week and Mr. Dhein two days. In Welding, senior high boys had charge of our groups part of the time. This should be taken into consideration in paying the vocational school for shop teachers.

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 laws. We should either have a means of enforcing these laws or else get them off the statute books. 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 on whenever they were present. This would prevent them from interfering with the learning opportunities of those children who really want an education and would free the teachers to work with those pupils who come to school to learn. I have been connected with public education as a pupil or teacher ever since I was six years old and I have never witnessed the defiance of authority that I have this year by about a half dozen pupils here at Central. They have defied their teachers, myself, Mr. Brown, Mr. Thrower, head of the attendance department, their probation officers and their parents. Unless something can be done early in the school year with these flagrant violators of school rules and the laws of society, I fear for what our public schools will become. It isn't fair to teachers to ask them to try to teach and contend with the actions and attendance problems of a few of these pupils.

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

to make use of these, we will find pupils taking more pride in the kind of records they are making.

I am a bit disturbed about the fact that we are giving as much as seven to ten periods per week to music for our best seventh and eighth graders when we can find time to give only five periods each to English, science, history, geography and mathematics. To make matters still worse, guidance is being added to the ten 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 the public school program and I would be the last one to advocate discontinuing it. However, I cannot agree with the policy that music should have more time from our most capable pupils than is given them in other subject areas. It is against my better judgment, but for the sake of uniformity of the junior high school curriculum with that of the other junior high schools in the city, we are giving eight or more periods of music to our best seventh and eighth grade pupils.

IV. RECOMMENDATIONS

1. Better facilities for physical education should be provided at Central as soon as building conditions permit.
 - a) Tennis courts near enough to school for physical education classes to use for noon recreation should be provided, or the lunch hour should be shortened to 25 minutes. I think more emphasis should be placed on such sports as tennis and golf which can be played during the summer when pupils have more time for recreation and these sports can also be played after school days are over. I am glad to see these sports included in the summer recreation program. I hope many of our pupils will participate in the City Recreation Program for tennis and golf.
 - 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.
2. The building should be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children here to enroll.

3. Smoking during the fire drills by vocational students and teachers is very undesirable when that school is connected with a junior and senior high school. There was great improvement in this respect the past year. I didn't see more than a half dozen vocational people smoking during all of our fire drills this year. It can be prevented and I hope it will be done away with entirely next year.
4. Smoking in teachers' rooms, squad rooms off the gymnasium, and janitor's office has been going on for years. I have seen less of it in the janitor's office this year but it may still be going on. It would be well to have this matter cleared so the "No Smoking" rule could be enforced, or that teachers and janitors were given the privilege of using the above mentioned facilities as smoking rooms.
5. Stair rails should be fixed so that it would not be convenient for pupils to sit on them. They are a hazard as they now are. I do not expect anything will be done about this until we have a serious accident, and then it probably will be taken care of immediately. Mr. Nelson, a former supervisor of custodians, thought this could be done for approximately one hundred dollars.
6. There is a great need for more and better shop facilities for junior high school classes. There is no adequate place to teach auto mechanics. Seventh and eighth grade sheet metal and bench metal classes meet only four days per week as the shop is used for vocational classes on Tuesday. Therefore, our seventh and eighth grade classes have a study period to do their homework in academic subjects on that day. We have a very poor junior high school shop program for a school offering a trades course in senior high. Pupils get their first impression of what shop classes are like in the junior high school. If this first experience is not satisfying and worthwhile, most of them will not choose shop later, except those who are not capable of taking anything else. This is the situation at Central now. 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 25 pupils has been a real problem at Central this year. It takes too long to get any action through the court so nothing was done to improve the situation. Either our compulsory attendance laws should be changed or there should be more efficient methods of enforcing the present laws. The extremely poor attendance of about 20 pupils led other pupils to have somewhat poorer attendance than they might have had.
8. The job of organizing, administering, and supervising the instruction of a junior high school should be considered of equal importance to that of an elementary or senior high school. To administer a junior high school in the same building with a

8. senior high, vocational school, special education department, and to care for the crippled children of secondary school level is not the easiest type of school administration. Children of junior high age are at that period between childhood and adulthood and have many personal problems which need to be solved. They are in need of much guidance as well as firm discipline.
9. Facilities for the crippled children who are in wheel chairs should be improved by making a ramp on the second and third floors so these pupils may come directly to the high school part of the building without going the entire length and width of the vocational school. If it is not feasible to build a ramp, then an elevator should be installed in the high school part of the building. These children are educable and have a right to adequate educational facilities. It is always a pleasure to see these physically handicapped children being wheeled across the stage to receive their diplomas. One of our polio cases won freshman honors at the University this past year.
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 will also be smaller next 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 material so that we may requisition replacement of these materials each fall.
12. The dressing room facilities at Bress 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. Something should be done regarding the colored children "ganging up" around the middle Dayton Street entrance to the building mornings, noons and nights. I have done what I could about it this year, but since there are some pupils from the senior high, the vocational school along with those in the junior high, and a few who do not attend any school, I do not feel that it is my responsibility to do the entire job. I have heard many adverse comments from people in the city regarding this matter, and if this continues, some real problems are going to develop.

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education

by

Nina B. Fredrickson

Philip Sprecher

June 1961

ANNUAL REPORT

GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

1960-61

Our program this year has been similar to previous years, but because it was imposed on a new senior class and new tenth graders, it takes on characteristics individual to the school year 1960-61.

COUNSELING is the core of our program--with emphasis on educational counseling. We have devoted many hours to the individual pupil. Referrals by teachers, parents, attendance worker, and agencies form the bulk of our contacts although pupils come in freely to discuss both major and minor problems or plans. Since individual counseling is a springboard that leads to further conferences with parents, teachers, and others concerned with pupil problems, this entire program makes up well over half of the year's work.

SENIOR CONFERENCES: In the fall we interview every senior to determine his need for help. We review his credits and his program for the year in terms of meeting requirements for graduation. His educational and vocational plans are discussed. Frequently this conference leads to one with the pupil's parents, for it involves college choice, career plan, senior program, scholarship opportunities, etc., about which they wish to be informed. We plan pupil interviews with professional and trades persons, review with the pupil the materials in our vocational files or arrange a visit to a University department that interests the pupil. This form of individual vocational guidance has replaced our career days of a few years ago. If there is time for the above program it is far more effective, in our school, than a mass career day program. Each senior follows his own interest, feels that he is being given personal assistance in finding his way to practical information, and keeps a record of his readings, interviews, field trips, etc. It is a privilege to work with a small enough number of advisees so that the individual method can be used. We continue to hope that this project with the seniors will not be crowded out of our program. From a previous report: "We have rejected many career talks at school when it seemed wise not to create an audience of sufficient size to justify a busy speaker's time. It is easy to understand that in our small school not more than one or two are genuinely interested in a career in law (for instance) yet we have struggled to get an audience for a speaker representing that field of work and then apologized for an unreceptive attitude."

About 30 of our graduates are enrolling at the University of Wisconsin, one at the University of Maryland, and one at Northwestern University. Platteville, LaCrosse, and Whitewater are the popular state colleges. The private and church supported colleges are rarely chosen probably because of the additional expense of tuition. One boy will go to St. Olaf College and one to Luther College. Three girls have applied for admission to schools of nursing. Madison Business College will continue to train a few of our graduates and the Vocational and Adult school will serve some in business education, practical nursing, merchandising, and engineering aide.

From a previous report: "There is a big trend toward teaching as a vocational choice. Boys as well as girls frankly admit that they plan to teach. Girls are choosing elementary school work two to one over secondary and boys indicate interest in the manual arts, coaching, and social studies. The emphasis on elementary teaching seems to be in direct relationship to the growing department of elementary education at the University of Wisconsin. Our F.T.A. chapter has been active this year. It was represented at W.E.A., S.W.E.A., and the F.T.A. state convention. Mr. Alfred Colucci is the sponsor of this group."

Next to teaching, the leading vocational choices are clerical work and engineering. Our business education department under the chairmanship of Miss Ann Junginger has been very effective in training and finding employment for the group choosing clerical work. Graduates who are not continuing their education and who are not already assigned to office work are finding their ways into retail work, small shops, food services and trades.

PROGRAMMING is with us constantly with peak loads in the middle of each semester. We direct programming through the home room teachers who carry the bulk of this exercise and finally we check every program for requirements, content, load, placement, etc. Frequently we unearth pupil problems quite unrelated to program planning. We maintain that a poorly planned program may take its toll in discontent, failure or drop-out and consequently hope to give this part of our work a firm priority in time allotment.

TESTING: Mr. Phil Sprecher gives the New California Test of Mental Maturity to all new entries. It is used also for retests. We use Otis for fast placement. The Hemmon-Nelson is given to all eleventh grade pupils as well as National Merit to those who wish to take it for scholarship competition or for evaluation of their educational progress. Also, the juniors have an opportunity to take the Preliminary Scholastic Aptitude Test. About 50 register for it and benefit from the diagnostic nature of the score returns. The follow-up study of the results with both pupils and parents is most rewarding. A few of the seniors who have worked in honors courses choose to take the Advanced Placement Tests in the spring. This was given at West this year. All of our tests needing a big room for several hours are given on Saturday mornings and both counselors supervise and proctor the tests. A recent addition to the total testing program is the supervision of college-bound seniors in their registration for ACT, given at the University.

VOCATIONAL GUIDANCE career talks have been available both at school and "on location." This year the pupils have had opportunities to listen in on discussions in the areas of military service, service academies, physical therapy, occupational therapy, physical education for women, home economics, engineering, pharmacy, telephone work, teaching, cosmetology, nursing and medicine. We were well represented at the University on an orientation evening and again when we were invited to an experiment in a science symposium. Many of our seniors have had personal conferences with business and professional persons. The reports on this activity both from the pupil and the adult visited have been satisfactory enough to encourage us to continue this program.

SCHOLARSHIPS AND COLLEGE ADMISSIONS form a very rewarding part of our work. This program starts early in the fall with an influx of materials from sponsors

and colleges and comes to a busy climax toward the end of the school year. There is an increasing trend toward college and a greater emphasis each year on financial assistance for worthy students. Consequently every pupil who has had a fair to good record in high school wants to apply for something--and does. This involves much distribution of information, many letters of recommendation, instructional meetings, special testing, and careful timing. Along with the details of scholarships is the related process of admission to colleges. Application is a fairly complicated procedure and involves teachers, parents, counselors, and clerical workers. Some pupils struggle considerably before deciding on a school. Thirty-seven admission counselors came to Central this year with the hopes of talking to high ranking seniors and possibly their parents. We attempt to protect seniors and our school program from the confusion that comes with heavy recruitment from colleges, professional groups, and the military. Fortunately many seniors enjoy a lethargy that protects them from responding to all invitations to meetings, conferences, tours, workshops, etc. The end result is less interruption of the school program and freedom from the confusion of too many "offers."

The 1960-61 scholarship program follows:

1. U. W. Freshman Honor	-	\$582
2. U. W. Freshman	-	\$582
3. Central Junior High	-	\$300
4. Madison Panhellenic	-	\$110
5. Madison Education Association	-	\$100
6. Francis Drew Winkley	-	\$190.46
7. Cecile Schien Memorial	-	\$200
8. Gisholt Education	-	\$200
9. Gisholt Industrial	-	\$50
10. Brandenburg Fund	-	\$600
11. Elks - Most Valuable Student	-	\$75
Elks - Leadership Award	-	\$100
12. General Motors Corporation	-	\$800
13. Central National Honor Soc.	-	\$200
14. Central Usherette Club	-	\$50
15. Central P.T.A.	-	\$100
16. Central Girls' Club	-	\$400
17. Rennebohm	-	\$1000
18. Rotary Club	-	\$50
19. Herfurth Efficiency	-	\$50
20. Stein Award	-	\$25
21. Kiwanis	-	\$175

TOTAL

\$5939.46

This represents \$5939.46 invested in the education of some of our graduating seniors.

AFS PROGRAM: This year we have had Noemi Whitaker from Argentina living in the Sam Shapiro home. We expect a boy, Peter Hendrickson, to come from the

Netherlands and live in the Theodore Sinclear home next year. At the present Jane Shapiro, a junior, is spending a couple summer months in Stuttgart, Germany. Our part in this program is to help in the selection of a junior to participate in the summer project and in the supervision of the foreign student who attends school here during the winter program.

Mr. Sprecher reports on his organization and special projects. Due to our physical set-up at Central it has been necessary to separate our work. Mr. Sprecher has worked mainly in the junior high school.

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

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

MENTAL CAPACITIES OF PUPILS AS
REVEALED BY PSYCHOLOGICAL TESTS

Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	76	13.15
Average (I.Q. 90-110)	307	53.11
Superior (I.Q. over 110)	195	33.74

Average I.Q. of all Junior High Pupils 104.49

Senior High School

10th Grade:		
	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	26	10.28
Average (I.Q. 90-110)	158	62.45
Superior (I.Q. over 110)	69	27.27

11th Grade:		
	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	20	8.23
Average (I.Q. 90-110)	137	56.38
Superior (I.Q. over 110)	86	35.39

12th Grade: Graduates of June 1961		
	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 90)	23	12.78
Average (I.Q. 90-110)	97	53.89
Superior (I.Q. over 110)	60	33.33

Average I.Q. of all Senior High pupils 105.84

Average I.Q. June 1961 graduates 105.36

WITHDRAWALS
Junior High School

First Semester 1960-61

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Total	
Out of city		4	1	5	1	6	2	9	14
Trans. to other sch.		1	1	2	1	2		3	5
Voc. & Work		3		3	2			2	5
Foster home place.	1			1	2			2	3
Diagnostic Center	1	1		2					2
Navy	1			1	1			1	2
Legal age to Withdraw		1		1					1
TOTALS	3	10	2	15	4	11	2	17	32

Second Semester 1960-61

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Total	
Out of city		1	1	2		3	3	6	8
Trans. to other school	1	3		4	1	1	1	3	7
Voc. & Work	2			2	2			2	4
Medical					1	1		2	2
Placed on Farm	1	1		2					2
Foster home	1			1					1
Child Welfare placement	1			1					1
TOTALS	6	5	1	12	4	5	4	13	25

Total withdrawals for year 57Total withdrawals for 1959-60 45

WITHDRAWALS

Senior High School

First Semester 1960-61

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Total	
Out of city	2	4	1	7	1	4	2	7	14
Trans. to other school		1		1		1		1	2
Voc. & work		4	1	5	3	2		5	10
Medical reason						2		2	2
Armed Forces	1	3		4					4
To Jr. High		1		1					1
Over 18	2	1		3	2			2	5
Under supervision					1			1	1
TOTALS	5	14	2	21	7	9	2	18	39

Second Semester 1960-61

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Tot.	Ret.	Ave.	Sup.	Total	
Out of city		4	1	5		7	2	9	14
Trans. to other school	1	1	2	4		1		1	5
Voc. & work	2	1	1	4					4
Married						4	2	6	6
Over 18	2	1	1	4		2		2	6
Medical		1	1	2		3	1	4	6
Service		1		1			1	1	2
TOTALS	5	9	6	20		17	6	23	43

Total withdrawals for year 82Total withdrawals for 1959-60 51

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT
of
GUIDANCE OFFICE
1960-61

Considering the size and character of our student body it is obvious to me that this year's guidance program has not been adequate. Our school population fluctuated from 630 pupils. Over fifty-four percent of these were new students. The number of withdrawals and transfers totaled 48. In 1959-60 the number of withdrawals alone was 45. A detailed statistical account is included in Miss Smith's annual reports.

TESTING PROGRAM

The tests administered were those suggested by the testing committee. All new students received the Otis Quick-scoring Intelligence Test. Eighth graders were given two achievement measurements, the Iowa Test of Basic Skills and the science portion of the Sequential Test of Educational Progress. In September the ninth graders were evaluated with the California Test of Mental Maturity. This was followed in October with the Cooperative English Test. In January this same group was administered the listening, social studies and math subtests of the Sequential Test of Educational Progress.

In most instances I relied upon homeroom teachers to interpret intelligence test performances and upon classroom teachers for achievement measures. Statistics in the Curriculum Department compare our performances on the latter with those of other Madison schools. For those pupils who did not have a standardized intelligence measure reasonably consistent with previous performances, a third evaluation was made. Either the Otis or the Wechsler Intelligence Scale for Children was used. It is appropriate to say that less than thirty pupils were re-tested under these conditions. In concluding this portion of the report I express the opinion that the testing program is adequate.

COUNSELING

I have attempted to do as much counseling as there has been time for. I see this phase of my position as being the most important. Until the counselor-pupil ratio is lowered, or until secretarial and staff help is increased, I do not foresee the possibility of having more time for seeing pupils in a one-to-one relationship. Although this is unfortunate, I consider it as being very realistic. As I write this the faces of five or so mothers of our pupils come to my mind. To each of these parents I had to say that it was unrealistic for me to assure them that I would be able to have additional conferences with their youngsters. With several of our teachers I have felt equally limited.

GROUP GUIDANCE ACTIVITIES

Films with guidance implications were shown to all seventh and eighth graders on most alternate Thursdays. Homeroom teachers did not always attempt or sustain meaningful discussions of the movies' messages. The ninth graders saw six films throughout the year with five of these pictures dealing with post-junior high planning.

Study habits checklists were given to all seventh and eighth grade homerooms. Life adjustment pamphlets were distributed to the seventh grade homerooms the second semester and their reception was controversial, as one would expect. The same is true of the two texts, Being Teenagers and Into Your Teens, that

were used by the eighth grade homerooms. Part of the lack of interest is due to the material itself and part to the fact that too many students want to do their homework during activity period. Unless the teacher is particularly strong this type of activity is not successful. Positive changes will have to be made.

We had two curricularized guidance activities this year. Both were in ninth grade. Autobiographies were written in the English classes. Civics sections had the nine-week guidance unit. I have not made up my mind about the value of the autobiographies. In the Civics unit changes are needed. The text Growing Up is not respected by enough students.

PROGRAMMING

I am satisfied with the job we did in the future programming of our pupils. This is particularly true with the ninth graders. I realize that it will be at least two years before we know for sure how good a job we did. The civics teachers are to be complimented for their effort in this burdensome task. The senior high office had the programs for tenth grade in April.

Seventh and eighth grade educational planning is not such an individual process because of the fewer number of choices. Miss Smith seemed satisfied that the areas of choice were handled adequately. I am referring to the selection of a foreign language and algebra or geometry.

To assist incoming students with their programming, Miss Smith and I visited the following schools: Washington, Silver Springs and Shoreswood. I also went to Badger. All of the parochial school children and those from Shoreswood and Silver Springs came to us for testing and a tour of the building.

OTHER

During this school year we referred nine pupils to the Department of Child Study. Five of those were at the request of the administration and four were at my suggestion. It is significant to note that of all those pupils who were withdrawn from our school because they could not conform to an acceptable degree, only a very, very few were more successful in another school. In fact, the numbers involved this year were about two out of eighteen. My follow-up information may not be accurate, thus the indefiniteness. Other statistical data on this subject is available in the principal's annual report.

An excessive amount of my time, as well as that of teachers and Miss Smith, seems to be spent on the above situation. In addition there are the many pupils who are being dealt with by agencies and the probation department, etc. Again, I do not foresee an improvement of this situation for next year.

SUGGESTIONS FOR NEXT YEAR

- (1) More help is needed from secretarial and staff personnel so that there would be time to perform more of the functions of this office.
- (2) Test performances must be more accurately interpreted to more students. Some teachers have been too lax in adequately carrying through with this assigned responsibility.
- (3) Much improvement must be made in informing parents of their child's test

results. Upon considering our entire school population I feel that we still have many parents who are this concerned about their children's educational immediate and future status.

(4) Sufficient time needs to be available for more counseling with "needy" pupils.

(5) All group guidance activities that involve paper and pencil should be curricularized. Homerooms are not a satisfactory media for these functions. We will also use less purchased materials in book and pamphlet form. I hope to utilize "home-made" instruments.

(6) More assistance should be given civics teachers with respect to the units on the self. We will have to replace and supplement the Growing Up text.

(7) I would like to attempt the use of an auditorium program, with the help of the student council, in order to improve the overall citizenship and elevate the social maturity of the school population.

(8) It would be helpful to begin ninth grade programming about two weeks earlier. Having the parents in for a night of orientation would be desirable.

(9) I would be interested in visiting all of our incoming sixth graders in all of our feeder schools. This year we only offered to come but did not receive an invitation.

(10) Time must be found in which some descriptive research with respect to our own population could be done. It looks as though it will be a real search, too. It certainly would be desirable to be employed for an additional month or so during which time this type of work could be accomplished.

(11) Because under-achievement is such a problem in our schools, I would like to make a bigger project out of attacking this situation. Again, will I have time?

(12) It is my opinion that the best time to do the orientating of new students is a day or two prior to the opening of school in the fall. Maybe the day will come when teachers will be available for this pre-school day. As it is now, teachers do not report until they have to attend a staff or system meeting just prior to the commencement of school.

In all humility it is my perception that the relationship between myself and the administration, staff members, Senior High personnel, Child Study Department, various agencies, and the student body has been fine. My association with parents has been positive and encouraging. I consider the status of each of these relationships as being most important if there is to be a fulfillment of my responsibilities.

I am appreciative of the patience, tolerance and cooperation given me this first year. Although I am somewhat encouraged by what I have been able to accomplish, I look forward to doing more and better things next year.

Respectfully submitted,

Phil Sprecher

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 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1960-1961
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	<u>Junior High School</u>		Number	<u>Senior High School</u>		Total	<u>Both Schools</u> Percent of
		Percent of Increase	Percent of Decrease		Percent of Increase	Percent of Decrease		
1933	956			1132			2088	
1934	1003	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45**
1942	1091	2.7		1300		1.8	2391	.25
1943	1104	1.19		1325	1.9		2429	1.53
1944	1128	2.17		1189		10.26	2317	4.61**
1945	1095		2.92	1233	3.7		2328	.47
1946	1066		2.64	1263	2.43		2329	.04
1947	1060		.56	1294	2.45		2354	1.07
1948	1076	1.5		1283		.85	2359	.21
1949	1083	.07		1212		5.45	2295	2.71**
1950	1042		3.78	1246	2.8		2288	.3 **
1951	1119	7.39		1223		1.84	2342	2.36
1952	1137	1.6		1184		3.18	2321	.89**
1953	1186	4.3		1193	.75		2379	2.49
1954	1224	3.2		1287	7.87		2511	5.54
1955	1371	12.0		1360	5.67		2731	8.7
1956	1322		3.57	1246		8.38	2568	5.96**
1957	1453	9.9		1146		8.02	2599	1.2
1958	1440		.8	1204	5.06		2644	1.76
1959	1266		12.0	1370	13.7		2636	.03**
1960	1132		10.58	1451	5.09		2583	2.01**
1961	1063		6.08	1491	2.7		2554	1.1 **

**Decrease

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

<u>Grades</u>	<u>1946-47</u>	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>	<u>1950-51</u>
7	285	302	313	298	348
8	297	299	307	311	295
9	<u>478</u>	<u>475</u>	<u>463</u>	<u>433</u>	<u>460</u>
	1060	1076	1083	1042	1103
Remedial					<u>16</u>
Total					1119

<u>Grades</u>	<u>1951-52</u>	<u>1952-53</u>	<u>1953-54</u>	<u>1954-55</u>	<u>1955-56</u>
7	324	318	377	439	460
8	346	324	329	367	409
9	<u>467</u>	<u>528</u>	<u>518</u>	<u>565</u>	<u>439</u>
	1137	1170	1224	1371	1308
Remedial	<u>16</u>	<u>16</u>	<u>17</u>		<u>14</u>
Total	1153	1186	1241		1322

<u>Grades</u>	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
7	443	433	290	306	307
8	486	429	429	289	318
9	<u>524</u>	<u>578</u>	<u>547</u>	<u>537</u>	<u>438</u>
	1453	1440	1266	1132	1063

III. Enrollment

Our predicted enrollment for 1961-62 is as follows:

<u>Junior High</u>		<u>Senior High</u>	
Grade 7	280	Grade 10	611
Grade 8	289	Grade 11	480
Grade 9	<u>421</u>	Grade 12	<u>450</u>
Total	990	Total	1541

Total Both Schools 2530

This will give us a slight increase in total enrollment.

IV. High School Graduates

Since 1932 the graduating classes have been as follows:

<u>School Year</u>	<u>January Class</u>	<u>June Class</u>	<u>Total Number Graduates</u>	<u>Total Enrollment Senior High</u>	<u>Percent of School Graduated</u>
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	331	335	1287	26.03
1954-55	4	325	329	1360	24.19
1955-56	4	384	388	1246	33.14
1956-57	5	325	330	1146	28.70
1957-58	3	316	319	1204	26.49
1958-59	4	326	330	1370	24.00
1959-60	5	380	385	1451	26.53
1960-61	3	449	452	1491	30.31

Total 9970

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 9970
Total Graduates in 38 years 11437

V. Accident Reports 1960-1961

14 Employee accidents

W.I.A.A. PUPIL BENEFIT PROGRAM

Athletic Injuries

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

4 Claims not filed

1 Claim denied

7 Claims not completed

39 Claims completed through W. I. A. A.

Amount Requested	\$1520.60
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(Claims not completed \$88.20+)

Amount Paid by W. I. A. A.	1064.65
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Pupil Injuries

90 Injuries not requiring doctor's care

98 Injuries reported to W. I. A. A.

12 Claims not filed

19 Claims not completed

67 Claims completed through W. I. A. A.

Amount Requested	\$1869.55
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(Claims not completed \$744.00+)

Amount Paid by W. I. A. A.	848.30
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The above statistics indicate the amount of clerical time needed to process our present W.I.A.A. accident benefit program.

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

- IV. Our 449 graduates of June 16th comprised the largest graduating class in the 39 year history of East High School. However, in a few years, by comparison this will be considered a small class.

In the past four years a number of significant changes in curriculum, course offerings, techniques of instruction and use of instructional materials has been established. During the 1960-61 school year these changes have been evaluated, revised and stabilized.

Continued progress in the identification of the talents, abilities, interests and attitudes of our students is taking place. The guidance staff now has sufficient personnel to supply the teachers with additional information about the pupils. This enables the teacher to better understand the youngsters which results in improving the learning situation.

The recent provisions to better serve the more able pupils were continued during the 1960-61 school year. These are:

A class completing seventh and eighth grade arithmetic in one year.

Classes in Advanced English at grade levels nine thru twelve.

Classes in Advanced Math at grade levels nine thru twelve.

The opportunity to start a language in the Eighth grade.

Additional experiments:

Two classes in teaching algebra with the use of Television.

One class in teaching French with the use of Television.

Two classes in teaching Shorthand with the use of electronic tapes.

To better serve the Basic pupils we established a twelfth grade Basic English class. Basic English is now offered at each grade level. A Basic course in Social Studies at the twelfth grade level is planned for the near future.

During 1960-61 the revised Home Economics curriculum was in effect for the first time. Evaluation and suggested improvements will be studied by the Home Economics staff during this summer.

In 1960-61 East participated with the University of Wisconsin in their new program of Teacher-Internship Training. Two young men, Mr. Hellwig and Mr. French each taught a semester of Social Problems under the direct supervision of Mr. Kussow as the Master Teacher. Both of these young men accepted teaching positions following their internship. This program indicates it has considerable merit in the preparation of superior students for the teaching profession. East will again participate in this program during the 1961-62 school year. The real value

of participation to the Madison school system will be the employment of the top interns by our schools following the internship.

Probably the most significant aspect of the past school year has been the increased awareness and effort by the staff members to improve class room instruction. The nation wide publicity on the American High School has served as a stimulus to all teachers.

In-Service training by individual teachers is at a new high. There prevails an interest and a desire to study and evaluate the new ideas, new techniques and new materials that accompany the changes taking place throughout the country. This is commendable because the classroom teacher is the key figure in the educative process.

This report should take note of the loss East High School will suffer with the retirement of Mr. Lugg, Mr. Peterson and Mrs. Crow, three of our veteran staff members. Mr. Lugg and Mr. Peterson have been competent science teachers at East High for many years. They have contributed much to the school and to hundreds of our graduates.

An expression of appreciation is due Mrs. Riegel who became a part-time teacher when Mr. Grittner left to join the State Department of Instruction. She voluntarily taught an extra period to provide better learning conditions for our third year German Class.

- VII. The problem of improving the "Mechanics of Expression" of our pupils is still vital. The results of the Co-Operative English Test show an improvement over previous years but it has not reached the level of other areas. Emphasis on written assignments and composition still needs to be stressed in all areas.

The problem of adequate School Nursing Service needs to be met. A school of twenty-five hundred enrollment with the age range we have needs a full time nurse. We do not subscribe to the present policy of the Madison Board of Health of providing a nurse for two short periods of time during the school day.

How to provide an adequate educational program for a small number of disturbed maladjusted young people is a serious problem. Usually these pupils are assigned by a social agency. This type of pupil usually needs more help than we are able to give.

VIII. Recommendations for the future are:

1. Consideration by the Board of Education of providing adequate School Nursing Service for East High School.
2. A review of the present school calendar which varies with the calendar of the University and schools in our conference. Our Madison students are penalized in the matter of employment. Some teachers are having difficulty with summer sessions starting prior to our closing date.

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 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1960-1961
EAST JUNIOR HIGH SCHOOL

I. Significant Statistical Data

The predicted 1960-61 enrollment for East Junior High School in June 1960 was as follows:

Grade 7	--	266
Grade 8	--	293
Grade 9	--	385
Total		<u>944</u>

At the end of the first week of school in September 1960, the school population at East Junior High School tallied by classes as follows:

Grade 7	--	270
Grade 8	--	292
Grade 9	--	395
Deaf Group	--	<u>9</u>
Total		<u>966</u>

Fifty-four pupils for whom programs had been made out did not return to East in September 1960.

During the registration period, just previous to school opening, the following pupils enrolled:

Grade 7 -- Total 39

Madison Elementary	16
Parochial	1
Suburban Schools	4
Cities in Wisconsin	10
2 Readstown	1 Baraboo
1 Dane	1 Park Falls
1 Oregon	1 Platteville
1 DeForest	1 Wausau
1 SunPrairie	
Out of State	7
1 Washington	1 New Jersey
2 Illinois	1 New York
2 Ohio	
Out of Country	1
1 Okinawa	

Grade 8 --- Total 28

Madison Junior High Schools	10
Military School	1
Parochial	5
Suburban	1
Re-entered	1
Cities in Wisconsin	5
1 Stoughton	1 North Freedom
1 Waukesha	1 Green Bay
1 Columbus	
Out of State	4
1 Colorado	1 Michigan
1 Kansas	1 Florida
Out of Country	1
1 Tawain	

Grade 9 --- Total 28

Madison Junior High Schools	2
Parochial	6
Suburban	2
Re-entered	4
Cities in Wisconsin	7
1 Barneveld	1 Platteville
1 Waupaca	1 Rhineland
1 Green Bay	1 Baraboo
1 Milwaukee	
Out of State	5
1 Michigan	1 Illinois
1 Minnesota	1 Florida
1 Ohio	
Out of Country	2
1 Morocco	1 Canada

The above 95 enrollees represent a variety of school backgrounds. This also reflects the mobility of present day society.

During the remainder of the school year, the following number of pupils enrolled each attendance period. It is interesting to note where they had been in school previously.

Report Period II --- Total 8

Grade 7 ---	4
2 Stoughton (not same family)	
1 Alabama	
1 SunPrairie	
Grade 8 ---	3
1 West	
1 Badger School	
1 originally at Central (came by way of Mississippi)	
Grade 9 ---	1
1 Alabama	

Report Period III -- Total 6

Grade 7	--	2
1 Milwaukee		
1 Basco		
Grade 8	--	1
1 Franklin School		
Grade 9	--	3
1 Basco		
1 Parochial		
1 Sherman School		

Report Period IV -- Total 4

Grade 7	--	0
Grade 8	--	4
1 Stoughton		
1 re-entered from Rockford, Illinois		
1 re-entered from illness and Diagnostic Center		
1 Frank Allis School		
Grade 9	--	0

Report Period V -- Total 8

Grade 7	--	5
1 Frank Allis School		
1 St. Patrick's School		
1 Ridgeway		
1 LaCrosse		
1 Richland Center		
Grade 8	--	0
Grade 9	--	3
1 Spearfish, South Dakota (left within a few days)		
1 Lodi (left within a few days)		
1 Rock Island, Illinois		

Report Period VI -- Total 3

Grade 7	--	1
1 Central		
Grade 8	--	0
Grade 9	--	2
2 Edgewood		

Report Period VII -- Total 4

Grade 7	--	3
2 Sherman School		
1 Central (withdrew before year was over)		
Grade 8	--	1
1 Albion, Michigan (re-entered)		
Grade 9	--	0

Report Period VIII -- Total 6

Grade 7	--	2
1 West		
1 Nichols School		
Grade 8	--	1
1 Central		
Grade 9	--	5
1 Monona Grove		
1 Eau Claire		
1 Diagnostic Center and Oakwood		
1 Cincinnati, Ohio		
1 re-entered from Phoenix, Arizona after leaving December 1 for the winter.		

Report Period IX -- Total 1

Grade 7	--	1
1 re-entered for part time work; had been having psychiatric treatment		
Grade 8	--	0
Grade 9	--	0

Mention of the above is made only to emphasize that the program for these children has to fit into established classes as well as fill their individual requirements. Much time and attention is given them by the guidance personnel, the office and then the individual teachers who must follow up with orienting the pupils and provide help for the particular class. The majority of the boys and girls adjust well.

By the end of April the enrollment had reached 1011.

During the 1960-1961 school year there were 71 pupils who left our school for various reasons; 13 were transfers to other cities, 20 pupils withdrew for miscellaneous reasons including illness, court order, or rural, etc.

According to the enrollment figures at the present time the tentative enrollment for the school year 1961-1962 is as follows:

<u>Grade 7</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	
Emerson	36	38	74	
Hawthorne	19	9	28	
Lapham	12	14	26	
Lincoln	4	8	12	
Lowell	26	25	51	
Marquette	35	35	70	
Sunnyside	<u>10</u>	<u>10</u>	<u>20</u>	
Total	142	139	281	281
<u>Grade 8</u>				
(from East Grade 7)	155	114	269	269

<u>Grade 9</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	
(from East Grade 8	147	156	303	303
Burke	3	2	5	
Cottage Grove	1	1	2	
Lakewood	12	8	20	
Madison Lutheran	4	12	16	
St. Bernards	24	31	55	
St. Mary of the Lake	4	-	4	
St. Patricks	9	5	14	
St. Raphaels	2	1	3	
Seminary Springs	<u>1</u>	<u>-</u>	<u>1</u>	
Total	60	60	120	<u>120</u>
TOTAL JUNIOR HIGH SCHOOL				993

II. Achievements

East Junior High has continued to give much time and effort to the individual program of the boy and girl. In seventh grade there has been a class for the accelerated Mathematics group as in the previous year; they will continue in Algebra as eighth graders. Another group that obviously was low in Mathematics was kept together to help them. A group of basic learners was again handled most effectively by Mr. Ferris McKinlay. It developed that with some new enrollees the class became much too large. This class had more emotional problem pupils than some previous groups. According to present plans the basic group next year will be divided into two sections. This should be an advantage in taking care of this type of pupil.

In eighth grade an enriched class in English was organized. From results seen in their work, including some excellent original poetry, it would seem that the pupils had been well selected.

The eighth graders who had the accelerated Arithmetic course last year with television experience were in Algebra this year. Several members of the class felt there was considerable home work for them as eighth graders, but they adjusted very well to the program. The majority of them expressed an appreciation for the experience; apparently these pupils like the distinction of being in an advanced course. Following are a few excerpts from members of the eighth grade Algebra class:

- A. "I enjoyed Algebra very much this year. I don't think it was hard and I think we were ready for it. The work was taken slowly enough for me to understand but toward the end of the year we began to go a little too fast. I think that the TV course last year helped me to understand the Algebra this year. I learned many new and interesting things this year. I hope next Year's course will be as interesting."

- B. "During this course in Algebra I felt I was learning quite a lot and it is sticking with me. I found that I liked working with Algebra and got a lot of fun out of seeing how different formulas and rules worked out. I especially liked work with exponents but not radicals. Taking Algebra sort of tied me down because it took me twice as long to do the assignments than it took the others, but this might have happened in ninth grade too. I liked taking this course and it did give us sort of a distinction."
- C. "I learned many things this past year that are of much importance. I also think taking an advanced subject is the best possible experience one could have. One thing I thought wrong was our homework. Sometimes we were keeping up to kids in your other classes that had study halls where we had none. One other thing is that in the future I hope they keep our class together for it is easier to work with your own age group. I can then proudly say that I liked eighth grade Algebra very much and I am proud to know I am a member of that class."
- D. "This class has been one that I enjoyed most of the time. I had trouble with some parts of it but with the explanation and help of Miss McFarland I usually found my mistakes and understood them.

I hope that next year our class will remain together. We now have an idea of how we can work and will try to do better.

During the first of the year it seemed as though we knew a lot about Algebra but as the year progressed we learned more and more. It was really fun to learn how to use Algebra to solve almost any problem. Over all it was very different and enjoyable to be taking Algebra in eighth grade."

The majority of the basic group in eighth grade seemed to adjust well to school as was indicated by their daily attendance and progress.

In ninth grade there were slow classes in English as well as an enriched group. In Algebra there were several classes which went at a slower pace. In reporting on the class in Enriched Algebra, the boys and girls seem to have a pretty keen understanding of the values; they seem to appreciate opportunity of being in the class but some readily admitted they had not given it all they could have. Some pointed out they were taking a solid course and had conflict in keeping up with all of the home work. Some mentioned that their teacher was always available for help after school. Many of them stated they had enjoyed the class and were pleased with the results. In the group a few did not do well, not because of the lack of ability, but because they were absent far too much or let outside activities interfere with their quality of work.

Two classes in Algebra had the TV program. The teachers in charge submitted the following comments as to their experience:

"I feel the Algebra TV program has been a most worthwhile experience from an instructor's view point as well as from the students. Probably the best part of the program was the logical and clear manner in which the lessons were given. This was also a fine way for the teacher to receive new information.

A program of this type is probably best suited for the A or B student. It isn't of great benefit to the C or D students. I say this because of the following reasons:

First: Drill work is held to a minimum. This helps the good student but not the poorer one.

Second: The ideas were presented along a deductive system thereby requiring sharper minds.

Third: They have to concentrate much more on the TV instructor because they cannot ask questions or stop him if he is going too fast.

Most of the Algebra was presented in the traditional way, although there were some new ideas and methods given. I was much impressed with the fact that, given enough time to prepare a lesson you could do so much better and so much more. I believe money spent on a program such as this could be spent more profitably on students who excel." (Mr. Theodore Callis)

"I wish to report my observations on Algebra 9 TV course with which I've had the pleasure of working this year.

The quality of Mr. Lichtenberg's lectures have been excellent and the course content, superior. From the point of view of pure and practical mathematics it is far superior to the traditional algebra.

On the debit side, the following observations:

- (1) The most obvious shortcoming of TV is the inflexible pacing of a single program. Some parts may drag while others seem too fast depending upon individual classes and pupils within the class.
- (2) Our average ninth grader is not yet mature enough to take notes of sufficient value to produce an adequate "home-made text." They are not yet capable of fully appreciating the real qualities of this course. We miss badly a text book for study and sufficient exercises to fix the desired principles.

Our top pupils in the course are achieving far more than they would from the traditional course using any text presently available.

In the various eighth grade classes across the city, the exam grades have surpassed those of the ninth grade classes by a surprising margin. This, to me indicates the following recommendations:

If suitable text materials are available, this course should be the course of Algebra 9 for our track I and II students. For track III, I would recommend the traditional Algebra or General Mathematics course. Track IV, of course, still needs Arithmetic.

I believe the traditional course is best for track III because it is less abstract and built more on easily recognizable rules of procedure. The long retained values would not be as great as in the faster classes, but that is to be expected. It would be easier for them to see immediate returns and hence motivation would be increased.

The greatest problem we have is still getting the most out of the abilities possessed by the pupils we have. This problem cannot be solved by the schools alone. Public education and public relations have a vast responsibility in getting guided parental help in this area.

As to integrating the new with the traditional I feel that it would be comparable to asking a teacher to swim across a river between two bridges. Either bridge would be better than that."
(Mr. Elmer Hamburg)

In French the report on the use of TV is as follows:

"Although the TV programs were primarily set up for seventh grade level, I felt that it was very worth while for my ninth graders. It gave them an opportunity to hear native French voices, to get further drill on material we had already covered, to review the reading lessons, and to see new and interesting cultural material. They enjoyed the special seasonal programs (Christmas, Easter, etc.) with songs and stories typical of France.

I feel the program was one of enrichment as far as my students were concerned and I hope the ninth graders next year will be able to take advantage of this opportunity." (Miss Della Westover)

The programs in our auditorium were excellent ones for the most part. The year opened with a seventh grade orientation. Outside talent and speeches furnished some fine programs. However, the presentations in which pupils themselves participated were outstanding. One on the Civil War presented by two eighth grade History classes and a home room showed that pupils enjoy participating. They displayed enthusiasm and undoubtedly the experience made History more meaningful. The band and orchestra concerts, the chorus program and spelling contest were excellent examples of fine school work. Pupil participation should dominate the plans for the programs for next year.

The fact that more than ten per cent of the pupils were neither absent nor tardy for the year points to the fact that the majority of the boys and girls take school seriously and want to have a good record while in school. A few pupils with aggravated behavior problems and a poor pattern for school attendance were seen repeatedly and continued

to take much time from workers and school personnel. Sometimes after a most discouraging period in Junior High School some of these pupils find themselves and graduate from Senior High School. We are fortunate to have many teachers in our Junior High School who can combine class control with understanding and encouragement and at the same time present class work so there is a maximum of interest.

Following the close of school considerable hours were put in by the guidance personnel and myself in contacting the homes to talk over class programs of a pupil who failed in some subjects and mentioning summer school as a possibility. Pupils with failures tend to become problems in a course they are repeating and become discouraged. The response and appreciation from the parents was most gratifying and I believe makes for good public relations. Boys and girls themselves were interested in the personal interest.

This year East Junior High has added an additional home room; these are boys and girls from the deaf class from Lapham School. Some of the older pupils had previously attended here for part time work. Because of the limited space at East the quarters for this group is very small. Mrs. Virginia Mudgett joined our faculty and presented the following report.

"The deaf class at East High School consists of nine students. Three of them are working toward credits for graduation in two more years. These three attend regular classes in civics, English, biology, mechanical drawing and physical education. In their classes they compete with normal hearing children, and are expected to do the same amount of work and write the same tests. The marks of this group range from A to C. One of the group made the Honor Roll, the first semester.

The remainder of the class attend classes in physical education, geography, shop, home economics and mathematics. The number of classes each can take is limited because of the limited abilities of this group. They need a better background of language and remedial work in reading and arithmetic before they will be able to attend other classes.

I think the establishment of a home room at East has been of great value. It has provided an ideal situation for these children to learn to adjust to a different kind of school life. I'm sure they feel more secure and a part of this school. The East High students are helpful and understanding. The teachers are cooperative and say they enjoy having the deaf students in their classes. There have been no major problems.

I have heard many remarks and questions from students and teachers in regard to my students. They all show a genuine interest in these handicapped children, and perhaps a realization of how fortunate they themselves are to have their own hearing and speech."

There has been a good spirit of loyalty and cooperation in our staff. Adjustments have had to be made as Senior High School grows and some faculty members have transferred to that division. It is hoped that our faculty members will continue to welcome and help new members who join our group this September.

V. Problems

Many Junior High schools have not been having any club offerings. In a poll made at the close of the school year the boys and girls seem to wish to continue the experience. The problem of ample time for some club continues to interfere with a good club program. Sometimes the experiences offered in a club mean a great deal to a boy or girl of that age. The Chess, Girl's Glee Club, Junior Pen, Boy's Chef, Conservation, Hunting and Fishing Clubs offered most favorable comments

In the impact of the busy days there continues to be the problem of not giving enough time to class room supervision. The help of the supervisors of the art and music, health education and library has been greatly appreciated in working with the staff in their departments. Mr. Carl Waller's work with the special cases was most worthwhile; frequently parents were asking for appointments with him.

Emphasis on written expression needs to be continued in all fields. Direction from the Curriculum Department has helped but this needs to be stressed not only for English teachers but all teachers. Continued evaluation and planning within the departments is most important.

There definitely has been an up-trend in respect for education by pupils as well as adults; the best advertisement for education comes from the pupils themselves. Teachers in the class room continue to have the position of maintaining the best public relations for the school.

The fact that the school nurse has so few hours to devote to East each day definitely has presented a problem this year. Where 2500 pupils and more than 100 adults are housed each day there necessarily are problems relating to health. There are emergency health situations arising, but more than that there are innumerable health problems that cannot be handled by the busy class room teacher--especially in a departmentalized school. When the nurse is not available it means that the counselors and administration are constantly interrupted and cannot continue with their duties. It would seem that if the Board of Health ceases to give this service, it must fall to another city agency. No private institution of comparable size would operate without nursing service. A Junior High School with its even more complex adolescence health problems certainly should have nursing service.

As has been indicated in previous years there is need for some one right within our school who is trained to work with reading problems. The average Junior High School teacher is not trained to attack this situation. The class room teacher can suggest to the pupils how best to study the material in their field and help them in the study period, but with class size and pressure of time the teacher cannot help the pupil who has "built-up" a stumbling block in reading earlier

in his life. Recommendations are made by the elementary teachers for seventh grade pupils who need help in reading. Ninth graders are also recommended for such help. However, we have no faculty member especially trained for such remedial work.

In a Junior-Senior High School set up we are continually making use of some of the staff in teaching class in both schools. This situation operates very well except when special occasions require a change of part of the program day. The use of one examination schedule for both schools helped to eliminate a very difficult situation in this respect. I believe it also has tended to make the examination more meaningful for the Junior High pupils.

The library continues to have inadequate space to serve all the pupils.

As Senior High classes needed more class room space, some rooms were not available for Junior High use. An example, the auxiliary music room was used for a social studies class and not at all available for music classes second semester. For part of the year, the auditorium and the visual aids room were used. Miss Lois Kukuk and Mrs. Janet Akers were most understanding and cooperative in meeting the not too convenient situation.

This year the band and chorus rooms were exchanged; in 1961-1962 the chorus classes will meet in the visual aids room and cafeteria. These, like many others, are the adjustments that have had to be made until more space is available in the new building.

In working with Junior High School age the faculty should be cognizant of the fact that pupils of this age are receptive and enthusiastic to do extra activities. They can be encouraged to participate in little programs, in assembly presentation and class projects.

Likely not as many opportunities will present themselves in Senior High School where they meet more mature competition. But the Junior High School experiences they have had will not be lost and the encouragement and feeling toward a friendly teacher will never be forgotten.

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 1961

ANNUAL REPORT

EAST HIGH SCHOOL GUIDANCE DEPARTMENT

1960-61

The Guidance Department opened this school year in a new, attractive roomy set of offices, and with an additional counselor, making a staff of two women and two men. We are very grateful for the additional help, since the demand for counseling services increases year by year. More testing, both local and national, a steady increase in college planning, and an emphasis on early identification of pupils all have added to the responsibilities of the guidance office. The following report will explain some of the activities for the school year 1960-61.

I. Significant Statistical Data 1960-61

A. Transfers and Withdrawals

<u>Reason</u>	<u>Junior High</u>	<u>Senior High</u>	<u>Total 1960-61</u>	<u>Total 1959-60</u>
Transfers-				
To Madison and Parochial Schools				
Central High School	1	2	3	4
West High School	1	2	3	1
Monona Grove High School	2	2	4	8
Edgewood High School	1	0	1	0
Other Junior High Schools	8	0	8	6
To other towns	<u>28</u>	<u>33</u>	<u>71</u>	<u>64</u>
Total Transfers	51	39	90	83
Withdrawals-				
To work and Vocational (1 day per week)	2	12	14	17
To Vocational - full time	0	3	3	3
Over 18 - to work	1	19	20	5
Rural	1	3	4	8
Armed Service	0	7	7	5
Miscellaneous:				
Illness	6	6	12	12
Marriage	0	8	8	15
Industrial School	3	4	7	3
Court Order	4	2	6	11
Diagnostic Center	2	4	6	0
Death	0	2	2	2
Others	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>
Total Withdrawals	20	70	90	82
Total Transfers and Withdrawals	71	109	180	165

The same plan of separating transfers from withdrawals was followed so a more detailed study can be made of the true drop-outs. Our transfer total is high again with 90 as compared to 83 last year. We have always realized that East High School is in a very transient community because of Truax Field, our nearness to the University and the type of industrial community which leads to much moving. The number of senior high students over 18 who withdrew to work seemed alarmingly high--20 as compared to 5 last year. However, in analyzing this group we find that 12 of them were older students who had re-entered school this year thinking they could make another attempt. However, their same pattern of lack of interest and poor work habits finally resulted in an early withdrawal.

This year there seemed to be more seriously maladjusted cases leading to withdrawal by Court Order, to the Diagnostic Center, and state industrial schools. Each of these required case studies and close work with agencies.

An exit interview is required of each student who withdraws or transfers. In this way school books are returned, credits are discussed and often a pupil can be helped in working out more realistic future plans. The class-room teacher is an important factor in the drop-out pupil because he is in a position to recognize early symptoms of poor school work, lack of interest and truancy. If these are reported early, some needless withdrawals can often be prevented.

B. Testing Program 1960-61

1. Psychological Tests.

The same plan of testing was used with the California Test of Mental Maturity given to all 9th graders in September. The Otis Test was used for rechecks and for all new entrants. In some cases an individual Wechsler Bellevue Test was administered.

In February the complete testing program was presented at a faculty meeting so that they would understand the plan used throughout the whole school. Information sheets were distributed explaining the types of tests, grade levels, and schedule of administration.

Since the test is absolutely of no value unless it is used, we feel that it is very important the faculty understand and make full use of all testing information.

Number of Tests Administered 1960-61 California and Otis

Grade IX	410
New pupils in September	80
Transients	110
Madison Lutheran Grade VIII	22
Rechecks	<u>80</u>
Total	702

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 1960-61 is listed below.

I.Q.	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
140-149	2	1	0	3	5	2
130-139	15	15	4	5	24	6
120-129	28	47	31	31	73	48
110-119	60	77	81	126	128	109
100-109	83	93	138	157	140	173
90- 99	61	47	94	110	71	90
80- 89	25	21	49	50	18	33
70- 79	12	10	10	15	7	6
60- 69	<u>3</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>
Total	289	312	410	499	466	467
Median I.Q.	104	108	103	104	109	105

Note: The California Test of Mental Maturity is used in all cases except Grade XI where the Henmon Nelson was used as an experiment. In a few cases the Otis Test is the only one indicated.

The Henmon Nelson University Prediction Test was given this year only to Grade XI. Following is the distribution of percentile ranks for 1960-61.

<u>Percentile Rank</u>	<u>Grade XI Number in each interval</u>
90-100	61
80- 89	53
70- 79	54
60- 69	43
50- 59	56
40- 49	36
30- 39	40
20- 29	46
10- 19	33
0- 9	<u>30</u>
Total	452
Q 3	71%
Median Percentile	53%
Q 1	22%

2. Achievement Tests.

The Iowa Test of Basic Skills, recently adopted by the Madison Test Committee, was given in December to all 8th grade English, Mathematics and Social Studies classes by the classroom teachers. The results are used for programming, identification for special classes and counseling. All test information is recorded in terms of grade placement and percentiles on the permanent record cards and on home room lists available for teacher use. Following is the result of the 8th grade test in terms of G.E. (grade equivalent). The national expected norm would be 8.3.

<u>English</u>	<u>G.E.</u>
Vocabulary	8.7
Reading	8.7
Spelling	8.7
Capitalization	8.6
Punctuation	8.2
Usage	8.3
Total English	8.5
 <u>Social Studies</u>	
Maps	8.9
Graphs	8.6
References	8.9
Total	8.8
 <u>Mathematics</u>	
Concepts	8.9
Problems	8.7
Total	8.8
 Composite Score	8.7

The STEP test (Sequential Test of Educational Progress) was given in February to all 8th grade Science classes and to 9th grade Mathematics, Social Studies, and English classes. In the latter, Essay and Listening tests were used.

The Cooperative English Test was given again in all 9th and 10th grade English classes, giving an important reading comprehension score and an indication of English Expression.

3. National Testing Programs.

The following 4 national testing programs currently called "External Testing" were continued this year with an active participation from our students:

National Merit Test	- 64 juniors
Preliminary Scholastic Qualifying Test	- 93 juniors
College Boards (Scholastic Aptitude Test)	- 20 seniors
ACT (American College Test)	-169 seniors

Each junior and senior was scheduled for a rather detailed interview to interpret the results of his particular test. Booklets were furnished by the testing company indicating his abilities in relation to other college-bound students.

The ACT test is required of all seniors considering admission to the University of Wisconsin plus many several other state schools. In many cases we have been able to help students realize the futility of unrealistic planning for college after they have seen the results of their test plus their own high school records.

The results of all 4 national tests are attached to the permanent record card.

4. PROJECT TALENT.

In March 1960, 1881 students from East High School, grades 9 through 12, took part in the National PROJECT TALENT program with a 2-day battery of tests. This year the results were returned with percentile ranks on some 37 tests of basic skills and specific aptitudes. Profile sheets were worked out for each individual student. These all had to be sorted and recorded by home rooms and an accompanying leaflet was given to each student which described the tests. One page suggested areas of vocations indicating the specific tests which might be predictions of success.

A special faculty meeting was called to explain the entire project. The home room teachers then distributed the materials and the profile sheets were worked out by each pupil.

The 1960 graduating seniors were invited, through newspaper publicity, to come in for their PROJECT TALENT scores. We were pleased to have so many interested requests.

Mr. Christensen did a small study of PROJECT TALENT based on a random sample concerning the East High School scores of 9th and 12th grade pupils in the fields of total English, Social Studies, and Mathematics.

9th GRADE

	<u>National Means</u>		vs.	<u>Madison East Means</u>	
	<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>
English -	72.81	78.44		72.01	81.19
Math -	16.60	15.84		17.04	17.14
Soc. St. -	13.41	11.07		14.19	13.31

12th GRADE

	<u>National Means</u>		vs.	<u>Madison East Means</u>	
	<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>
English -	83.19	88.56		83.23	88.80
Math -	22.35	18.93		25.21	18.93
Soc. St. -	16.79	14.64		19.05	15.46

* * * * *

Note: All test scores of the above-described tests are recorded on the permanent record cards and filed in the cumulative folders. Teachers are urged to use this material which is available at all times. In some cases lists of test data are also given to home room and class room teachers.

C. Future Plans of 1961 East High School Graduates

With four counselors available this year we were able to see all but one of 463 seniors--a group larger than last year by 130. Some of these interviews started early in the fall as a result of National Merit Tests, College Boards, and Scholarship requests. Some seniors were seen only once but many came back for repeat conferences.

In February 45 seniors met with the representative of the Wisconsin State Employment Service to take their series of aptitude tests. This was followed by an hour conference of test interpretation and a discussion of local job possibilities for the individual student. This has been a very worthwhile project each year and we are grateful for the help of WSES.

This year 183 or 39.7% of the seniors made rather definite college plans. This included an increase in the state colleges of 41 as compared to 32 last year. There seemed to be a larger variety of other colleges considered. We were pleased to have more interest shown in the excellent offerings at the Vocational and Adult School.

Another trend which interested us this year was the very small number of girls planning an immediate marriage.

D. Scholarships

Much time was spent the entire year on the whole program of scholarships. This starts with the early announcements which must be distributed to interested seniors. It involves many conferences, much correspondence and the help of a fine faculty scholarship committee. Recommendations from teachers and school records are necessary requirements for most scholarship applications.

This year 34 seniors applied for the University of Wisconsin Freshman Scholarships. From this there were 3 Legislative and 13 Freshman Scholarships awarded, plus one 4-year Oscar Rennebohm Award. For a complete list of scholarships and awards please see the Annual Report of 1960.

Table Showing Future Plans of 1961 East High School Graduates

	<u>1961</u>	<u>1960</u>
1. <u>Further Educational Plans</u>		
University of Wisconsin	105)	92
State Colleges (Whitewater 19,)	
Platteville 9, Stevens Point 9,) 183	
Stout 1, Oshkosh 1, Superior 1)	40) or	32
Other colleges and universities) 39.7%	
(Alverno, Carroll, Lawrence,) college	
Iowa State, Stanford, Luther,) plans	
Bible colleges (4), etc.	28)	21
Indefinite college plans	10)	11
Nursing schools:		
Registered (4 in University program)	2	9
Practical	8	11
Medical Assistants Course	5	0
Nurses' Aide Training	8	0
Vocational and Adult School	25	16
Business College	8	8
Beauty School	15	10
Miscellaneous (Theatre, Art, etc.)	<u>2</u>	<u>4</u>
Total Further Education	256	214
2. <u>Future Occupational Plans</u>		
Office work, Secretary, etc.	87	55
Merchandising	12	22
Telephone Office	4	9
Auto Mechanics	6	1
Apprentice Program	6	6
Trades (machinist, construction, etc.)	11	2
Agriculture	1	2
Miscellaneous (Upholsterer, Aviation,		
Cheese maker, Coin Laundry, etc.)	15	14
3. <u>Armed Service</u>	34	33
4. <u>To be married</u>	9	25
5. <u>Undecided</u>	11	5
6. <u>No interview</u>	<u>1</u>	<u>3</u>
Total Seniors	463	391

II. Special Achievements

The counselors would like to report on 5 special projects which might be of special interest in understanding our guidance activities.

A. Orientation.

This year Spring Orientation included not only the usual 6th and 8th grade classes from feeder schools, but for the first time the 9th grade groups from Sherman and Schenk Junior High Schools. Several meetings were held with the counselors and principals of these schools and each home room was visited by a Student Council Committee and two of the counselors. A special orientation has been planned for Friday, September 8 for this new 10th grade group. All 6th and 8th grade rooms of the feeder schools were visited as usual and information was received from the teachers to help with the programming of each pupil. The annual Orientation Day program was held on May 18. We were pleased with the excellent parent response to attend this particular meeting.

The philosophy of orientation also extends through the whole year as new pupils enter each week needing special help to make an adjustment to the new school.

B. Identification and Programming.

Many weeks are spent in the spring with this important project of helping pupils work out their programs in terms of their future plans. Teachers are involved in recommendations for special classes in our big project of identification. With the 4 sequences--Advanced, College Preparatory, General, and Basic--careful consideration is given so that each pupil is placed in the program best suited to his ability.

A special faculty meeting was used for this purpose. Each counselor was responsible for one grade. Much work was also done with the teachers of the incoming schools for grade 7-9 and the new 10th grade group.

C. Tenth Grade Occupational Unit Project.

The 10th grade occupational unit was continued in all English classes under the supervision of Miss Collins who spent a week with each group introducing the field of vocations and trying to motivate the students to begin future plans. This year with additional counselor help, a new plan was introduced. During the 2-week period of the unit each of the students was seen by one of the counselors. His credits were discussed, recent test scores were interpreted, and an attempt was made to help

C. Tenth Grade Occupational Unit Project (Contd)

each 10th grader think in terms of positive, realistic planning. During the year some 500 students were seen and we felt this was one of our most worthwhile projects. Each conference was written up and filed in the pupil's folder.

Mr. Christensen and Mr. Bachhuber also introduced a new occupational unit in a 12th grade basic class with an emphasis on self-understanding, job interviewing, and local employment opportunities. A student evaluation sheet at the end of the unit indicates there is a need for this type of service, especially with the non-college, low ability type of pupil.

D. Vocational Guidance Activities.

Besides the concentrated 10th grade occupational guidance unit, there are many activities in this field. College representatives visit the school all through the year and are allowed to see interested students during their free period, if possible. Career talks and movies are presented throughout the year. Students are notified about special open houses and field days which are presented by various University groups. The Future Nurses and Future Teachers Clubs present some excellent meetings of local speakers, movies and field trips. A special series of military programs is presented to senior boys to give them the complete picture of their military obligations.

Well stocked files of current occupational pamphlets and college catalogs are available and extensively used by our students.

- E. The four counselors were given the following responsibilities:
- Mr. Bachhuber - Grade 7, assist with grade 11.
 - Mr. Christensen - Grade 8, assist with grade 9 and 10.
 - Miss Collins - Grade 9 and 10, including Vocations Unit.
 - Miss Fosse - Grade 11 and 12.

Mr. Waller, Director of Child Study Department spent one morning each week doing intensive counseling with special cases.

Individual counseling is still the most important part of guidance activities, therefore, conferences were held with the following types of groups:

1. All new pupils, including 7th grade, 9th grade, and new transient enrollees.
2. Exit interviews.
3. Referrals by teachers, caseworkers and parents for pupils of scholastic difficulty, personality problems, behavior, employment, etc.

4. All 10th graders in connection with occupational unit.
5. Interpretations of all National external tests
6. Senior interviews.

Each interview involves more than just the pupil-counselor relationship. From most interviews it is important to contact the teachers, the principals and, if possible, the parents. Anecdotal notes are kept on all important conferences to be filed in the cumulative folder.

This has been a good year getting settled in the new guidance office which is across from the main office and seems much more accessible to the faculty. The four counselors would like to express their appreciation to the faculty for their excellent cooperation with our guidance activities.

Respectfully submitted,

MARGARET A. FOSSE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WEST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1961

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1961

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

SPECIAL ACHIEVEMENTS AND COMMENTS

Mr. Falk, in the bulletin published by the Madison Education Association in April, 1961, indicated that "with all the present justifiable emphasis on the academic 20% of our pupils, we must not forget the 80%." I feel this statement was exceedingly well put, and would like to add that some of the experimentation which is going on for experimentation's sake, and the changes for the sake of change, to my way of thinking, require careful analysis. I do not feel that youngsters should be experimented on in any great degree until the value of a "new" method of instruction has been proven. There is a great deal of pressure to get "on the band wagon" and many opportunists climb on with naive assumption that anything new will result in an improved end product. This has not been true in the past, and I am not sure it is true now.

West High School pupils continue to perform very well in mathematics contests and on placement examinations which determine college credits, or which, in some cases, exempt pupils from taking further math. A number of our Juniors are attending mathematics and science institutes this summer, after being selected over a number of other candidates from other schools.

The Music Department maintained its usual high level of performance this year. I feel we reached the all-time high level of performance in production when "Oklahoma" was staged by our combined musical organizations. It was remarkable that a high school group could do so well musically and theatrically.

Many of our former graduates received high scholastic honors again this year, as did a very large group of this year's graduates. To list them all would cover too much space and would also have all the earmarks of blowing our horn, so I will just indicate a few of the highest honors received:

Four of our students were finalists in the General Motors Contest.

Thirteen of our students were National Merit finalists, and eleven received letters of commendation.

Three of these pupils, Margaret Doolittle, Dorothy Rollefson, and Paul Sorum were offered National Merit scholarships.

A letter came to us from a Rhodes Scholar who indicated that he was very grateful for the solid program he received which was designed to prepare students for college.

We are gratified at the good fortune that our pupils had in National Merit contests this past year, because we realize that having a few finalists each year, and a Merit Scholarship winner occasionally, is about all we are entitled to, on a percentage basis. However, we sincerely hope that a school is not judged on the basis of the number of National Merit finalists which it has. We have had inquiries concerning our course of study because some school system has perused the results and found out the number of finalists our school has, and jumped to the conclusion that the curriculum offered was one of the most important elements in the final result.

As I indicated previously, a few of the honors which were received by our graduates this year included:

Five won Sophomore Honors at the University

One from Smith College

One from Yale

Five were initiated in Phi Eta Sigma at the University

I was informed by a Dean at the University of Wisconsin that out of the twelve top seniors in the L & S School, four were graduates of Madison West High School.

* * * * *

The following statements have been made by some of our top educational leaders:

"Too many pupils in the upper ten per cent of their class do not go on to college."

"Pupils take easy courses in order to improve their scholastic rank."

So far, this has not happened in our school. In the Class of 1957, 98% of the top decile attended schools of higher education. In a separate report which I sent on to Mr. Falk under the title, "It Didn't Happen at Madison West," I indicated that the top 26 pupils in the Class of 1961, with one exception, took four years of English; a large majority of them took four to six years of a foreign language; most of the pupils had eighteen to twenty or more credits; most of them had two and one-half to three and one-half years of science; and nineteen of the 26 had four years of high school math. My conclusion, therefore, was that our honor students pursue our most rigorous course of study and come out on top, in spite of the fact that they are in top-flight competition at all times.

We experimented with a class of eighth graders by introducing them to Latin. Our feeling is that the experiment was successful. These youngsters are now ready for the second year of high school Latin. The pupils were enthusiastic and the results proved that teaching Latin in the 8th grade can be profitable and enjoyable.

We are happy that we will be having fourth year of German in the fall. The interest in German has grown under the direction of Mrs. Lennig. Three of our youngsters won prizes in a German contest in Milwaukee in April.

I am especially appreciative of the service performed by the hall monitors and by "Regent Sweep" which was taken care of for the most part by our home rooms this year. Both of these activities were sparked by Mrs. Lugg, and I appreciate her efforts.

Twelve of our boys, under the direction of Mr. Antonie, took part in the "Trees for Tomorrow" camp during Easter vacation. They received the top certificate of achievement award. The parents, instructor, and the pupils all felt this experience was of great value to them.

We were happy to cooperate with the Parent-Teacher Association on their project, "Open doors for Foreign Students." The local P.T.A., under the direction of Mrs. Robert Mortenson, felt the project was very successful.

The visits of foreign educators or students to our school, and having pupils from other lands attend our school, are distinctly worthwhile, both for the visitors and for the school. Our pupils get a great deal of value and understanding because of the association which they have, especially with the A. F. S. students. This past year we were fortunate to have a girl from France, a girl from Israel, several pupils from Venezuela, and a number of others from foreign lands in our school. The official A.F.S. student this past year was Dorothea Gesenius, who came here from Germany. Mary Porter is our A.F.S. student, who is spending the year in New Zealand; Marie L. Hamilton spent a semester in Italy, and Susan Peterson will spend six weeks this summer in Colombia and Venezuela under the Pomfret School, Pomfret, Connecticut, program.

Our athletic teams performed uniformly well again. The following teams won Big Eight championships: Tennis, golf, and track. We also won the state golf championship.

Tom Speranza, one of our athletes, received first place in the Heroism Award from the Wisconsin Policemen's Protective Association for rescuing three nephews from a burning house last August.

SPECIAL PROBLEMS

One of our greatest problems, assuming that school will be ready for opening in the fall, will be to make all the shifts of material and personnel which are planned; and to clean up after the renovation which is taking place. Additional help will be needed the two weeks before school begins in order to get things straightened out. We appreciate all the time, thought and effort expended in our behalf by the Superintendent and his administrative staff.

The folding doors in some of the class rooms have created a noise problem. I hope that all rooms equipped in this manner will receive the needed acoustical treatment in each room, so that the noise factor can be kept at a minimum.

We were thankful to have some added clerical help the past two years, but the increase in our school size and the increased demands from the outside, especially in dealing with transcripts, ate up the added clerical time in a hurry. For instance: This past year, to date, we have processed 732 applications to institutions of higher learning. Because of the nature of our school and our graduates, it was necessary for us to complete 180 applications for former graduates. We also completed 552 transcripts for 1961 graduates. In addition to the 732 total, it was necessary for us to send in supplementary forms for practically all of this year's graduates at the end of the year.

The following is now standard procedure for some of the more select schools: A record of 9th through 11th grade work, test results and rank is due as early in the fall as possible; the principal's recommendation is due by November first; a supplementary report is due at the end of the first semester; and a supplementary report is due at the end of the second semester of the senior year.

The situation is becoming worse instead of better, since some pupils now want two to five transcripts sent out. I do not know what the answer is, but it means more clerical and guidance time will have to be added to take care of this problem.

This year, for the first time, our graduating ceremonies were held in the Field House. The program was very well received, and the acoustics were much better than we had anticipated. The Field House, with the facilities we used this year, can take care of from 4,000 to 6,000 people without any trouble. The public seemed very appreciative of being able to have all of the interested members of their family come. I feel that this was a good public relations venture; on the other hand, it will, like everything else, cost more money. I presume that it will cost in the neighborhood of an additional \$300 to \$400.

The safety of our pupils has concerned me for a long time, especially those who have to cross Regent Street immediately in front of the school. We have been fortunate in the past, but as the school continues to grow and the traffic increases, I feel that some type of crossing light should be installed at the corner of Regent Street and Vista Road.

The facilities of the locker rooms, gymnasium, and play ground at West High School are used a great deal by outside groups. I feel that to do so is desirable; however, there are a number of other schools with gym facilities in our area, and I think that the school buildings should all be used. The high school sports program is much more extensive than that of the elementary or junior high programs. Many times the recreation program overlaps that of the senior high school. This creates cleaning and supervision problems.

Pupils continue to be careless of their belongings. They leave their purses, watches, money, and clothing lying around where they are accessible to anyone who wants to pick them up. Glasses are unclaimed for years, and sometimes watches are never asked for. One parent was irate because someone supposedly stole her son's red jacket. I happened to be in the building at 7:30 on

West Senior High-5

February 23, 1961, went down to look in the lockers adjacent to the boy's, and sure enough, there it was. This is also an old problem which I suppose will not be changed until money becomes more scarce.

The California test on mental maturity has been given for several years. A comparison of the scores received by individual students in 6th and 9th grades, leads me to wonder at the large variations which appear. I know that Mr. Waller is working on this problem, and I hope that the test scores in 6th and 9th grades, from now on, can be more uniform; otherwise we cannot properly advise pupils concerning the curriculum which they are to pursue.

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 1961

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

ANNUAL REPORT

For the School Year 1960-1961
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

Sept. 1960		June 1961		Sept. 1961 (anticipated)	
7th grade	129	7th grade	131	7th grade	221
8th "	158	8th "	155	8th "	144
9th "	195	9th "	195	9th "	190
totals	<u>481</u>		<u>481</u>		<u>555</u>

West Junior High School will have an increased enrollment for 1961-62. The increase is caused by seventh graders enrolled from areas outside the immediate attendance area of West. The facilities that are being provided appear to be adequate to handle this pupil population if some ninth grade courses are again handled by senior high school facilities. This is in reference to the practical arts and fine arts and apparently the plans called for this arrangement.

During 1960-61 there were nine academic classes with thirty-six or more pupils per class, nine academic classes with thirty-five pupils and six academic classes with thirty-four pupils per class. These statistics are cited for comparison with 1961-62. Plans are being made to keep enrollments in the area of thirty pupils per class. It is said that size does not affect results, but in educating junior high school youth it seems that problems increase geometrically as numbers increase beyond thirty.

A further comment about class size seems pertinent at this time. Grouping is more a part of the class make-up this coming year and with this arrangement a number of factors emerge. All classes cannot be of the same size because needs are not defined in such a clear-cut manner. Materials of instruction must be used that are appropriate for the learners or the purpose of grouping is lost. Finally, evaluation and the means of expressing it must reflect the achievement of each pupil in the classes. There are many other lesser problems involved when grouping based on needs becomes a basic principle in education. This is not to minimize the positive aspects of this arrangement where identified needs will be confronted by learning in keeping with individual capabilities.

It is hoped that more breadth of subject offering may be a part of the curriculum. This concept is in keeping with the proposed curricular offering for the Madison Junior High Schools. This breadth of offering, more clearly defined, means that some pupils might possibly take Latin as seventh graders and profit by it whereas some other pupils might need to defer this until the ninth grade or tenth grade. Subjects have been offered in certain grades because of the administrative function rather than serving the pupils in school.

This past year Latin I and algebra have been offered in grades eight and nine. During 1961-62, Latin and algebra will be continued for these two grades with Latin III and geometry offered as ninth grade subjects to pupils having the prerequisites. French is available this fall to seventh graders and biology is available to ninth graders. This means of curricular offering provides for individual needs and helps answer the problem of evaluation. It has desirable features over homogeneous grouping when curricular offerings are tied to grade levels.

The work of the counselor is important in identifying the various factors used to place pupils in all subjects. It is just as important for the less capable to be properly identified as it is for the most capable to be given identification.

Guidance is a function of all staff members. All teachers should have easy access to the pupil records and study them thoroughly. It is hoped that a separation of the junior high school guidance counselor from any senior high school responsibility may be accomplished in the near future. There must be articulation between these areas of development, but experience indicates considerable difference in objectives and outcomes. The junior high school guidance counselor it is hoped will be working very closely with faculty members in understanding children and why youth may be reacting the way they do.

The past year there were twenty-four teachers sharing duties in junior and senior high school. During the 1961-62 school year there will be nine teachers sharing duties in both areas. There are times when it might be better to operate in a different way than the senior high school but sharing personnel limits flexibility. It seems a desirable move to share as little in the way of common personnel as possible and make provisions for flexibility. Dr. Fritz Redl, chief, Laboratory of Child Research, Bethesda, Maryland, supports this contention about the need for flexibility:

We have accumulated much knowledge about these young adolescents since junior high schools were originally set up. All of us who work in these schools know that one of the big problems is that school programs for a given age range do not always fit the categories for which they were designed. I think some of the factors involved have become increasingly fascinating and interesting. Many of the problems which we frequently face in any school, including the junior high school, have their roots in the changes in the population, changes in the rate of growth of the children we originally had in mind, and in the changes in our knowledge of all the complicated developments of growing into and through the junior high or early adolescent period.

Teaching in junior high school is a very difficult job because of the changing nature of the pupils. Because of the many differences among the pupils, all the sources of teaching aids should be available for use in stimulating the learner to more efficiently and effectively learn. That, of course, means adequate audio-visual tools of instruction at hand such that a change in approach within a learning situation can be made for the learner to get the job done. Because of this need West Junior High School seeks additional devices of instruction to help pupils learn better.

Algebra has been taught by television in two classes through the University station. The evaluation as indicated by pupils gave no precise acceptance or rejection of the method. The televised program probably was better in-service training for teachers and consequently will influence more pupils in their learning the subject. The program will be offered again, and it is hoped other teachers will be influenced accordingly. The approach in understanding the newer vocabulary of mathematics is a stimulant for teachers and learners.

Reading is being stimulated by new materials received this past year and one faculty member is currently taking special work in reading to help pupils and teachers in developing further skills in that all important communicative art. Extra stress is to be put on remedial and developmental reading skills.

Some of the junior high staff have been working on curriculum materials. These are excellent guide lines in the pursuance of knowledge in each area of study. Madison is certainly leading the way in this area involving curriculum. A single text or book too many times is a narrow approach and the concept of multiple texts or learning materials is certainly sound. Teachers from many other states bemoan the adoption of a single text that limits meeting individual differences of pupils. In this regard the use of the library is extensively promoted. The librarian will be working closely with classroom teachers in supplementing the work being done. It is intended that bibliographies of materials covering any area of learning may be furnished by the library to classroom teachers as requests are submitted. Breadth of reading and stimulated use of libraries can be developed with the many interesting materials found in the West Junior High School Library.

Turning to another aspect of the junior high school, the athletic program - a statement is appropriate. The inter-school program as it is carried on at present is highly desirable. Sports programs have a coordinating effect which is desirable during junior high days.

These boys in their participation need good, well-fitting equipment to protect them and the psychological factor of new, well-fitting equipment is also extremely important. This means that if the program has an educational value, it should be given a budgetary value commensurate with the expected outcome. It is not meant that junior high school teams should be fancy and elaborately uniformed, but it does mean that they have standard, basic equipment of such a nature that it fits well and gives the best protection possible.

Attention should be given to the hazard of crossing Highland Avenue by physical education classes and athletic teams out for practice. This artery of traffic is a constant danger because of the number of boys and girls crossing and the number of vehicles traveling the avenue. It is impossible to watch each child and at the same time supervise dressing rooms and playground. This street crossing is a continuous hazard.

These suggestions and proposals seek to provide an educational situation in which skills are put to work, in which facts learned have meaning in terms of pupils' understanding, and in which, insofar as possible, knowledge relates

to the values by which the students and adults live. West Junior High School is moving into new facilities, it is hoped these new facilities hold exciting learning experiences for many of Madison's youth.

Respectfully submitted

N. L. Lunenschloss, Principal
West Junior High School

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

Thirtieth Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education

by

Betty Jane Perego

June 1961

ANNUAL REPORT - 1960-61

West High School was fortunate to have two new counselors added to its staff this year, Mr. James Speerschneider and Mr. William Siemering. Both, because of their fine training and experience, were able to take hold of the new situation quickly and, from the start, offered valuable assistance and new ideas. Although Mr. Siemering was assigned only one period of guidance, his great interest led him to spend far more time than that on his projects and counselees.

For the first time in its history, West High School's guidance services were split into separate junior and senior high entities. At the request of Mr. Lunenschloss, one counselor, Mr. Speerschneider, was assigned to the junior high for one half of the day and he was given an office in the junior high area. He was regarded by the junior high pupils as "their counselor". Former counselors did maintain counseling relationships established in earlier years, but all new referrals went to Mr. Speerschneider. In addition, he took care of the organization and administration of all junior high guidance projects, calling on the other counselors to assist him when help was needed. The plan of separate guidance services will be continued next year.

GUIDANCE SERVICES - Junior High

(The following report has been submitted by Mr. James Speerschneider.)

The main emphasis in junior high school guidance this year was individual conferences. Next year, with a change in curriculum, more group work will be able to be done, especially in civics 9.

Before school started, all seventh graders attended an orientation program, where, among other things, they went through their schedule of classes. All new junior high school students were seen early in the year to acquaint them with the guidance services offered and to answer any questions they might have about school.

Probably the biggest single project done was in educational guidance, aiding students with their programs. We met with all seventh grade homeroom teachers to explain course offerings in eighth grade and they, in turn, helped their own homeroom with programming, referring any questions they couldn't answer to us. Helping eighth graders program involved a meeting with each homeroom, a group meeting with parents, and an individual conference with each eighth grade student. The meeting in the evening with the parents was well attended and the new curriculum for ninth grade and senior high was explained. In the individual conference, a tentative four year program was planned with the student, and, at this time, we reported to each student the results of the achievement tests he took in eighth grade.

Near the end of the year, all ninth graders were seen individually to report their achievement test scores to them. I felt that this was well worth the time it took. For some students it was the first time any test scores had been reported to them and they were very interested.

Next year at West Junior High classes will be ability sectioned in the seventh, eighth and ninth grades. To obtain the information necessary for sectioning students entering seventh grade, the cooperation of all the feeder schools is required. The principals and teachers of these schools should be commended. They cooperated fully, even to the extent of filling out an experimental enrollment and placement card, which has made sectioning as easy as possible.

We also participated in a meeting of the parents of the eighth graders who are taking Latin this year to try to evaluate the effectiveness of offering Latin in grade eight. In general, parents seemed well satisfied with Latin in grade eight, but there seemed to be a feeling on the part of some of the parents that Latin may have overloaded their children as far as homework was concerned.

Much time was spent on conferences with parents concerning problems their sons or daughters might have. These conferences are well received by the parents at West, with a high degree of interest in furthering education for their children.

Individual conferences with students who are referred by teachers, parents or the administration, or students who come in on their own, demand a great deal of our time.

As part of a city wide testing program, the following standardized tests were administered. Eighth graders received a complete achievement test battery consisting of the Iowa Tests of Educational Development, with subtests in reading, mathematics, language, vocabulary and work study skills, and the Sequential Test of Educational Progress in science. Ninth graders received an intelligence test, the California Test of Mental Maturity; and a battery of achievement tests consisting of the STEP tests in mathematics and social studies and the Cooperative English Test. Teachers administered the achievement tests in their classes and, again, we thank the teachers for their cooperation.

GUIDANCE SERVICES - Senior High

Individual Counseling: Most of the counselors' time has been spent with individual pupils who needed assistance with a personal problem. This problem may have been how to make friends, what to take next year, what to do about an unhappy home environment, what college to choose, how to study a particular subject more effectively, or how to handle a myriad of other kinds of difficulties. In helping a pupil think his way to a solution of these problems, it is always our aim to teach him problem solving techniques which will better equip him to handle future troubles. Often we find that pupils' problems have grown beyond normal limits and then, of course, we have referred them to agencies whose function is to handle these more complex personality difficulties. 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 pupils at 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. This year, the Student Senate

organized a panel discussion group which presented an auditorium program at both schools on the extra-curricular offerings. In addition, the guidance department helped arrange entertainment for a Mother-Daughter Tea at Cherokee, giving examples of the opportunities for girls in music and speech.

Students who transferred to West Senior High from other cities were followed up individually, to make certain their adjustment to their new school was going smoothly. In some cases, in order to improve their adjustment, it was necessary to make program revisions or to ask that teachers give these new pupils extra attention and interest.

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 and requirements but also with each pupil. 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 counselors for more extensive help. The activities of the home room are left to the discretion of the teacher since both teachers and pupils prefer this to a prescribed series of programs. It is also the responsibility of the home room teacher to keep each of her pupils' cumulative record up to date and to help handle administrative routine whenever necessary.

Program Planning: The educational planning mentioned above is that which is done with prospective juniors and seniors. An entirely separate program is carried out with the incoming sophomores. 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 advanced classes: A great deal of thought and time is given to the selection of pupils for the following advanced classes: Mathematics 11 xx, Mathematics 12 xx, English 12 xx and Advanced Biology.

These classes are intended for our most capable pupils and move at a pace beyond that of our ordinary accelerated sections. Selection is made on the basis of the following criteria.

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

After careful screening of outstanding pupils, it was found that there were approximately twenty pupils for the mathematics classes. In the cases of English 12 and Advanced Biology, it was necessary to lower the original standards slightly in order to have enough pupils for classes of twenty to twenty-two. 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 aptitude tests
3. Eleventh graders are given an intelligence test in the spring

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

Vocational Unit: This unit has been continued in the same form as last year, beginning with the counselor's introductory discussion, the film and the aptitude tests. In the themes, however, the pupil's interest was centered mainly on himself, with less emphasis on the study of an occupation. This shift in emphasis has been necessary because of the extensive research done on occupations in ninth grade civics.

Prior to the individual conferences with each junior, the counselors spent two class periods in each English class, discussing the meanings and implications of the test data. The importance of considering tests in their proper perspective was again stressed.

Following these class activities, each junior confers with a counselor to discuss his interests, his plans for twelfth grade, his test data, and any

other matters important to his planning for the future. 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 do 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 came to our attention and extensive counseling followed.

The counselors of West, Van Hise and Cherokee met with the civics teachers this spring to develop a better coordinated, continuous program of vocational guidance. Plans for next year are being formulated at the present time.

Vocational Talks: (The following report has been prepared by Mr. William Siemering, who administered this program.)

Goethe wrote, "It is important to know as much as possible about what you want most of all, because sooner or later you are likely to get it." In an attempt to have students learn as much as possible about their career interests, a series of vocational talks were again presented for students in the senior high this year.

In preparation for these talks this year a questionnaire was sent to all juniors and seniors requesting them to write down the three areas in which they had the greatest interest. The results of this survey were used in selecting careers in which there was the greatest interest. Incidentally, teaching was of most interest by students in both grades.

A new vocational talk was offered this year for pupils interested in a language major. There was some interest indicated in the survey, but considerable additional interest was stimulated by talking with each language teacher. Since this area is receiving support from the National Defense Education Act and the President, it seems such pump priming becomes necessary, and we should anticipate such needs each year. The enthusiastic cooperation and favorable results from the teachers underlines the importance of this avenue of communication for the talks and of relating subject matter to life goals. More might be done in this area, both to stimulate interest and to provide follow up information.

As a departure from the past format of the talks, the speakers were instructed to allow the majority of the period for the answering of questions. This was done in response to students in past years who felt not enough time was given for answering their specific questions; so less gifted speakers would not be penalized for a poorly organized talk; so the speakers would not have to spend as much time in preparation. Some speakers followed this suggestion and others did not. There seemed to be a favorable reaction by students where this was used, though some speakers were able to anticipate student queries and incorporate this information within their talks. At the first several meetings students were given a guide sheet of the kinds of questions they might ask and should consider in evaluating a career.

The talks were open to all juniors and seniors. As more room becomes available, the inclusion of sophomores might also be considered, since this is a

year in which there are no other organized vocational guidance activities. This might also make it possible to include some areas in which there presently is not enough interest to warrant a speaker. Juniors should definitely be included since this is the year in which they make a study of career choice and the self.

The speakers were introduced by members of Mrs. McCarty's speech classes, who also discuss and evaluate the speakers. These evaluations, I might add, were most helpful in selecting speakers for this year. Letters of appreciation were written by the senior English classes.

The following is a list of topics and speakers.

VOCATIONAL TALKS - 1960-61

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Sponsor</u>
Jan. 17	Introduction	Dr. C. H. Waller	Christopher Sterling
Feb. 14	Elementary Education Chemistry Architecture	Prof. Virgil Herrick Prof. C. Harvey Sorum Allan Strang	Barbara Freas Paul Sorum Diane Penrod
Feb. 21	Engineering Occupational Therapy Stewardess	Dean Kurt Wendt Mrs. Charles Amacker Carl Guell	Stan Jackson Janet Hanson Sally Best
Feb. 28	Social Work Commercial Art Mathematics	John E. Vick David Severson Prof. Henry VanEngen	Hilary Harrington Ellen O'Connor William Mitchell
Mar. 7	Nursing Forestry & Conservation Accounting	Mrs. Muriel Wagner William Jordan Robert Taplick	Susan Bignell William Muehl Marcy Harrington
Mar. 14	Law Trades Beauty Culture	Prof. James Hurst Richard Winfield Richard Houser	Dan Sinykin Ron Fagerstrom Nancy Raymond
Mar. 21	Medicine Secretarial Journalism	Dr. David Williams Dean Kammer Herb Jacobs	Richard Sinaiko Jeanne Laugen Virginia May
Mar. 28	Secondary Education Commerce Dental Hygienist	Jack Reynoldson Prof. R. H. Weston Margo Langetieg	Betsy Paddock Warren Wade Marcia Richgels
Apr. 11	Sales Psychology Languages	Verle Coutier Prof. Charles S. Bridgman Prof. William T. Bandy	Stephen Hill Sandra Brown Susan Bignell

Scholarships: Each year the number of scholarships and awards offered by local, state and national organizations has increased. Consequently, the tasks of being familiar with scholarship opportunities, of bring them to pupil attention, of writing letters of recommendation, of processing application forms and of administering competitive examinations continue to grow.

Early in the fall interested seniors were invited to a meeting at which 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. Particular attention was given to the scholarships offered by the University of Wisconsin. Application procedures and sources of publicity were carefully explained. It was pointed out 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.

In addition, seniors who expressed an interest in scholarships early in the year were interviewed individually to help them determine their own eligibility, to direct them toward appropriate financial aid, or simply to encourage deserving pupils to apply for awards.

Besides these publicity functions, three of the counselors and Mrs. Schoff served on the West High Scholarship Committee. This group evaluated the qualifications of candidates for awards when it became necessary to select a limited representation in local competition. A sincere effort was made to distribute awards fairly and evenly.

About sixty-five pupils took the Scholarship Qualifying Examination in April 1960 in conjunction with the National Merit program for 1960-61. Of this group thirteen became finalists, eleven received letters of commendation and three of the group of finalists received scholarships. Of the sixteen who participated in the General Motors competition, four became semi-finalists. Other scholarships and awards are listed below.

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
Girls' Club of West High School	2	\$200.00
Gisholt Scholarship	1	200.00
Gisholt Award	1	50.00
Theodore Herfurth Efficiency Award	1	50.00
Genevieve Gorst Herfurth Award	1	25.00
Madison Education Association	2	200.00
McPyncheon	1	25.00
Altrusa	1	150.00
Madison Alumnae Panhellenic	1	110.00
PTA Welfare	4	440.00
Kiwanis	1	
Rotary Club of Madison	1	50.00
F. S. Brandenburg	1	300.00
Allan Shafer Memorial Award	1	50.00
Gillette Award	1	
Ralph B. Jones Memorial Award	1	50.00
Shaw Essay Contest	2	
Christian R. Stein	1	12.51

<u>Name of Scholarship (cont.)</u>	<u>No.</u>	<u>Amount</u>
Frances Drew Winkley	1	\$190.47
Woman's Aux. to Dana Co. Med. Soc.	1	50.00
Madison Catholic Women's Club	1	350.00
B'nai B'rith	1	100.00
Thorpe Finance	1	25.00
National Presbyterian	1	100.00
UARCO	1	
S & H	1	4000.00
University of Wisconsin Regents	1	194.00
University of Wisconsin Freshman	7	1358.00
Dartmouth College	1	
Purdue University	1	
Radcliffe College	1	
Stanford University	1	
St. Olaf College	2	
Stout State College	1	
Wartburg College	1	
University of Minnesota	1	
Western College for Women	1	

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:

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

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: During the summer the occupational files, which are kept in the library, were completely reorganized. Two students, supervised by Mrs. Judd, went through all this material, discarded outdated brochures, rearranged the filing system, and listed occupations for which new material was needed. During the year, a junior girl has been responsible for keeping the files in order and adding new materials as they arrived.

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

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

College and Job Recommendations: As was true last year, 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 seven hundred thirty five 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 to have their needs met. About two hundred dollars was spent for such items 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 discontinue the junior citizenship awards and to give three University scholarships of \$110.00 each to promising seniors who needed financial assistance but whose grades did not quite meet usual scholarship standards.

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

WEST HIGH SCHOOL

November 1960

DISTRIBUTION OF I.Q.'s

GROUP	%	I.Q.	7	8	9	10	11	12	Total
X	45	160-164	0	0	0	0	1	0	1
		155-159	0	0	0	1	2	0	3
		150-154	0	0	1	0	4	0	5
		145-149	2	4	0	2	2	0	10
		140-144	1	1	4	0	7	2	15
		135-139	8	7	2	7	13	11	48
		130-134	7	12	3	14	26	22	84
		125-129	14	15	12	21	43	46	151
		120-124	23	22	16	45	52	82	240
115-119	22	23	21	65	72	87	290		
Y	46	110-114	14	30	30	92	67	67	300
		105-109	10	17	41	78	56	80	282
		100-104	12	9	26	61	31	41	180
		95-99	6	8	18	46	19	24	121
Z	9	90-94	2	3	9	30	20	15	79
		85-89	2	4	8	11	8	8	41
		80-84	3	1	5	11	8	4	32
		75-79	1	1	1	5	0	3	11
		70-74	0	0	1	2	3	0	6
		65-69	0	0	0	0	1	0	1
		60-64	0	0	0	0	0	0	0
		55-59	0	0	0	0	0	1	1
No test		1	0	1	1	0	2	5	
		128	157	199	492	435	495	1906	
Median		117.95	116.09	108.78	110.05	115.28	115.17	113.27	

	Total	X	Y	Z	Median IQ
Junior High	484	46	46	8	113.55
Senior High	1422	44	47	9	113.16
Jr.-Sr. High	1906	45	46	9	113.27

<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

Percent of Withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 16, 1961 shows the following comparison with former years.

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

Percent of Withdrawals - Junior High School: The cause of withdrawals in the junior department as of June 16, 1961 shows the following comparison with former years.

	<u>40</u> <u>41</u>	<u>50</u> <u>51</u>	<u>55</u> <u>56</u>	<u>57</u> <u>58</u>	<u>58</u> <u>59</u>	<u>59</u> <u>60</u>	<u>60</u> <u>61</u>
Work and Vocational School	0	7	0	0	0	4	0
Vocational School	7	4	0	8	0	0	0
Transfers	18	18	11	13	6	18	20
Left city	50	60	80	71	77	68	70
Illness	7	4	6	8	0	0	0
Rural district	18	7	0	0	0	0	0
Court cases	0	0	3	0	0	0	0
Directed by Child Study	0	0	0	0	11	10	10
Placed in foster home	0	0	0	0	6	0	0

June 1961

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	201	.48
1960-61	486	301	.62		
Total	9122	5239	.57	4631	.54

The total of 5239 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 4631 represents the total, to date, who have entered the University.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

CHEROKEE HEIGHTS SCHOOL

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the school year 1960-61

CHEROKEE HEIGHTS SCHOOL

Enrollment at Cherokee Heights during the school year 1960-61 was as follows:

Grade	September	End of First Semester	Close of School
Kgn	31	32	32
First	27	30	30
Second	25	26	26
Third	35	36	36
Fourth	35	33	32
Fifth	30	29	29
Sixth	21	20	20
Seventh	236	241	242
Eighth	273	278	279
Ninth	<u>192</u> 905	<u>190</u> 915	<u>191</u> 917

During the year we enrolled 30 pupils new to Madison, and had 8 transfers from other Madison schools. Nineteen pupils withdrew to schools outside of Madison and 6 pupils transferred to other schools within the city. Our gross enrollment for the past year was 941.

Cherokee Junior High - 2

Elementary Organization 1961-62

<u>Grade</u>	<u>Room</u>	<u>Enrollment</u>	<u>Teacher</u>
Kgn	10	35 a.m. section	Mrs. Hoops
First	11	31	Mrs. Struck
Second	12	30	Mrs. Ferrill
Third	15	26	Mrs. Morris
Fourth	14	35	Mrs. McSherry
Fifth	17	31	Miss Dahl
Sixth	20	<u>28</u> 216	Miss Herreid

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

1. A triangular area bounded by Nakoma Road, beltline and Whenona Way.
2. The immediate or heart of our district is bounded by Waban, Nakoma Rd., W. 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.

This area continues to develop with a number of new homes being occupied throughout the year. However, we have not had many new students from the area enroll in our elementary grades during this past year. At the present time it appears that we will be able to allow all elementary students in the area mentioned to attend Cherokee for the next school year. The only doubtful class is kindergarten where we have thirty-five enrolled during the spring registration.

Cherokee Junior High - 3

Junior High School Total Enrollment by Grades

<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)
	<u>655</u>	
		<u>1958-59</u>
7th	310	(ten sections)
8th	273	(eight sections)
9th	198	(seven sections)
	<u>781</u>	
		<u>1959-60</u>
7th	280	(ten sections)
8th	204	(seven sections)
9th	252	(nine sections)
	<u>736</u>	
		<u>1960-61</u>
7th	242	(eight sections)
8th	279	(ten sections)
9th	191	(seven sections)
	<u>712</u>	

Our anticipated enrollment by grades for the school year 1961-62 is:

		<u>1961-62</u>
7th	205	(eight sections)
8th	240	(eight sections)
9th	270	(nine sections)
	<u>715</u>	

Enrollment in our seventh and eighth grades will be slightly less next year than it has been in the past. This is due to the change in attendance area making both Van Hise and Cherokee areas optional for West Junior High School, beginning in September. In the seventh grade there are sixteen students from the several elementary schools who will be attending West instead of Cherokee. There are also one eighth grade student and seven ninth graders who have permits to attend West. Eleven students have also been accepted at Wisconsin High and at Edgewood. We expect to have approximately 160 students from the Orchard Ridge area attending our junior high next year.

Special Achievements: In a combination elementary-junior high school there are many areas and experiences that may be presented in this report. To prevent it from being too lengthy only significant and pertinent information will be presented. There have been several innovations throughout the year that are worthy of note.

The fourth grade class participated in the Wisconsin Improvement Program in cooperation with W.H.A. television "Patterns in Arithmetic." This program provided excellent in-service training for our teacher, Mrs. McSherry. Her reaction to the program is as follows:

"The program recognized the need for students to think mathematically, and to understand the structure of mathematics. A modern approach to arithmetic was brought into the classroom. Emphasis was placed on problem solving. Since children think in terms of actions, they were taught to solve problems by writing equations which represent the actions involved in the problems. Children were taught to visualize the mathematical structure of the problem rather than to look for tricks or clues to solve problems. Emphasis was placed on the "why" of arithmetic as well as the computational skills--the "how" of arithmetic.

Skills were developed more readily and less laboriously when an understanding of the basic concepts underlying these skills was exhibited. This modern approach has shown most favorable results. Pupils can extend their thinking because they can now see arithmetic with basic unifying principles rather than many specific unrelated skills. Tests given periodically have shown most satisfactory results." It is the opinion of our fourth grade teacher that this program should be repeated.

As part of the national trend toward earlier beginnings of foreign language study, French has been offered this year to two selected groups of Cherokee seventh graders with Mrs. Kelly and Mrs. Wagner in charge. A conversational approach has been used and direction has largely been given to the format and approach by a television program beamed from WHA-TV. The key quality of the program has been oral involvement of the students. Extensive use has been made of tape recorders, record players and dramatizations. A predominant

difference in classroom routine between these and ninth grade language sections is also at the point of activities. As an example, during a lesson in the text on cake-making, in both seventh grade sections, a student unsolicitedly brought a cake that he/she had prepared. This, in turn, provided another linguistic opportunity. As with anything that is in the trial stage, problems of criteria and evaluation techniques are felt. As an initial year in a beginning program, it has, however, proved to be very worthwhile. Out of a total of fifty-five students having this experience in seventh grade, all but one will continue their study of French in eighth grade. This program of foreign language in seventh grade will be continued next year with two classes being provided in our schedule.

With a limited number of our classes we have been involved in a team approach of teaching social studies. This program has been under the direction of Mr. Anderson, Mr. Moran, Mr. Kellesvig, and Mr. Gladhill. By better utilization of each teacher's time and experiences, we have made steps toward giving the student the best possible backgrounds in many areas by calling upon the special talents of the individual teachers. We have found that a large group gathering (150) can be easily handled at the eighth grade level which aids in giving identical experiences to teachers involved. At the same time we can provide for the individual differences of the students since most of their class meetings are with their own smaller group and not with the large, rather impersonal group.

All things considered, we have provided the student with a well rounded study of American History based on the idea of making him an active participant in the study of the subject and by correlating meaningfully his English and social studies programs. We feel some of the disadvantages to this program were the inability of the team, occasionally, to secure facilities and equipment for large and small group use. The team program would have reached more students if scheduling had permitted five social studies-language arts sections at the same time morning and afternoon. Our feeling is that our attempt at a form of "team teaching" has been a successful venture and will be continued in four sections of eighth grade next year.

In September of 1958-59 students were selected from the seventh grade to start an accelerated program in mathematics. Teacher evaluations, standardized test scores, achievement grades, and general academic standings were used as bases for selection. Under the direction of their teachers, 27 students, with their parent's consent, started putting in additional time from their homeroom period to pursue a program that would see them through seventh and eighth grade mathematics by June. This same group started the study of algebra in the fall of 1959. Twenty-seven eighth graders, taking the prescribed curriculum for the ninth grade, then began to show the achievements of which they were capable. All of them placed in the upper quartile of the algebra exam for 1960.

They are now finishing a year of plane geometry. A revised schedule with a new text has provided a real challenge for them. A measure of the success of the program can be realized with a follow-up of their selections and achievements in high school. The entire group of 25 has selected eleventh grade mathematics for their sophomore elective.

At the same time 25 seventh grade students are following in the re-organized and enriched program in a regular scheduled period. 58 eighth grade students are completing their 3rd semester with "Patterns in Mathematics," the television program. This new approach has widened the scope of the course and opened up many new avenues of study for the prospective student of mathematics.

The junior high school must maintain a flexible sequence where students can find a challenge to their abilities, develop new interests, and maintain basic skills. This is but one branch of the curriculum designed to fill the need of the accelerated student.

Cherokee Junior High continues with its two-year program of science. This coming year will be the first year we will be using two texts in General Science. One, "Science-Discovery and Progress" will be used for the average and above classes; two, "Everyday Problems in Science" will be used by students with some difficulty in reading and less ability to grasp some of the more advanced concepts in science. It is hoped that this approach will more adequately adapt science materials for all. Both texts are attractive and comparable in unit coverage. We will continue to balance our units in the three main areas of science; namely, Earth Science, Physical Science and Biological Science. The topics of conservation, health, space science and safety will be integrated with appropriate units.

With the help of federal funds for science equipment we have been able to better equip our science rooms. With the addition of two-student tables in our biology room it will be well suited for good laboratory instruction. The number of microscopes and related material is now such that all rooms are becoming good workable science rooms. During the past two years we have been able to set up a third room for biology and general science which will be almost adequate for both subject fields.

We have tried to continue a program of extensive reading in general science making use of the expanded number of books on science in the library. The students seem to be very receptive to this type of work and we will extend this whenever possible. The two periodicals, Science World and Current Science and Aviation are used in class reading.

In biology we are offering an experimental course under the direction of Mr. Knipping, who is working in cooperation with the National Biological Study Committee. Not all classes are in this program. The remaining classes are in the conventional biology program as set up for ninth graders by the curriculum department. The A.I.B.S. course (Yellow Version Text) emphasizes principles of development and genetics. It departs from the traditional offering in the extensive use of live specimens, in beginning with organisms most familiar (Man) and proceeding to areas of less understanding and in the utilization of a "block" (six week period) devoted to student experiences in basic research.

Specifically this focused on the influence of hormones in the development of tadpoles, chicken eggs, chicks, and regeneration experiments with Planaria. Extensive summer revisions in text and lab materials are anticipated. Cherokee has been selected to participate next year.

Our physical education program requires two full time physical education teachers, Miss Browning and Mr. FitzGibbon, and two part time teachers, Miss Metz and Mr. Knoche. The physical education program is supplemented with health education.

Students at Cherokee receive weekly physical education instruction as follows:

9th - 100 minutes:	2	50-minute periods TT or WF
8th - 100 minutes:	2	50-minute periods TT or WF
7th - 150 minutes:	3	50-minute periods MWF
5th &		
6th - 135 minutes:	3	45-minute periods MWF
4th - 80 minutes:	1	45-minute period M, segregated
	1	35-minute period Th, integrated
3rd - 80 minutes:	2	40-minute periods WF
2nd - 60 minutes:	2	30-minute periods WF
1st - 60 minutes:	2	30-minute periods WF

Cherokee participates with the other Madison junior high schools in five interscholastic sports: football, basketball, volleyball, track and field, and golf. Football and track and field are open to every 9th grade boy who wishes to participate in the full season. Tryouts for basketball, volleyball, and golf are also open to all 9th grade boys. Championships were won in basketball and volleyball. during the indoor seasons, practice sessions for the interscholastic program start at 4:30, after the daily intramurals end. From 3:20 to 4:30 the boys are provided with a study hall under the supervision of the coaching staff.

Intramurals are organized to accomodate every interested boy and girl from 5th through 9th grade. In the winter season, both gymnasiums are utilized every weekday from 3:20 to 4:30 and every Saturday afternoon from 1:00 to 4:00. During the fall and spring, all available playground space is scheduled daily, usually five to six intramural games conducted simultaneously, in addition to the interscholastic participants.

Several of our clubs in junior high have done some outstanding work during this past year. A French Club was organized by Mrs. Wagner this year for ninth graders who wished to participate. The purpose has been to bring French culture and language more vividly into the students' range of reality. Since one of the members had recently spent some time in France, her experiences provided the group with two interesting afternoons. In addition, in the fall, the group

entertained a young girl from France who was visiting in Madison and who was enrolled as a ninth grade student at West Junior High School. Shortly before the spring showings of the great fashion houses of Paris, Mrs. Paschall of the University of Wisconsin Home Economics Department gave a program on the industry. In April a program of excellent quality was given by the chairman of Folk Music Research of the National Federation of Music Clubs on the French backgrounds of our own state and area. In a lighter vein, and as a gesture toward Cherokee Heights School, the club decorated the auditorium in a Mardi Gras theme for a ninth grade dance. The group has been enthusiastic about broadening their understandings of French in this co-curricular manner.

This year the Camera Club under the direction of Mr. Reinhardt, divided themselves into two groups - the advanced and the beginners. Meeting time was changed from 3:20 to the activity period. This change facilitated the accomplishment of activities within the group that were not possible after school because of conflicts with other activities. The highlights of this year's program were two visits to the University Photo Lab at the Agriculture school, and a tour of the Wisconsin State Journal building showing the function of the photographer as part of the newspaper staff.

The Student Council has been under the supervision of Mr. Anderson and Mr. Kellesvig and has performed the following functions:

- Acted as a liaison between administration, staff and student body
- Sold activity tickets
- Helped supervise students at football games
- Sold tickets at basketball games
- Ushered at some evening events (musical programs, etc.)
- Presented to administration and staff student problems which were considered by administration and staff

The leadership within the Student Council was of excellent quality. Joyce Godsey, as president of the Council, did extremely well. Additional strength and leadership came from four 9th grade girls who took part in most of the activities for which the Council was responsible and contributed their good judgment to discussions at Council meetings. All members should be recognized for the fine work they performed.

This year the stage crew under the direction of Mr. Reinhardt increased its membership to thirty-nine top students who have to meet certain academic standards to qualify. Chairmen of different groups were also a part of the new organization this year in which each program had a lighting, staging, and a costume director. The two big programs this year were "The Night Before Christmas" and the operetta, "The Singing Freshman". Another new feature of the stage crew was an intercom system which helped speed up direction and maintain better control over the mechanics of a program.

Cherokee Junior High - 9

Staff members have made many contributions to areas of curriculum and professional advancement. Nearly all curriculum committees have had representation from our staff. A number of our teachers, both in elementary and in junior high, have cooperated with the University of Wisconsin in working with students in Education 31 and also with seniors who do their practice teaching. I have received very favorable reactions from teachers with whom I have had the opportunity to sit down and discuss the new evaluation form which we have used for the first time. Many of our teachers are concerned with improving themselves professionally. This is indicated by the number of teachers who are attending summer school or taking additional work during the school year. A total of 84 study credits and 40 travel credits during last summer and the present school year were earned by 25 members of our staff. 17 members of our staff have indicated that they will attend summer school in 1961. There are also 13 teachers who will attend sessions of the summer conference sponsored by the Wisconsin Improvement Program.

We are fortunate at Cherokee in having a very excellent secretarial staff with Mrs. Kreutzmann as full time and Mrs. Knope for part time. At the beginning and the close of school it is absolutely necessary to have Mrs. Knope work on a full time basis.

Our custodial staff is now one of the best that we have had since our school was opened in 1955.

As in past years the W.I.A.A. Insurance continues to be very time consuming for one of our secretaries. A total of fifty-one accidents has been reported to the W.I.A.A. office with a sum of \$422.78 being paid for claims. 22 cases are not completed with the writing of this report.

The Cherokee Heights Improvement Committee was originated in the school year 1959-60. It consists of nine members and the principal who serves in an advisory capacity. The committee elected Mr. Clausen as chairman, and Mr. Moran as secretary of the group.

The agenda for 1960-61 consisted of problems that confronted the Cherokee staff. The main one was the clarification of the detention period. There was confusion in the minds of the teachers just what constituted detention. A report was drawn up including the offenses which would be subject to detention. They are:

1. Discourtesy in the halls and about school.
2. Tardiness
3. Behavior in halls which could lead to accidents.
4. Damaging school property.
5. Smoking on the school grounds.
6. Tampering with bicycles or other student property.
7. Failure to report to teacher without sufficient reason.
8. Persistent chewing of gum about school.
9. Repeated conduct unacceptable to good school behavior.
10. Misconduct at athletic events.
11. Skipping school.

Cherokee Junior High - 10

This report was submitted to the staff at faculty meetings for discussion. After certain revisions, a mimeographed copy of our policy was given to each teacher. This project proved to be very successful.

Another report was prepared by this committee on the study period procedure. This was also discussed at faculty meetings and again ideas of the staff were incorporated into the completed report. Each teacher also received a copy of this policy.

Our professional library was kept up to date in the lounge. A work desk was added for the teachers to correct and prepare their work. This atmosphere of work and social activity has been successful.

Next year our main emphasis will be placed on curriculum matters peculiar to Cherokee Heights Junior High School.

Health

A high percentage completed the Health Department's recommendation for physical examinations before entering kindergarten--96% returned health forms completed.

Dental screening was conducted in grades 1, 3, 6 and 9. Fifty-nine were advised to have dental care. Eight were referred to Longfellow dental clinic for follow-up care.

Vision screening was conducted in all grades. 77 were referred to physicians for further visual evaluation and follow-up.

Five students were found to have hearing defects as a result of a hearing screening exam given to all students in grades 1, 3, 6 and 9.

A scalp survey conducted in grades 2 and 5 revealed no disease. All first grade students with permission of their parents, were given tuberculin tests. There were two positive reactors. These revealed no disease upon further follow-up.

Home visits were made to families of school children to encourage follow-up of survey findings, to emphasize the importance of immunizations and to interpret the health facilities of Madison and to give health teaching in the home if needed.

Mrs. Annette Krausen

Library

None of the courses taught were mere guided tours of a textbook if the use of the library is any indication! Wide use of library materials was the basis of each unit, both in the elementary grade and in the junior high. Not only the students, but also the teachers availed themselves of the references. Practice teachers were introduced to the library and they also used the materials in planning their units.

Ninth graders did extensive reference work in connection with the national political conventions and the fall election, the vocational unit and current events. Reading lists for literature units were made in cooperation with the teachers.

During the summer, extensive bibliographies were made for each unit of the social studies for the eighth grades. These were mimeographed and given to the students and were the basis for their required reading. This was also correlated with the literature.

One extensive research paper which involved the use of books, pamphlets and magazines, was required of the science classes for each semester.

The seventh graders also built their reports on countries and the United States around wide use of library references. The teachers came with the classes and worked with them. One teacher did not use a textbook but used a variety of library materials for each unit.

Students were also encouraged to satisfy their own tastes. New books were circulated to teachers. Teachers were also consulted about new materials.

Mrs. Angeline Dempsey

Speech Correction

The children selected for speech therapy were obtained by the following methods:

Survey of 1st grade (30 children)	2
Survey of 7th grade (240 ")	9
Teacher referral	10
Retained from previous year	6
Total enrollment	<u>27</u>

The enrollment the first semester consisted of 21 children: 18 with articulation problems and 3 with stuttering. At the end of the first semester 5 were dismissed as corrected and 1 transferred to another school.

The second semester 6 new children were enrolled, again bringing the total to 21. At the end of the year, the dismissals were as follows:

Total corrected	18 (3 maximum improvement)
Transfers	3
Dropped	3
Retained for continued work next year	3
Total	<u>27</u>

Mrs. Sara Pollak

Guidance

This year, as in former years, the greatest demand on the counselor's time, has been the need of the individual pupil for assistance with a personal problem. The problems were many and varied. 800 appointments were made with junior high students at Cherokee. In these counselor pupil contacts, it is my overall objective to give these young people systematic aid in solving their problems and in making adjustments to various situations which they might meet. I have attempted to assist each pupil in making the most of whatever strengths he has, to correct

or compensate for any weaknesses, learn about various occupations so that he may more intelligently plan for a career, and learn more about educational opportunities available to him. Each individual interview involves more than just the counselor-pupil relationship. Following the interview teacher may have to be contacted. Many times the principal or the school nurse etc. are consulted. Often the families of the students are involved.

Whenever a suspicion arises that a student's emotional involvements are extremely complex and have grown beyond normal limits, they have been referred elsewhere for assistance. The personnel of the Department of Child Study has always been available to assist in any of these problems. Several Madison counselors have had the opportunity to meet with Dr. Bratrude of the Department of Child Study on a monthly basis to discuss any problem they desire. The meetings have been very helpful to me and I am extremely grateful to Dr. Bratrude for the time and counsel he has given us.

Orientation During the first two weeks of school, and continuing on whenever the occasion demanded it, the counselor again visited each seventh grade class for the main purpose of acquainting them with what they could expect as new pupils to Cherokee. They were given the opportunity of asking any questions they might have about Cherokee. Actually this was a culmination of an orientation program which was begun in the winter of the same year, at which time the counselor, along with Mr. James of the music department, met with the sixth graders in their respective schools for the purpose of familiarizing them with what they might expect when they enrolled at Cherokee as seventh graders. Election sheets for the 7th grade were given out at the first of these two meetings. During both of these meetings with these young people the counselor explained the purpose of the guidance department to develop the feeling with them that it is a natural thing to visit the guidance office for any number of reasons, and that they would be most welcome. Each seventh grade teacher, during the first few days of the new school year conducted an intensive orientation program of their own, and the results from comments by teachers, parents and students have been extremely satisfactory. We will continue to improve our orientation program wherever possible.

Parent Interview Eighty some appointments with parents and over four hundred phone calls were made for a multitude of reasons. This parent counselor contact, I feel, is a very desirable and worthwhile part of the guidance program. In almost all of the parent appointments, they were informed of achievement score results, and were given an insight into what they could expect in the way of academic accomplishment from their boy or girl. This was also true in a majority of the phone call contacts. The result of these interviews almost always left me with a feeling that much had been accomplished in helping to create a better understanding between the school and the pupil, and between the parents and their youngsters. The guidance services actively seek to secure the assistance of all who can aid pupils in making satisfactory adjustments, and this certainly includes parents as well as teachers.

Programming Each spring several weeks are spent on the all important school project of programming. This involves the selection of subjects but it also provides an opportunity for all students to think ahead and plan an entire school program for themselves. During the first week, notices were sent out to all parents of eighth and ninth grade students at Cherokee urging them to attend an evening meeting on the above subject. We were very pleased with the large attendance at the meeting. Mr. Bainbridge, our school principal, Mr. Barnes, guidance counselor at West, and the counselor at Cherokee, each spoke at some length on a certain part of this very important phase of school life. Many questions were asked at the conclusion of these talks. Everyone agreed that a meeting of this kind answered many questions that were of real interest to parents.

To better acquaint students in eighth and ninth grade with their next year's course of study, the counselor, with the tremendous interest and cooperation of the Cherokee staff and Mr. Bainbridge, spent many hours in group discussion as well as individual conferences with these pupils. Eighth and ninth grade pupils were required to make out a four year course of study plan. The purpose behind this was to give students a chance to become better acquainted with the subjects offered in senior high and also to enlighten them as to the requirements for graduation, and encourage them to begin thinking about whether or not they planned on attending college. Homeroom teachers of eighth grade academic subjects spent several weeks conferring with each pupil so that his particular program would be best suited to his needs and abilities. In spite of the intensive work to program each pupil adequately, 44 eighth graders returned election sheets which did not meet the recommendations of school personnel. Each student was seen by the counselor, and all parents were contacted. 43 of the above number of election sheets were changed on our personal recommendation to parents. The results increased our industrial arts and home economics sections from one to two for the school year 1961-62.

During the present school year, 1960-61, eight students from a total of 130 foreign language students were requested to drop it. We hope the number will be even smaller next year.

Ninth grade teachers of civics, as part of the regular school curriculum, spent several days explaining the high school course of study, and in general, orientating ninth graders at Cherokee to the next step of their academic career at West. These civics and English teachers, we feel, did a fine job of working individually with pupils to better enable them to select a course of study best suited to their needs and abilities. The counselor worked with many of these people who had program difficulties of a special nature. Many parents were contacted when there was any doubt in the minds of Cherokee School personnel or West guidance personnel about the advisability of a class selection. The general

feeling is that good programming will eliminate many problems.

Programming Gifted Pupils Considerable thought and time was given by the principal, with the help of the teachers and the counselor, in the selection of pupils for the advanced classes in eighth and ninth grade. 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. On this basis many pupils choosing classes for next year were encouraged to take one or more advanced classes. A few 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. Teachers are encouraged to request that pupils be re-classified whenever they feel that a pupil is misplaced.

Vocational Unit This unit is carried on jointly by the English and civics teachers and the guidance department. We definitely feel that ninth grade is not too early to present a unit of this kind. Many boys and girls express an early interest in occupational guidance, motivated by the fact that they are beginning to think about the future. Very few definite goals are established at this time, but it is still very important that these adolescents begin to look ahead and commence to form some plans.

The guidance office has been adding to its stock of books, pamphlets, etc. and is very close to having a satisfactory library of occupational and college information.

The ninth grade vocational unit was included in the Cherokee curriculum again this year. Civics teachers worked for approximately nine weeks with these young people and did, in our opinion, another excellent job. We are extremely satisfied with the results of work in this area. Many students were seen by the guidance counselor each day for advice etc. in developing these units. The enthusiasm couldn't have been higher. Many of the completed projects were excellent. The nine week period consisted in part, of such things as aptitude and interest testing, discussion of job possibilities, choosing careers, surveys of three occupations, two interviews in the one final occupation selected by the student which was to be made into a regular occupational report.

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

The cooperation of the Cherokee teachers, the office staff and Mr. Bainbridge, Cherokee school principal, has been nothing short of excellent. Working and attempting to carry out a worthwhile guidance department with the above mentioned support in constant evidence, has been largely responsible for much of whatever success has been achieved.

Psychological Report

Again this year the school psychologist was regularly assigned to Cherokee one-half day per week. In addition the system's psychometrists were utilized to perform those individual and group evaluations which were requested. The school psychologist accepted referrals from the principal and guidance worker concerning children who seemed to be making unsatisfactory school adjustments. The psychologist also consulted regularly with the guidance worker about guidance problems.

This report concerns itself only with those children referred for behavior problems. There were eighteen children referred. Of these, fourteen were junior high school students and four were elementary children. In all cases the parents were invited in for interviews, and in several cases were seen more than once. The number of contacts per child varied from fourteen contacts with one girl down to those children who were seen for a single visit. All cases were fully discussed with the principal and guidance counselor as well as appropriate faculty members. Once again, Cherokee makes very good use of the school psychologist's time and could use additional time.

Donald J. Bratrude

Problems and Recommendations

Several of our teachers who have rooms on the north side of our building are very appreciative of the shades that are in the process of being installed. Only two rooms remain to be included in the 1962 budget. This will cut the glare and facilitate the use of visual aids in elementary and junior high classes. Our auditorium will now be more available for other activities.

With the increase to nine classes of biology for next semester, it is very difficult to provide the kind of biology we would like with only one laboratory available. New laboratory desks are being installed in this room. It seems advisable to move the tables now in the present biology room to room 25 for use in biology and general science. Such arrangement would make possible more work of a laboratory nature for all our biology students. At present the room is only satisfactory for lecture-demonstration type teaching.

The two items which would require alteration in the room are:

1. Include a sink similar to that in the present biology room in the NE corner of the room next to the storage cabinet.
2. Permanent positioning of the glass front display cabinet and removal of the pegboard type bulletin board. Leave only the cork bulletin board to cover the wall from the storage cabinet to the display cabinet at a level which would clear the sink.

The above items are being requested in the 1962 budget.

Our library is beginning to present a problem as to the storage of books. Four new portable book cases were added this year which

partially helps solve the problem. The situation is more acute during the summer when most of the books have been checked in.

This has been by far the most successful year at Cherokee. Much credit is due to a very fine professional staff of teachers and the cooperation and leadership given to us by our superintendent and the supervisors at the central office.

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, 1961

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Franklin School
1960-1961

Enrollment

Our gross enrollment has increased steadily this year even though our remedial department was moved to Washington School. We had 64 withdrawals and 20 transfers out, leaving our final enrollment 24 less than we had last September.

Our gross enrollment for 1960-61 was as follows:

<u>Grade</u>	<u>No. of Sections</u>	<u>Gross Enrollment</u>
Kdg.	4	116
1st	3	97
2nd	3	83
3rd	2	67
4th	2	68
5th	2	58
6th	2	70
7th	2	69
8th	2	52
Total		680

Our net enrollment for the year was 596.

Transportation

We have 135 children being transported by bus from the Waunona Way area. Another 28 pupils from the Burr Oaks area were transported to Franklin by bus and 9 pupils came to us from Waubesa Beach by cab.

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 a 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 and also transporting the Burr Oaks pupils 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. During 1960-61 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. Lindenbaum and Mrs. Cors, kindergarten; Mrs. Cartwright, grade 1; Miss McDaniel, grade 2; Mrs. Fuller, grade 5; Mrs. Carswell, art; Mr. Dovaras, band; Diane Louret, girls' physical education; Mrs. Pollak, speech correction; Mrs. Helgeson and Mrs. Richards, junior high English, and Mrs. Peterson who returned as home economics teacher after a maternity leave.

Staff member replacements for 1961-62 will be: Mrs. Benson, combination grade 2 and 3, to replace Mrs. Sletteland who has accepted a position in Fox Point, Wisconsin; Mrs. Ouellette, a transfer from Lapham, to replace Mrs. Palmer, grade 4, who has transferred to Van Hise; Mrs. Sandvold to replace Diane Louret and Miss Lolas Halverson of the University of Wisconsin in girls' physical education; Mrs. Oscar Thompson will succeed Miss Cecelia Bartholomew in junior high mathematics.

Years of experience do not necessarily mean the development of stellar teachers. However, when the many years of devoted and consecrated service have been rendered to Madison Public Schools by a teacher like Miss Bartholomew, no ordinary praises or plaudits can begin to do justice in summarizing or evaluating the true worth of such a humble person for her untiring devotion to the cause of education and to the boys and girls whose lives she has helped to mold. Cecelia Bartholomew was held in high esteem by her co-workers, her community and by her principals, and an acknowledgment of these facts should be included in this Franklin School report for 1960-61.

Our teacher improvement committee is composed of Mrs. Marten, a first grade teacher; Miss Goldman, a fifth grade teacher; and Mrs. Gilbert, a junior high teacher. The principal is also a member of the committee. At an organization meeting the committee unanimously decided to consider the importance of the criteria by which teachers are judged and evaluated. After a discussion it was agreed to accept the Madison teacher rating scale as an instrument for study and as a guide for self-evaluation. Certain areas of the scale were discussed at staff meetings and the staff as a whole appeared willing to focus on certain areas of felt need. 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. Donoghue, Mr. Thrower, Mrs. Hunt, Mr. Saeman, Mr. Benson, and Mrs. Brandenhoff for their help and advice in connection with maladjusted children and parents. From here it appears that there will be a continuing and perhaps even an increasing need for help of this kind at Franklin.

"Twenty-five children participated in the remedial reading program at Franklin School. These children were chosen because of previous work and continuing need for remedial reading and on teacher recommendation of these students and of new ones. The children were worked with on Monday and Wednesday afternoons in small groups. The program emphasized word attack and comprehension skills. The culturally impoverished home environments and the feelings of failure and inadequacy in many school areas due to their reading difficulty make children's attitudes toward reading an important focus of attention. Because the children were seen relatively infrequently, emphasis was placed on reinforcement of new skills rather than on dismissal from the program. A comparison of the results of tests given in June with those given in September indicates progress. Observation of oral reading and comprehension checks of silent reading agree with the progress indicated. The amount of progress varies with relatively lower intellectual potential or emotional problems inhibiting it in some cases. The children were encouraged to continue their reading during the summer to maintain their gains. Participation in summer reading or summer library programs was urged. The co-operation of the principal and the teachers has been an important element in the remedial reading program. Their interest and help have contributed to the program's success." Ruth Saeman, Remedial Reading Teacher

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 fifty-seven went this year on June 8, including four teachers and five 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, Maria Thomas won the spelling bee. She was our representative in the city bee held on April 29.

A COMPARISON OF SPELLING STATISTICS

Final Second Semester Scores Franklin School 1946 and 1961

<u>Grade</u>	<u>Enrollment</u>	<u>Perfect Scores</u>	<u>Scores below 90%</u>	<u>Scores below 75%</u>
2	46	20	0	0
3	33	8	13	8
4	46	7	15	8
5	50	5	17	8
6	39	4	20	8
7	34	2	23	8
8	<u>37</u>	<u>0</u>	<u>27</u>	<u>15</u>
	285	46	115	55

1961

<u>Grade</u>	<u>Enrollment</u>	<u>Perfect Scores</u>	<u>Scores below 90%</u>	<u>Scores below 75%</u>
2	78	37	13	6
3	61	17	19	9
4	57	18	15	5
5	55	21	7	0
6	60	22	10	1
7	65	6	30	10
8	<u>48</u>	<u>3</u>	<u>13</u>	<u>7</u>
	424	114	107	38

The larger number of high scores are made by the pupils in the lower and intermediate grades. Conversely, the larger number of low scores are found in the upper grades. There is no doubt that these weaknesses are cumulative plus the fact that some upper grade pupils fail to maintain their spelling skill on a high level. We hope that the adoption of the new spelling program in grades 6, 7, and 8 for 1961-62 will help the upper graders to develop and maintain greater spelling skill.

This summary of standard spelling test results for Franklin School first semester, 1960-61 shows: (1) individual scores, (2) range

Grade Room	2 112	2 10	2 108	3 201	3 203	4 206	4 205	5 210	5 207	6 5	6 6	7-G 130	7-B 130 126	8-G 126	8-B 130
	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	98	100	98	100	100	100	100	100	98	100	100	100	
	100	100	98	100	98	100	100	100	100	100	98	98	98	98	98
	100	100	98	100	98	98	100	100	100	100	98	98	98	98	94
	100	100	98	98	98	98	100	100	100	100	96	98	98	98	94
	100	98	98	98	98	98	100	100	100	100	96	98	98	98	88
	100	98	96	98	96	98	100	100	100	100	94	98	98	98	86
	100	98	96	98	94	98	100	100	100	100	94	98	96	96	84
	100	98	96	98	92	98	98	100	100	100	94	96	94	96	84
	100	98	94	96	92	98	98	100	100	100	94	96	94	96	80
	100	94	94	96	90	98	98	98	100	100	92	96	92	96	76
	100	92	92	96	88	98	98	98	98	100	92	96	92	94	74
	98	92	90	96	86	98	96	98	98	100	90	96	88	94	64
	98	88	88	94	84	96	96	98	98	98	88	96	88	92	50
	98	88	88	92	80	94	96	98	98	98	86	96	88	90	46
	96	86	82	92	78	92	94	98	98	98	86	94	88	88	38
	94	84	78	88	72	92	92	98	96	98	86	94	86	88	
	92	80	74	82	66	92	90	96	96	98	84	94	84	82	
	90	80	66	82	60	90	88	96	96	98	84	92	84	82	
	90	80	64	80	54	90	86	96	92	98	82	92	84	80	
	90	74	68	78	52	86	86	94	92	98	82	92	84	76	
	86	68	64	74	44	86	86	90	84	98	78	90	82	76	
	24	56		68	40	78	82	56	84	96	76	90	90	72	
				66	40	70	70		78	96	74	88	88	72	
				54	28	44	68		70	96	74	86	72	58	
				2nd	24	20	62			90	74	86	70	58	
				gr.		12	50			88	70	86	62		
							44			82	62	82	60		
				100						76	42	78	46		
				100							26				
				97											
				94											
				88											
Franklin averages first semester	94.5	90	87.2	91	77.9	87.4	89.6	96.7	95.6	97	84.5	73.9	86.9	88.8	80.8

This summary of standard spelling test results for Franklin School second semester, 1960-61 shows: (1) individual scores, (2) ranges.

Grade Room	2 112	2 10	2 108	3 201	3 203	4 206	4 205	5 210	5 207	6 5	6 6	7-A 130	7-B 126 130	8-G 126	8-B 130
	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	98	98	100
	100	100	100	100	100	100	100	100	100	100	98	98	98	98	98
	100	100	100	100	100	100	100	100	100	100	98	98	98	98	98
	100	100	100	100	100	100	100	100	100	100	98	98	96	96	94
	100	100	100	100	100	100	100	100	100	100	96	98	96	96	94
	100	100	100	100	100	100	100	100	100	100	94	96	94	94	94
	100	100	100	98	100	100	98	100	100	100	94	96	92	94	92
	100	98	100	98	98	98	98	98	100	100	94	96	90	94	88
	100	96	98	98	98	98	98	98	98	100	94	96	90	92	86
	100	96	98	96	98	96	96	98	98	100	94	94	90	92	76
	100	96	98	96	96	96	96	98	98	100	92	94	88	92	76
	100	96	98	96	96	94	94	98	98	100	92	94	86	92	74
	100	96	98	94	96	94	94	98	98	100	92	92	86	92	58
	100	94	96	94	96	94	94	98	96	100	90	90	86	88	50
	98	94	96	92	96	92	94	98	96	100	90	90	84	88	44
	98	90	96	90	94	92	92	98	96	98	90	90	84	88	24
	98	88	94	88	94	90	92	96	96	98	90	90	82	86	
	96	86	94	86	94	90	88	96	94	98	88	90	82	80	
	96	82	92	84	94	88	84	96	94	98	88	90	80	76	
	90	76	90	82	92	86	84	96	94	98	86	88	80	74	
	88	62	88	78	82	86	82	94	90	98	86	88	78	72	
	72	62	74	76	76	82	82	88	88	98	80	88	72	60	
	12	56	74	72	70	72	78	76	86	96	80	86	72	60	
				70	52	26	68	68	78	94	80	84	68	58	
				2nd	34	24	58		78	94	76	84	64	52	
				Gr.	26		82			92	34	82	60	50	
				80								80	54		
				78								78	52		
				72											
				50											
				36											
Franklin Averages Second Semester	94.1	91	95.4	87.6	88	89.1	92	96.5	95.9	98.6	89	87	83	84.8	81

Acceleration at Franklin

During 1961-62 we plan to introduce French in 7th grade in conjunction with the television programs available. We plan also to participate in the television programs in arithmetic, grade 5, and possibly French for grade 4.

Our PTA

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

On Halloween we held our thirteenth Halloween Party. Franklin School pioneered in this effort to keep the youth off Madison streets on this particular night. The party is sponsored by the South Side Men's Club with the co-operation of the PTA. About 500 parents and children of our community attend to see movies and to have treats and fun. We wish to thank the Madison Board of Education for making our school gymnasium available for this event.

Our twenty-fourth 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 held our fourth Fun Night to raise money for our Lyceum programs for next year. This is another co-operative venture of our PTA, our staff, and our children. Last year an educational television set was purchased with the profits from this event, and this year a fine aluminum and glass display case was purchased by the PTA.

In May we held our Mother and Daughter Banquet for the twenty-second 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 has met in the school since this spring.

Citizenship

Two years ago, the PTA under the direction of the president, Mrs. Sannes, a citizenship chairman, Mrs. Ketterer, and a committee composed of the principal and several teachers formulated a plan of recognizing good citizenship. A 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, and this year's award day was June 12. Our present PTA 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 1961 - 1962

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	108
3	Cartwright, Marten, Walsh	1	103-101-106	84
2	McDaniel, Purcell	2	8 - 112	47
1	Benson	2-3	108	22
2	Musser, Skoumbouris	3	201 - 203	58
2	Harrington, Ouellette	4	205 - 206	58
2	Fuller, Goldman	5	210 - 207	60
2	Fenn, Ralph	6	6 - 10	60
2	Gilbert, Richards	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 two years the custodial staff has made some appreciable gain in regard to planning and allocating time and energy devoted to the job of maintaining a sanitary, healthful and safe school plant. A continued effort will be needed to evaluate, to further develop a sense of need, to keep raising standards where necessary. An occasional re-study of the manual for custodians has proved helpful. It would be advantageous to have Franklin's half-time custodial worker work here afternoons instead of forenoons. We have made this request every year but nothing happens.

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

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

Acknowledgments

We are enjoying the new lights installed in all rooms. The first installation, about nine 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.

One of our boilers is in need of repair or replacement. This is a major item.

It goes without saying that a good school secretary is an indispensable person in any school. Mrs. Opelt has done an exceptionally fine job during her fourth 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.

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

Respectfully submitted,

Armand F. Ketterer, Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

HERBERT SCHENK SCHOOL

Presented to the Board of Education
by the Principal

Ansgar Svane

June 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1960-61

HERBERT SCHENK SCHOOL

ENROLLMENT DATA

Finally, too many! Over the short lifetime, eight years, whenever more pupils were in the picture, additional facilities were provided. For September 1961, such is not practical.

So the solution is being sought in two ways: (1) to make larger class sections, thus reducing the need for classrooms and staff; (2) to seek to have pupils who are already transported, transported to a different school location where they can more adequately be accommodated.

The average elementary enrollment for this year has been 1262, and the average junior high enrollment has been 445. For next September we expect 50-60 more.

Following is the record of total net enrollments and the anticipated September 1961 registration:

	<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>
Sept.	399	512	694	922	1068	1309	1548	1720	1743
June	404	558	760	932	1074	1308	1527	1690	

A total of 1787 children have attended during the year, the current daily enrollment being 1707. There have been 20 transfers in, 53 new enrollees, 66 transfers out, and 63 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>
Kdg	81	129	186	211	223	224	246	231
1st	106	98	129	169	201	203	194	170
2nd	59	120	114	144	172	195	195	161
3rd	41	63	136	110	144	171	181	193
4th	38	50	83	146	111	151	176	186
5th	46	45	58	89	142	116	135	162
6th	33	53	54	63	81	134	116	141
7th						114	177	155
8th							110	180
9th								111
	<u>404</u>	<u>558</u>	<u>760</u>	<u>932</u>	<u>1074</u>	<u>1308</u>	<u>1530</u>	<u>1690</u>

Organization plans for the school year 1961-62 are as follows:

<u>Grade</u>	<u>Sections</u>	<u>Classrooms</u>	<u>Approximate Enrollment</u>
Kdg	7	4	189
1st	6	6	166
2nd	5	5	169
3rd	5	5	157
4th	6	6	192
5th	5	5	182
6th	5	5	161
Subtotals	<u>39</u>	<u>36</u>	<u>1216</u>
7th	6	3½ (1)	187
8th	6	4½ (1)	153
9th	6	5 (1)	187
Subtotals	<u>18</u>	<u>13</u>	<u>527</u>
TOTALS	57	49	1743

(1) not including special-purpose rooms

To accommodate the 1961-62 organization and enrollments, four rooms of the second floor will be needed for junior high purposes, and seven second-floor rooms will continue to be used by the intermediate section.

The local parish school plans definitely to open registration to one more grade, namely third, which reduces our primary sections and staff slightly. Our intermediate sections now number more than the primary.

SPECIAL ACHIEVEMENT

Instructional Program -- Elementary, Mrs. Avis Calabresa

We have tried to provide children with skills and knowledge basic to the formation of concepts and generalizations and to the acquisition of further learning. Integrally interwoven with these emphases on mental aspects have been our endeavors to assist and direct individual development to maximum potential both physically and socially. This, of course, has meant working day by day with attention focused on the children, the curriculum, and the community. The prevalence of three process qualities--flexibility, evaluation, and good, hard work--is conspicuous as having been essential to our total accomplishment.

As it would be impossible to describe the year's work in its entirety, below are some sample activities which were carried out:

Reading: One teacher devised a novel way of informing parents about what constitutes first grade. She began taking pictures of the children in varied situations at the beginning of the year. These situations consisted of playground activities, classroom procedures, and general behavior about the building. The process was continued throughout the year. About the middle of the second semester the parents were invited to school to view the pictures which had become a series of colored slides depicting individual and group behavior from social, mental, and physical aspects. Besides showing phases of child development, the slides showed a longitudinal picture of first grade work which a parent seldom gets from one or two visits to the classroom.

Intensive individualized reading was employed with a second grade group. This procedure led to greater use of the library, increased enthusiasm for reading, improved self-evaluation (children kept individual records), and greater correlation of reading with other curriculum areas. Results from testing showed appreciable gains in reading skills and abilities but, as no comparison was provided, we do not have information concerning the percentage of gain which might be due to individualization. The teacher felt that an added corollary of the program was a closer and more satisfying relationship between teacher and children. Plans for next year are to carry on a similar program characterized by increased emphasis on individual child-interest and parent participation.

Instructional Program (cont)

Arithmetic: A TV program was incorporated in the arithmetic curriculum of one fourth grade. The difference between the TV and our customary instruction appeared to lie in the emphasis placed on method in the former. It was the hope that computational skills could be strengthened through understanding of concepts and that there would be an application of method to a greater variety of similar situations. We found that the type of teaching and work involved were most effective with bright children.

Social Studies: A resource unit dealing with Wisconsin was constructed, used, and evaluated at the fifth grade level. The particular topic and area were chosen because teachers have found materials related to the teaching of Wisconsin limited and difficult to obtain. Plans for next year are to refine and add to the unit.

Science: The sixth grade teachers worked out a plan whereby sex education was made a part of the classroom curriculum this year. All discussions, showing of movies, etc. took place without segregation of either girls or boys. Procedures were carried out according to decisions made by the parents of the children involved. Unanimous parental consent prompted making sex education an integral part of the year's program.

Literature: One third grade room had a Literature Club which met on alternate weeks during the year. Good listening, good speech habits, wide reading, appreciation of poetry and prose, study of authors, and study of varied types of writings were stressed. Direct outcomes of the club were felt to be that the children were given a basis for continuation of interest in good literature, as well as the fact that parents were made aware of the importance of this interest--as evidenced by their requests for assistance in selection of books purchased for their children. An additional outgrowth of the program was that children began to do improved creative writing, and it was noticeable that some youngsters who had previously considered original writing a chore came to view it with enjoyment.

Social Development: In one kindergarten a brief unit on "People's Feelings" was employed. Pictures portraying different facial expressions were shown and the children told stories and gave impressions explaining what made the people in the pictures look sad, happy, angry, etc. This activity led to discussion of the children's own feelings and the feelings of others in various situations. It was felt that the unit served as a basic beginning in the understanding of self and others.

Instructional Program -- Junior High

At the junior high level, we have been much concerned with creating patterns of work within which pupils could work to their greatest advantage, regardless of ability. Attention has been given to the gifted child as well as to the child with little or no ability. Teachers have worked hard and long, planning carefully and teaching conscientiously.

The Reporting System -- An Experiment -- Mr. Robert Spanbauer

Grouping students in required courses according to interest, ability, achievement and industry, created a special problem in the grading of junior high students. Dr. Waller visited the Herbert Schenk Junior High School prior to the first marking period and discussed this problem with the faculty. He left us with the suggestion that a study of this problem should be undertaken in each school of the city.

Following Dr. Waller's suggestion, a committee was formed to make a study of the possible methods to handle this problem. The committee was composed of: Mr. Svanoe, principal, Mr. Norene, 7th grade teacher, Mrs. Elert, 8th grade teacher, Mr. Spanbauer, 9th grade teacher, and Mrs. Schenk, guidance counselor.

The committee established the designations of the groups at Herbert Schenk as (1) Advanced, (2) College Preparatory, (3) General, (4) Basic. The committee felt that all groups should be evaluated on the basis of their achievement in their group, but the report card must indicate the specific group where the grade was earned. Thus, all groups would be graded A B C D F, but an exponent number would indicate the level of the group. A report of the committee study and conclusions was given to the faculty members for evaluation and recommendations. The only change following the faculty's evaluation was the change of designation for each group to Accelerated, Above Grade Level, At Grade Level, and Below Grade Level. The faculty accepted the committee's recommendations with the provisions that the groups would remain flexible.

Communication to the parents was considered essential. A letter explaining the grouping system and the grading within the group was sent to the parents of all junior high school students. Each parent was asked to complete a questionnaire giving their reactions to this type of grading system. We were very pleased with the response to this questionnaire for two reasons. One reason was the fine cooperation we received from the parents in making frank comments, and the second reason was the large majority expressed satisfaction with this type of grading system.

We used this type of grading system for the entire school year. We have felt that this system has been relatively successful and fair in the evaluation of the pupil's progress according to each individual's ability and group standard.

We also realize that this is not the final solution, but we hope we have at least "broken ground."

Junior High School Objectives -- A Comprehensive Report -- Mrs. Banitt,
Mrs. Elert, Mr. Fowler, Mrs. Steen

1. We seek to help each pupil:

to realize his particular talents and personality and to make use of them;

to gain efficiency and power through learning technical skills;

to use his individual capacities--in initiative, planning, foresight, vigor and endurance;

to learn the disciplines of doing what is best for himself and for society, even if it goes against his own will or inclination.;

to learn how to adjust emotionally and socially to changing environments and varying personalities;

to receive a glimpse into education in action through such exploration as extra-curricular activities; and, by giving him guidance in making decisions about a career or job;

to integrate his various learnings; and,

(to quote Dr. Watson from his SWEA lecture) "to make education a quality education for him which will affect him as an individual. Quality is different to each and important to each.

2. In our instructional program we believe that pupils should be actively planning, choosing, and evaluating in keeping with their maturity levels.

The junior high school program at Herbert Schenk should be definitely geared for preparation for senior high school work and should be closely linked with work done in fifth and sixth grades. The academic emphasis in the junior high should be on learning the basic skills of reading with comprehension, writing with grammatical accuracy, mastering the basic facets of arithmetic and algebra, as well as learning the geographic, social and governmental characteristics of Madison, the state and the United States. Stress should be placed on developing the student's talents in the other subjects of art, industrial arts, home economics, and music. Special classes should be set up in all junior high courses for the very rapid and the very slow learners. By the ninth grade the student should have been orientated by his teachers and guidance counselors so that he is able to choose the academic, the general, or the vocational course of study for senior high. It should also be kept in mind that ninth grade is the first year of high school and that there definitely should be a greater amount of individual accomplishment, and effort, from each student than has been the case in the lower grades. This is, of course, with due recognition of differences in ability and aptitude between students.

Junior High School Objectives (cont.)

3. In guidance we believe:

Guidance of the changeable adolescent at the junior high level is of particular importance, the desired goal being the adjusted individual in his total environment, involving physical, mental, social, and emotional stability, with (for him) the resultant satisfactions thereof.

Although it is recognized that every adult in the school exercises guidance, it must be accepted that the teacher is in the closest contact with the student and must therefore encompass the dual role of teacher and advisor, exploring with him and helping him to solve his individual problems.

The individual approach is further attempted through the services of a counselor on the school staff, whose main function is to establish a relationship in which the student feels free to consider the problems that are bothering him. The counseling process, supplemented by teacher and parent conferences, and testing, tries to help the school achieve the goal of "helping Johnny see through himself, so that he can see himself through."

4. Specific suggestions or recommendations for improving the guidance program:

Home Room: It is recommended that wiser use be made of this period, which is not designed merely for announcements or a study hall, but as a period for individual conference or guidance in group situations.

Multiple Period: The multiple period is to be commended as an excellent spot, through oral, group participation to promote discussion of adolescent problems through writing to gain insight into personal problems, or through reading to supply material on teen-age problems. The value of this double period, as a length of time better-designed to get well-acquainted with a group, and therefore of superior guidance value, supersedes the drawback of the one teacher not being highly specialized in both of the subjects.

Cumulative Folders: It is to be recommended that more information of the anecdotal-record type be kept in the cumulative folder. Many pupils move in quite normal patterns, but in specific problems or indications of problems, a resume' by the teacher might prove most helpful to ensuing teachers. (Much more than checks on a personality card).

Parent-Teacher Conferences: It is to be recommended that the Madison school system set up some type of planned parent-teacher conferences.

(cont.)

Parent-Teacher Conferences (cont.)

Attempting to hold conferences from 4:00 to 5:00 takes time from after school pupil help, covers too long a period of time, and invites overlapping of effort when done by the individual teacher. "Open house" is not sufficient, and the "wrong" parents come.

These "Impossible" Cases: It is to be recommended that more effort be made to get the extremely low mental cases, the extremely emotionally disturbed, or the physically handicapped, out of school and into a place where they can be helped. The teacher, feeling obliged to do something special here, pressed for time and lacking the necessary specialized knowledge, is left frustrated and spending an abnormal amount of time and energy which could be profitably placed elsewhere.

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

This year the Herbert Schenk School was privileged to participate in a national curriculum study of biology. This course was prepared by college and high school biology teachers. The financial support was provided by the National Science Foundation. The course is a definite improvement over traditional courses and is well received by students. Major emphasis lay in a large quantity of experimental and laboratory work highlighted by a solid block of six weeks of laboratory work.

The program in its first year is considered to be very successful and plans are currently underway for next year's revised program, in which we will continue to participate.

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

Seventh Grade, Mrs. Douglas: The accelerated mathematics program at Herbert Schenk Junior High School was started in the fall of 1958. We screened the seventh grade pupils using the Step Test, California Mental Maturity Test, California Achievement Test, and teacher evaluations. The 1960-61 seventh grade started with an enrollment of thirty-two. About sixteen will go on the Algebra T.V. next year.

Eighth Grade, Miss Lewis: The accelerated eighth grade mathematics students have participated in the W.I.P. Algebra T.V. Program. For the past one and a half years they have watched "Patterns in Mathematics." They have watched intently and given the program a fair trial. I believe their achievement compares well with what their achievement would have been in a regular class.

At the end of the year their comments about the program were mixed. Eighteen of the twenty-two students in the program would prefer not watching a T.V. program again. Their main objection was the lack of the personal touch of the teacher. They can't stop the T.V. to ask questions, and they feel that once they are lost they cannot catch up. Many of them

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Mathematics (cont.)

commented on the poor timing of the program. I believe their comments were fair, and I would be inclined to agree with them.

This accelerated group started the year with thirty-one students. Nineteen of them will continue in geometry next year. The others have returned to the regular program.

Ninth Grade, Mrs. Wiese: It is felt that the present accelerated course with geometry for selected ninth grade students gives an excellent background for the college preparatory. Instruction was given in logic and sound thinking, with an extra stress on false assumptions.

Guidance Services -- Mrs. Dora Schenk

With the addition of a ninth grade at the Herbert Schenk Junior High, counselor time was increased from one half to nine tenths per day. The group guidance work at the seventh and eighth grade levels was carried on in the multiple period social study classes to the extent that each individual teacher planned formalized instruction or casual discussions on such. S.R.A. pamphlets and Child Study departmental literature was used. Areas covered in the seventh grade included: Orientation to Junior High; Study Skills; and Social Adjustment. Eighth grade areas were: Social, Study Skills; Self Appraisal; and Educational Planning. This counselor feels that a group parent meeting on high school planning should be initiated next year.

In the ninth grade a formalized curriculum unit of nine weeks was conducted in the Social Studies classes. This unit included the areas of self appraisal, social and academic adjustment, educational planning, and career studies. The two social study class teachers were not completely satisfied with the present text, Growing Up, and supplementary material is being considered for next year.

Following this unit, the counselor held an individual conference with each of the 110 ninth graders and one or more parent. The response to these conferences was 100%, and can be considered outstanding in terms of parent cooperation. Parents, students, and counselor felt that these conferences were very meaningful to them and recommended that they be continued. Achievement and mental maturity test scores as well as present achievement class work were interpreted to students and parents by the counselor at these conferences, and a tentative senior high program was planned in the light of present educational and vocational goals. We were pleased to have newspaper publicity on these conferences.

Teacher referrals and teacher conferences constituted the major portion of this counselor's time. A substantial increase was made over the previous year in the number of students who came for help on their own volition. These interviews plus routine orientation and educational planning interviews increased the actual amount of time of the counselor's spent in the counseling process. Next year the counselor plans to reach an increasing number

(cont.)

Guidance (cont.)

of parents through conferences and meetings of an educational nature to interpret the school role to the parent.

Junior High Art Program -- Mr. Robert Haukedahl

More emphasis this year was placed on art appreciation. With the help of slides, prints, and movies, various phases of art and the artists were studied. Time was spent discussing the subject matter of a painting as well as the artist who was responsible for the work.

Research and experimentation was conducted with liquid plastic with many of the students making their own molds for plastic.

This year, art work by Frederick Powers, Ken Jacobson, Tom Britton, Don Engelhart, Vito Capadona, Joanne Pederson, Alice Kirk, Ellen Brigham, Kathi Munson, and Sharon Gambino, represented Herbert Schenk Junior High in the Madison Public Schools Art Salon.

New art scholarships were made available this year for summer classes and work which were not previously available.

The University of Wisconsin sponsored a High School Art Workshop at Wausau, Wisconsin June 25-July 1. A combination of the Madison Art Association \$25 Art Scholarship and the Herbert Schenk Junior High Art Scholarship of \$50 made it possible for Ellen Brigham and Alice Kirk, both eighth graders, to receive scholarships of \$37.50 each to attend the Wausau Workshop.

Other art scholarships which were presented were the Irene Buck Art Scholarship of \$28 for study in watercolor June 26-July 14 to Kathi Munson (Janice Dvorak, alternate) and the University of Wisconsin Outdoor Painting Scholarship of \$19 July 17-28 to Sharon Gambino (Joanne Pederson, alternate). Sharon Gambino was also named as alternate to the Wausau High School Art Workshop.

Music Department -- Mr. Green, Mrs. LaFave, Mrs. Schorr

In the year 1960-61 the concert band performed in three home concerts, December, March and June. The band played an excellent concert at Van Hise Junior High as part of an exchange series during April. Memorial Day found the Herbert Schenk band participating in their first parade around Capitol Square.

Band 7 played two short programs, one for visitors day for incoming seventh graders, and the other for the last P.T.A. meeting of the season.

The junior high choral groups assisted in the home concerts. Especially commendable was the presentation of the Fred Waring arrangements of "Onward Christian Soldiers" and "Battle Hymn of the Republic" with two-piano accompaniment. In addition the elementary chorus of over a hundred voices and a special fourth grade chorus performed at Christmas time as well as at the P.T.A. program in May.

Home Economics -- Mrs. Betty Keeney, Mrs. Gwen Dunn

During the grooming and clothing unit for eighth grade, the students planned and presented a short style show. This program included ideas for proper outfits and grooming for school, church, movie, and sports. The girls modeled outfits they made or selected for the occasion. The program was presented to the seventh grade class. A question and answer period followed.

A short style revue was presented for a P.T.A. program. Each grade selected girls to present their projects throughout the year. Seventh grade girls gave a summary of the units they studied. The eighth and ninth grade girls presented sewing projects. Each mentioned the place where the outfits could be worn.

Industrial Arts -- Mr. Roger Randall, Mrs. Ralph Munger

This report will be included in that of Mr. Robert Hull, the supervisor of industrial arts for the schools. Our shops have served as "show-piece" to the city's industrial arts teachers.

Remedial Reading -- Miss Ruth Saeman

Thirty-two children participated in the remedial reading program at the Herbert Schenk School. These children were chosen because of previous participation in the program and continuing need, and on teacher recommendation of these students and of new ones.

The children were worked with in small groups except in two cases in which individual work was necessitated by unique problems.

The program emphasized word attack and comprehension skills. The feelings of failure and inadequacy in many school areas which these children have experienced due to their reading problems made their attitudes toward reading an important focus. A special effort was made to provide reading experiences which they could handle successfully and enjoy and to recognize and praise small gains.

A comparison of the results of September and June tests indicates generally satisfactory progress. The test results were confirmed by teacher observation of oral reading and comprehension checks. The amount of progress varies with relatively lower intellectual potential and/or emotional problems inhibiting it in some cases. The children were encouraged to continue their reading during the summer to maintain the gains they have made.

The cooperation of the principal and the teachers has been important to the program. Their interest and help have been appreciated.

Speech Therapy -- Mrs. Mary Jane Sprague

Eighty children were enrolled in speech correction classes this year. Forty-three of these children were dismissed as corrected and the remaining thirty-seven were recommended for further therapy next year. The grade level range

(cont.)

Speech Therapy (cont.)

was from kindergarten through the ninth grade. Three children with severe problems were seen individually and the other classes ranged in size from two to seven.

Many parent conferences were held throughout the year. Other parents were contacted by telephone, and there was an excellent turnout of parents visiting speech classes during American Education Week.

Three senior students in speech therapy from the University of Wisconsin received their supervised clinical practice at Herbert Schenk School this year.

The Science Fair -- Mr. Jack Moore

It is important to make General Science interesting as well as factual. It was with this in mind that I decided that a science fair would be an excellent way in which to further this objective.

At the beginning of the school year I suggested that each student select a topic for a science project. The project could be one about which they might already know a great deal or one about which they wished to know more. I asked that they investigate these topics and at the time of the Science Fair they have some visual evidence of their achievement.

From time to time during the year we stopped our usual class work and discussed our projects, the achievement, the failure, the changing of ideas, or the showing of ideas.

On May 16, the students displayed their projects in booths in the auditorium. Mechanical advantages, solar energy, mold, photography or infrared photography, static electricity, and teen's diets were but a few of the twenty-nine projects in view. The students explained and answered questions for the 1300 elementary children who attended the fair, and also for about 1000 adults.

Library -- Mrs. Judy Helburn, Mr. Gene Heileman

Circulation, September to May:

Fiction	28,370
Non-fiction	23,963
Magazines	1,614

Book holdings as of May 1960	7,668
Withdrawals	27
Additions	1,054
Total holdings as of May 1961	8,722

Special Projects

School Safety Patrol -- Mrs. Avis Calabresa

The Safety Patrol was comprised of 63 sixth grade children who took care of eighteen door and street posts at which 1200 children passed or crossed four times daily.

The patrol operation drew upon the democratic process wherever possible. The selection of captains and lieutenants, formation of rules and regulations, and inspection of the work project were carried out by the children along with their main job of maintaining safety.

There were no accidents this year so we feel that the patrols achieved success.

The Chicago Trip -- Mr. Jack Moore

Because of the excellent advantage that the great museums of the city of Chicago offer to the students of general science, it was decided that a trip to view these exhibits would be an excellent education.

On June 3, we visited the Adler Planetarium, the Chicago Museum of Natural History, the Shedd Aquarium, and the Museum of Science and Industry. We also went to the top of the Prudential Building, and enjoyed a ride on the subway from the south side to the loop. A total of 177 pupils and 15 adults participated in this venture.

Activity Program -- Student Council -- Mr. Robert Spanbauer, Advisor

The Student Council drafted a constitution for the operation of the Student Council. The draft was published in the Periscope, the school's newspaper. Each student was given a copy of the draft and a general vote was taken. The student body voted 313 to 89 in favor of the adoption of the constitution.

The Student Council worked on a student handbook for Herbert Schenk Junior High. This will be a true student handbook because it was developed by the students. It will be printed for the fall of 1961.

The Student Council also sponsored a mock election in November, prior to the national general elections. School-colors days and dress-up days were also sponsored.

Drama Club -- Miss Barbara Lewis, Advisor

The Drama Club (grade 9) presented a play for the P.T.A. and a Christmas play. The final activity was a three-act mystery-comedy which was presented on June 2 ("Aunt Cathie's Cat").

Lunch and Milk Program

About 150-160 junior high pupils, and a few elementary pupils, brought a bag lunch. A very large percentage of the elementary pupils enjoyed mid-morning milk. A total of 164,377 half-pints were sold during the entire school year. Pupils from the Lowell, Hawthorne, Wedgewood, Kingston, and Woodville areas have lunchroom privileges.

It is not anticipated that preparation for the hot-lunch program will be made during the summer of 1961. Unless a part of the elementary enrollment were also to participate, the request for hot lunches has been low. It is hoped to eventually start with a nucleus of 250-300 steady customers.

Parent-Teacher Conferences

Reports from both elementary and junior high teachers indicate that special efforts were made to have parents come to school for conferences, 12:30-1:00 and 3:30-4:00 as well as during released-time periods.

A special committee of teachers and parents has already been organized with a view to better home-school relations, and increased understanding on the part of parents of the school's program.

Student Teachers -- Mrs. Avis Calabrese

Twenty-three student teachers from the University of Wisconsin were assigned to us in placements involving grade levels kindergarten through six the first semester; fourteen spent the second semester with us.

We felt that we were most fortunate in the University supervisors who worked with the students and, consequently, with us this year. Teachers unanimously reported that conferences have been rewarding to all involved, that many new ideas have been gathered, and that all-around cooperation has been at a high level.

One of the problems that teachers found in working with the students was that the latter lacked ability to translate the theory they had learned into practice. For example, students had no idea what a lesson plan involved and anxiety mounted when units were mentioned. Consequently, we decided to try to develop some sort of method or guide for use by cooperating teachers in their work with the students. We did not feel that we could spend a great deal of time in this area of instruction although we did feel that something was definitely needed. Finally, we arrived at the idea of giving each cooperating teacher a copy of the resource unit we developed at the fifth grade level in which we included description showing rather precisely how we arrived at our objectives, problems, and selection of materials.

COMMUNITY SERVICES

P.T.A.'s and Mothers Club

Both the elementary P.T.A. and Mothers Club were very active this year as usual. They cooperated in the fall orientation sessions, the Family Fun Festival, and Kindergarten Round-up. An added feature was the formation of a Family Life Education study group which met for ten sessions during the winter.

Financial support for various projects was generously extended. The Mothers Club financed the purchase of classroom globes, kindergarten toys, various teaching aids, and curtains for the elementary teachers' lounge. The P.T.A. made a trip to the Wisconsin Dells possible for each of our children serving on the Safety Patrol.

The Junior High P.T.A. was organized in the fall to better serve the needs and interests of parents of the adolescent-age child. This group also cooperated in the Family Fun Festival, and made financial support available to the junior high's activity program of sports, university extension programs, and art scholarships.

High School Services

The code for social conduct of high school students was sent to every parent of ninth grade students. Additionally, our chairman, Mrs. Lucille Hughes, assumed the leadership for the parting event for our first ninth grade class, with a dinner-dance held on June 10. Special guests were Mr. Herbert Schenk, Mr. and Mrs. A. J. Barrett, and Mr. and Mrs. Clarence Walker.

Miscellaneous

The Cub Scouts organization continued their two-pack activity with nearly 200 boys registered. The same number of girls participated in the Brownies and Girl Scouts.

Our elementary youth center continued under the leadership of Mr. Al Schroeder. Again, much interest and participation was displayed in the Junior Olympics.

The junior high social program consisted of afternoon dances for seventh and eighth grade, and evening dances for ninth grade.

As in former years, the Vocational School sponsored five evening classes. Facilities were not available for any daytime classes.

ADMINISTRATION

The Staff

The report to the superintendent indicates that a dozen staff members were enrolled in extension or university classes during the year and that nearly twenty anticipated attending summer school in the summer of 1961. Also, many others planned to participate in the Wisconsin Improvement Program two-week program in June and July. Others planned to travel, extensively.

The most gratifying development was the appointment in the summer of 1960 of a full-time assistant principal. This tremendous responsibility was entrusted to the very capable Mrs. Avis Calabresa, for two years a sixth grade teacher. She has performed all duties most efficiently, with understanding, warmth, and consideration for both teachers and pupils, and office personnel. Her contribution to this report in the description of the elementary instructional program, the student-teacher training program, the school safety patrol, and other related elementary areas is much appreciated.

Of the sixty-five faculty members on the payroll, twelve had perfect attendance. Fourteen were absent one day or less, twenty-three missed from one and a half to five days, and twelve from five and a half to ten days. Four had absences of thirteen, fifteen, fifteen and a half and seventeen days, respectively. The average for the entire staff was 3.65 days absent, about 1.6 less than the previous year.

Replacements of staff members during the year were in kindergarten, second and third grades, and physical education for girls. Next September we will add one multiple-period teacher in grade nine, as well as additional part-time services of art, music, physical education, general science, biology, and mathematics.

Special Problems

Plans for the organization for the school year 1961-62 have already been submitted to the superintendent. In those plans are included:

1. Transportation of Wedgewood and Kingston children to another school.
2. Combining of pupil enrollment, grades one to six, to make available more classrooms for junior high purposes.
3. Possible reduction of kindergarten sections from eight to seven.
4. Use of auditorium for half-time physical education teaching station.

Another problem with which we are faced is the lack of storage facilities. Some day, I hope, an additional room, for just that alone, can be built out over the concrete bicycle rack area between the second and third wing.

Special Problems (cont.)

Also there is dire need for proper storage and workshop areas between the biology and general science rooms (80 and 82).

I am continuing my request for portable bleachers for use in both the new gymnasium and the auditorium. We are not able to adequately accommodate either student or adult audiences that attend our sports activities, physical education demonstrations, and our concerts.

In less detail, other problems needing solution are:

1. Continuing the bag-lunch program.
2. Alteration of phone system.
3. Need for new incinerator.
4. Blacktop of small area at band room exterior exit.
5. Portable hall gate.
6. Laboratory tables for biology.
7. Need for longer assignment of remedial reading instruction.
8. Need for additional secretarial help, half-time. It is utterly impossible for two secretaries to perform all duties and fulfill all obligations in a 1700-1800 pupil elementary and junior high school.

We have had a wonderful year at Schenk. Much hard work has gone into this year's educational operation, and Mrs. Calabresa joins me in gratitude to the staff, office and custodial personnel for work well done. And we in turn, everyone connected with the Herbert Schenk School, parents, pupils, teachers, and other members of the staff, express sincere thanks to the Board of Education, the Superintendent, assistants and department directors for their cooperation in and understanding of our school problems.

Respectfully submitted,

Ansgar Svanoë, Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

ANNUAL REPORT

SHERMAN SCHOOL

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

June 1961

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

ANNUAL REPORT

For the School Year 1960-61

SHERMAN SCHOOL

THE COMMUNITY

Sherman Park continues to remain a rather tightly defined school district, with no spectacular increases or decreases in school population. A dozen or so empty houses and apartments are available, but the population is not a transient one.

A majority of the families have been here a number of years. In the sixth grade, for example, 45 out of 75 children have been here from kindergarten on. In our fifth grade, 47 out of 69 have been here that long; and in the fourth grade, 47 out of 72.

Boys and girls in our primary grades are achieving far better than their predecessors of several years ago. Based on California Mental Maturity, and California Achievement Tests, our second and third graders have a mental age six months greater than our second and third graders of two years ago; and about .6 to .8 of a year greater achievement in reading. Average intelligence in our second and third graders is far above the national average, and indicates that our methods of teaching must be adapted to this high level. The standards we set for children must be far above those of the past, and yet our teaching must meet the needs of pupils below average, as well as those above average.

The backgrounds of our boys and girls has changed somewhat over the years. Parents' occupations five years ago fell into these categories:

Professional workers	12%
Semi-professional	10%
Skilled tradesmen	50%
Unskilled workers	20%
Armed forces	5%
Miscellaneous	3%

The Category that has changed the most is the percentage of children whose parents are in the armed forces. About 10% of our parents now are in the service, a great majority of them in the Air Force. Most of these parents will be here for three years, and many of them have bought homes, and are an integral part of our community.

A year ago I reported that two new shopping centers were in the blue print or construction stage. One of these, the Northgate Shopping Center, is now open, while the other, the Sherman Plaza, expects to open shortly. Our school lies directly between the two, and I expect that there will be a considerable increase in traffic on Sherman Avenue, altho most of it will probably occur after school hours, or on Saturdays.

ENROLLMENT

"Back to normal!" This phrase describes the enrollment picture at Sherman this year, especially in the elementary school. For the first time in three years, the elementary enrollment reflects only the children in our own school district.

At the end of the school year, the net enrollment in our elementary school was 614 pupils, as compared to 600 in September. A total of 60 children were enrolled as new pupils or transfers in, while 46 withdrew or transferred out.

Junior high enrollment was typically steady, with only 29 new pupils and 34 withdrawals, leaving a net enrollment of 475 pupils in grades 7-9.

Enrollment figures for the year follow:

<u>Grade</u>	<u>June, 1958</u>	<u>June, 1959</u>	<u>June, 1960</u>	<u>June, 1961</u>
Kindergarten	118	121	189	128
First	81	129	164	92
Second	66	98	141	88
Third	79	98	116	92
Fourth	89	96	103	71
Fifth	84	89	125	68
Sixth	84	98	112	75
Seventh	-	102	169	184
Eighth	-	-	113	179
Ninth	-	-	-	115
	<hr/>	<hr/>	<hr/>	<hr/>
Total	601	831	1232	1092

The number of pupils at Sherman next fall should increase by nearly 10%. The major causes of the increase will be the extra section of first graders, and a large increase in the ninth grade.

Anticipated enrollment next fall is as follows:

Elementary

1960			1961	
<u>Grade</u>	<u>No. of Pupils</u>	<u>Sections</u>	<u>No. of Pupils</u>	<u>Sections</u>
Kindergarten	132	4	110	4
One	93	3	115	4
Second	91	3	93	3
Third	88	3	91	3
Fourth	72	2	88	3
Fifth	66	2	72	3
Sixth	74	3	66	2
	---	---	---	---
Totals	616	20	635	22

Junior High

Seven	188	7	180	6
Eight	180	6	188	7
Nine	115	4	180	6
	---	---	---	---
Totals	483	17	548	19

STAFF

Forty-two full time teachers comprised the Sherman School staff this year, twenty in the elementary division, and twenty-two in the junior high division. Six itinerant teachers completed the staff.

Of these forty-eight teachers, seventeen were new to Sherman School, and four of these had had no previous teaching experience. Morale among our teachers was high, and they worked together extremely well. Our junior high staff meshed together very well, and a great part of the credit for that goes to Roger Cerutti, Assistant Principal. Mr. Cerutti's ability to work with teachers, parents, and pupils is outstanding.

Our staff was remarkably healthy, as a group. Teachers were absent a total of 103.5 days for personal illness, an average of only 2.3 per person. One teacher was granted a leave of absence for a semester because of illness, and another was granted maternity leave.

We will greet eleven new teachers next fall. Five of these will be replacements, and six of them, additional staff members needed. Our total staff will number 46 full time and four itinerant teachers.

THE JUNIOR HIGH

Our junior high school "came of age" this past school year when we opened the doors to our first ninth grade group. They continued to provide leadership to the eighth grade and the incoming seventh graders who came to us from Sherman, Mandota, and Emerson Schools.

Our staff, which was increased this year because of the addition of the ninth grade, will be further enlarged next year because the number of ninth grade sections will be increased from 4 to 6. The staff for next year is as follows:

Seventh grade - multiple period	3
Eighth grade - multiple period	3
Ninth grade - multiple period	3
Science and Biology	2½
Home Economics	2
Shop	2
French	1
Mathematics (7-8-9)	3
Art	1
Music	2
Guidance	1

French: A foreign language program was placed in operation this year with French offered to the ninth grade and to a selected group of seventh graders.

Of the 64 ninth graders who chose French as their elective, 56 completed the course. Of the eight who did not finish, 3 moved away, and 5 were re-programmed.

29 seventh graders were selected to take French, and of this group 22 were in class at the end of the year and will be scheduled for French next year. This group participated in the French program telecast over WHA-TV twice weekly for 15 minutes. No home-work was given to the seventh graders in this course, as it was geared strictly to conversational French. The French teacher will be with us full time next year. This past year she was here in the mornings only.

Mathematics - Of the 17 students who started and finished geometry, 14 were members of our first seventh grade advanced math class two years ago.

Our advanced math group took part in the TV Algebra program. Next fall this group will be taking geometry.

Our present seventh grade advanced math class has, in the words of the teacher, "Been my best group so far." On the basis of tests given at the end of the year, this group's median is above the upper quartile of the Madison's eighth graders!

The junior high has utilized the library to the fullest extent possible. The social studies and science departments gave the library considerable use, as much information for many special reports was needed. There has been splendid cooperation between the librarian and other members of the staff. They have all helped to make our library a very integral part of our curriculum.

Next year should find us moving forward at a much faster pace since we have the first year under our belt. A great deal of organization was done and we have all profited from our experiences this year.

SPECIAL PROBLEMS

For the second straight year our lunch program has gone into the red, even tho our lunch count averaged close to 200 pupils daily. In all but two months, expenditures ran more than our income. Even tho our inventory is nearly \$800, this leaves us with a deficit for the school year.

In analyzing the deficit, there are several possible causes:

- a) Unwise buying
- b) Too high labor costs
- c) Too large a meal for pupils
- d) Too low a price for meals

a. Unwise purchases

I've compared my purchases with those of the other junior highs with lunch programs, and find that all of us purchase from the same companies. Our school does not have a freezer, so we cannot buy meat in bulk; however this would be only a small amount of saving, and the purchase of a freezer at this time is unwarranted.

I can purchase canned fruits and vegetables in larger quantities from one of our wholesalers (Baraboo Foods) and receive a case discount; one of our other large distributors, however (Sexton) gives us carload prices on all purchases.

b. Too high labor costs

We had two full time cooks, during the year, plus a half time helper from December to April. Total adult labor costs were about \$25 daily. In addition we used ten pupils to help in serving and cleaning up.

These pupils were paid 25¢ daily, for a total cost of \$2.50. So our labor cost was about \$27.50 a day, a fixed cost which could not be changed.

This cost compares favorably with the other two junior highs with lunch programs.

c. Too large a meal for pupils

Each junior high youngster was given the standard meal as prescribed by the State Department, except that we served two slices of bread instead of one. The typical lunch consisted of two ounces of protein, a 3/4 cup serving of fruit and/or vegetable, bread, and usually a cookie or other dessert. There's no doubt that a typical serving for a junior high youngster has to be larger than that for an elementary school child, and we will continue to operate on that basis. We still need to educate some of the pupils, however, on the fact that we serve only lunch, not dinner.

d. Too low a price for meals

Daily lunches cost each child 25¢ payable on a monthly basis. With a 5¢ reimbursement for each lunch, that gave us 30¢ per lunch to work with. Try as we might, however, and even with government surpluses, we found it impossible to furnish a lunch that cost less than 35¢.

As a consequence, I am going to request permission to charge 30¢ per lunch for our program next year.

PHYSICAL PLANT

Our building is in very good condition. Maintenance items have generally been taken care of, and our custodial staff has done an excellent job of keeping the building clean, and of keeping up with minor repairs. Our window breakage since last September has been very minor, altho three large plate glass windows in the junior high wing will have to be replaced this summer because of year-old B-B pellet cracks.

The center panes of glass in our junior high classroom doors were replaced two years ago by shatter-proof tempered glass, and these panes have held up perfectly. However, the lower panes, consisting of large panes of fluted, sand-blasted glass, have not withstood the bumps of opening, and as they break, we are replacing them with a fluted, smooth glass which is much stronger.

Sherman - 7

During the past year, a considerable amount of ceramic tile on the walls, particularly in the auditorium, has come off. It was repaired once, but the same thing has happened again. Apparently a new type of bonding has been used between the tile and the wall, and it has not been holding well at all.

Our grounds will be reseeded this summer, and thus should be in good condition before school starts again.

Respectfully submitted,

Anthony Farina, Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

VAN HISE SCHOOL

Presented to the Board of Education
by the Principal

Walter H. Argraves

June 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61

VAN HISE SCHOOL

ENROLLMENT

Future Elementary Enrollment

Predicting the future elementary enrollment is very hazardous in a growing neighborhood such as Van Hise. Each fall of the last three years has seen an enrollment increase over the previous June in spite of substantial numbers transferring to Spring Harbor and Odana as those buildings opened.

Enrollment History

	June 1958	Sept. 1958	Diff.	June 1959	Sept. 1959	Diff.	June 1960	Sept. 1960	Diff.
K	127	133		139	124		138	120	
1	94	116	-11	119	100	-39	104	125	-13
2	80	98	+ 4	111	110	- 9	112	112	+ 8
3	73	83	+ 3	90	102	- 9	104	120	+ 8
4	83	77	+ 4	83	88	- 2	90	116	+12
5	55	74	- 9	79	79	- 4	86	99	+ 9
6	55	62	+ 7	69	83	+ 4	84	95	+ 9
Total	567	643	*	690	686	**	718	787	-

No. of Sections Kgn. 1-6

September 1957	4	15	3 vacant rooms
September 1958	4	18	No vacant rooms; *70 trans. to Spring Harbor
September 1959	4	20	18 elem., 2 jr. high rooms; **119 trans. to Odana
September 1960	4	22	18 elem., 4 jr. high rooms

Estimated enrollment for the fall of 1961

	Kgn.	1	2	3	4	5	6	Total
Enrollment June 1961	120	129	109	121	118	98	92	787
No. of Sections	(4)	(4)	(4)	(4)	(4)	(3)	(3)	(26)
Children leaving Van Hise for Crestwood, Hoyt, Odana	9	9	7	13	11	11	will be in Jr. High	60
**Enrollment Sept. 1961	135	111	120	102	108	107	87	770
No. of Sections	(4)	(4)	(4)	(*)	(4)	(*)	(3)	(26)

(*) may be either three or four sections,
however, they can total no more than seven sections

**No allowance for those moving into or out of the neighborhood.

Junior High Enrollment Figures*

Grade	Enrollment 1959-60	No. of Sections	Enrollment 1960-61	No. of Sections	Enrollment 1961-62 (Est.)	No. of Sections
7	250	9	226	9	200	8
8	166	5	251	9	215	8
9	<u>0</u>	<u>0</u>	<u>155</u>	<u>6</u>	<u>225</u>	<u>8</u>
Totals	416	14	632	24	640	24

During the year our enrollment remained very stable. We had only twelve withdrawals, two of whom were transfers to other schools within the system and ten transfers from the city. The new enrollees were made up of eight transfers within the city and thirteen new to the Madison Public Schools.

The 1961-62 estimated enrollment is only slightly higher than the 1960-61 enrollment, due primarily to the fact that our area was declared an open area for seventh grade pupils to enroll at West Junior High, should they desire to do so. The large elementary enrollment necessitates the use of several rooms in the junior high section, therefore all available classroom space is utilized. The capacity of the junior high section of our building is approximately eight hundred pupils.

LIBRARY REPORT - Mrs. Alice C. Erney, Librarian

The school year of 1960-61 has seen three librarians in the Van Hise Library. Mrs. Carolyn Clauser was in charge until Christmas vacation, and Mrs. Ann Coster filled in until February, when I came to the school. Miss Mary McCormick, full time Clerk-Typist for the library, provided invaluable aid to all three of us and the entire school.

The addition of the ninth grade to Van Hise School this year has created a definite problem in providing adequate library service to all students and teachers. One real difficulty is in the size of the room, which is very inadequate for 1400 students of such a wide age and interest range. With only one librarian, the scheduling of classes has been hard, but better service should be provided with the addition of a second full-time librarian next year, although space will still be a major problem. Several policies tried this spring, primarily related to the junior high classes, should be of benefit in our planning for next year.

The book collection consists of 5,011 volumes now, with 957 of them having been added this school year. 3,139 are classified as non-fiction and 1,872 as fiction. There are five sets of four different encyclopedias, and a variety of other basic books needed for a school reference shelf.

The total circulation for the year is 39,705 volumes, 24,113 fiction and 15,589 non-fiction.

SCHOOL LUNCH*

The contractor for the kitchen equipment was late in fulfilling his contract, so the lunch program did not start until December 5, 1960. The program was well received by the pupils and teachers. The average participation per day during the winter months was three hundred and fifty students and twenty-five teachers. During the spring months the daily participation fell to two hundred and fifty students and twenty teachers. Pupils paid \$1.25 per week, and teachers \$1.50 per week. The program was continued until the last week of school. A total of 36,044 pupils and 2,523 teachers were served lunches during the 24 weeks the program was in operation.

Due to limitation of seating facilities, pupils living near the school could not be accommodated during the past year. Every effort will be made to utilize the equipment and facilities during the coming year by arranging the lunch schedule to allow all pupils to participate, probably by means of three thirty-five minute lunch hours instead of the two we had this past year.

W.I.A.A. ACCIDENT BENEFIT COVERAGE

General - Seventy-six claims were filed this year. \$518.33 payment has been received on thirty-three claims. Many are pending. Our premium for this last year was \$1,119.00.

Interscholastic coverage - Thirteen accidents were reported and claims filed. \$276.90 in claims was paid to date.

While W.I.A.A. provides coverage at cost for the students, there is a very substantial hidden cost involved that sometimes is difficult to absorb. That cost is secretarial time. Each claim has five to eight steps or operations that require constant checking.

UNIVERSITY STUDENTS

Juniors - Ten Education 31 students did field work with six elementary staff members this year. Two of these juniors did an outstanding piece of work and were recommended to do their senior practice teaching in the Madison schools.

Seniors - Four students did their practice teaching in the building this year. Two worked in the kindergarten, one with the elementary art teacher, and one with our junior high band director. While the primary objective of this program is the training of teachers (particularly from the viewpoint of the University) a number of secondary values do accrue. Certain art and game situations were made possible in the kindergarten by virtue of the extra supervision of a second person in the classroom. Help to individuals and small groups was brought about in the art and band situations because of the student teacher. These situations took on some aspects of the "team" approach.

UNIVERSITY STUDENTS - continued

Foreign students - Fourteen graduate students visited school last April with P.T.A. mothers acting as hostesses. While curriculum instructional materials and physical plant were of interest to these visitors, the social studies students in grades six, seven, and eight profited by these two visits. Under the direction of their teachers, questions were asked about China, India, Korea, and Canada.

P.T.A. ACTIVITIES

The Van Hise P.T.A. under the direction of Mr. and Mrs. William Johnston, Co-Presidents, made a number of material contributions to the school.

1. The October Potluck Supper was decentralized from a grand gathering in the gym to a series of gatherings in the intermediate and junior high homerooms. The primary grade parents could not be accommodated in their classrooms as well because of the size of the furniture. This group ate in the auditorium. This potluck arrangement is mentioned because of the almost universal preference expressed by parents. They felt that the goal of getting acquainted with the teacher(s) was better carried out in the classroom than in the large gathering. We did all meet in the gym (using it as an auditorium) to hear a speaker, following the dinner.
2. P.T.A. made several purchases for the school which are very much appreciated. They are a basketball backstop and two sets of horizontal bars for the physical education department; a stereo tape recorder for the music department (this will free our other recorder for increased use in English and foreign language classes); curtains between corridor and three classrooms were provided to facilitate the use of visual aids; a record player and a radio.

P.T.A. also sponsored two programs from the University Bureau of Concerts and Lectures, and underwrote the ninth grade end-of-the-year dinner dance.

GENERAL ACHIEVEMENTS

Junior High Curriculum and Its Evaluation *

1. This was the first year that Van Hise operated as a complete Junior High School. The curriculum was enriched by offering beginning and second year French, Latin, and Geometry in the ninth grade. In addition, 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 participated in the biological sciences curriculum study sponsored by the National Science Foundation.

Guidance activities were under the direction of Mr. William Haugan, who did outstanding work in correlating guidance with the core subjects. The guidance units were taught by the core teachers under Mr. Haugan's direction and supervision.

In the seventh grade the emphasis was placed on orientation and adjustment to junior high school. "General Educational Planning for Your Future" was the main topic for the eighth grade pupils. The ninth grade guidance centered on the topics of "Growing Up" and "Learning to Educate Yourself". It is our hope to improve on this program through the use of the team teaching idea for many of these units next year.

2. The staff, consisting of over fifty per cent newcomers to the Madison Public Schools, had many problems to solve. One of the first tasks the staff faced was to establish a philosophy for the school within the framework of the philosophy of the Board of Education and Administration of the Madison Public Schools. We feel that we have made progress in accomplishing this goal, and we will continue to work on it in the coming years.

3. The second task set up by the staff was to evaluate reporting to parents and home study assignments. Dr. Waller of the central office led one of the early discussions. Sub-committees were organized to crystallize the various points of view and make recommendations to the group as a whole. We feel that we have made progress in making meaningful and consistent reports to parents. We have agreed as to the average amount of time we expect pupils to spend in home study. These problems are by no means solved, but with continued discussion and re-evaluation of our policies we feel that we will make consistent pupil assignments and reports to parents as dictated by the policies agreed upon.

Junior High Activities *

Interscholastic athletics at the ninth grade level was a part of our program for the first time this year. Many pupils participated in the after-school intramural sports program for boys and girls.

A quality school newspaper was published. A limited number of issues will be published each year to continue the policy of quality rather than quantity in activity work. Our first yearbook was also published with emphasis on quality and learning experience in the publication.

The student council, which was initiated last year, continued the project of developing a student handbook. The handbook was completed during the year and will be available at the opening of school next fall. It is felt that the handbook will be a very important factor in guiding the behavior of our student body and will give direction and consistency in dealing with behavior problems.

The French Club was initiated and was very active in providing a variety of interesting activities for the pupils of the French classes.

A Bicycle Patrol was formed. The patrol formulated rules and regulations governing the use of bicycles on school ground. It also encouraged safety on the streets by assisting in the city campaign for bike safety.

In the coming years a variety of activities will be added as a need arises with the uppermost objective of each and every activity to provide opportunity for participation and quality of work.

Motivation

Stimulation of learning in the various subject areas so as to develop understandings of, as well as mastery of, factual material is a primary goal of education. Sometimes this stimulation is referred to as motivation. Motivation may be brought about because of intrinsic values (sometimes a little remote for elementary children) or extrinsic goals or values. While most of the activities enumerated here did increase interest in certain subject areas, they all added to the store of factual knowledge that each child is building.

1. While new materials were utilized in the fourth grade T.V. arithmetic program, its chief value to children seemed to be that of motivation. In evaluating this project, I believe an even bigger contribution was in service training for fourth grade teachers.

2. Small special programs for parents did much to stimulate learning by students. All of our second, third, fourth, and fifth grades had such programs centered on a particular social studies or science unit.

The three sixth grades presented programs on Central Europe - a social studies review; interpreting the news and its relationship to their social studies; a flight into space - an elaborate unit in science. Oral English, composition, organizing and outlining, spelling, reading and handwriting all were used critically in the preparation of these programs.

The elementary and junior high choral and instrumental groups presented several programs to students, to informal student and parent audiences after school, and to parents at a P.T.A. meeting, and also at two special evening programs.

The home economics classes put on two teas and a style show to show their accomplishments.

Motivation - continued

3. Field trips to the State Historical Society Museum, the dairy, the fire station, the Post Office, the University carillon tower, a farm, a cheese factory, the zoo, the Forest Products Laboratory, the School Forest, and the Milwaukee Museum. Realism and learning by observation was evidenced in discussion and written accounts which followed these excursions.

4. Two different approaches for getting information to parents about their children were tried this year. We believe that they had the end result of stimulating or motivating pupils in their school work. On special forms provided by the test publisher, the results of the sixth and eighth grade achievement tests were given to parents. The academic standings were given in percentiles. Many conferences resulted from this reporting. In some of these conferences ability levels were reported by quartile. Parent reaction was one of appreciation. "I never knew exactly where my son stood before," volunteered one.

Eighth grade parents were invited to an evening meeting to learn about the ninth grade curriculum and to find out about course sequences through the senior high school. This was supplemented by individual student conferences with our guidance counselor.

A meeting with sixth grade parents was held at the Crestwood School as an aid in parent orientation to junior high. This was so well accepted that a general meeting of the parents of all incoming seventh graders is planned for next year.

5. A program of individualized library reading, supplemented by an organized approach to word attack and study skills, was started experimentally in a fifth grade. We stressed this with the more able students and will be able to evaluate the outcome after following through for a second year and comparing with the similar classes in the building.

STAFF

This year our staff increased to sixty-two teachers (including our librarian). Twenty-one teachers were new to Madison and five of that number were new to the teaching profession. Two replacements were needed the second week of school because of pregnancies, and a third came to us after Christmas due to persistent illness of a staff member.

STAFF - continued

One of our fifth grade teachers passed away as the result of a heart attack June 12. Mrs. Leona TenEyck had been with us for four years, transferring here in 1957 from the Sunnyside School. Children, parents, as well as fellow staff members felt the loss of this devoted teacher.

Mr. Ron Fox came to us this year as assistant principal. Mr. Fox had been supervising principal at Spring Green for several years. His primary responsibilities have been with the junior high division of the building.

In absorbing the new staff members both with and those without experience, much use of two tools was made. First, the new curriculum guides (particularly with the inexperienced staff members) and second, the new teacher evaluation check list. The latter is a substantial improvement over the one in the Teacher Handbook.

PROBLEMS AND RECOMMENDATIONS

1. The providing of adequate classroom space for the children of elementary and junior high age will be very critical during the next several years here at Van Hise. It seems that if the child population continues to grow, we will need relief each year to stay within building capacity.
2. Much work has been done on grading and student evaluation in the several subject areas at the junior high level this past year. A building philosophy is in the making which will be consistent with points of view expressed by the several departments of the Central Office. Continued work to this end is necessary.
3. Evaluation at the elementary level also continues to be of concern from a different viewpoint. Rather than grading or reporting to parents, the evaluation recently has centered around new curriculum study guides (science and social studies), new text material (recently arithmetic, now health and spelling). Evaluating our teaching in terms of maximum academic growth for each student in light of these curricular guides has been of major concern.
4. Two supplements to our building and its grounds have been requested in the 1962 budget. 1-An exhaust fan on the second floor of the two-story junior high wing should provide better ventilation summer and winter. 2-Now that traffic patterns around the junior high wing have become established, additional walkways are indicated. Also, a fence may be needed along the boundary of the school property adjacent to houses along Richland Lane. The need for this is particularly acute in the summer because of the baseball program.

Information in the starred sections of this report was furnished wholly or in part by Ron Fox, Assistant Principal.

Respectfully submitted,

Walter H. Argraves, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1960-61

CRESTWOOD SCHOOL

Presented to the Board of Education
by the Principal

George A. Blackman

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1960-61

CRESTWOOD SCHOOL

I. 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	503 (est.)	

* Annexation adjustments

Obviously, the Crestwood district has shown a steady but normal growth in enrollment over the past seventeen years.

The area encompassed within its current boundaries can still experience some building growth. Several plat sites are in the developmental stage. Good home sites are still available.

It would be our hope that the growth of the school would continue at its normal rate.

Our enrollment projections for the school year 1961-62 would indicate the following:

	Total	Sections	Average Class Size
Kindergarten	87	2	44
First Grade	84	3	28
Second Grade	87	3	29
Third Grade	88	3	29
Fourth Grade	64	2	32
Fifth Grade	54	2	29
Sixth Grade	<u>49</u>	2	25
	513		

The above enrollment prediction takes into account the 37 youngsters currently enrolled with us from the Faircrest area as well as the 13 transfers from the Van Hise area resulting from the establishment of Whitney Way as the boundary between the two districts.

The prediction does not take into account the "summer growth" of either the Faircrest area or the area west of Whitney Way. If "population explosion" occurs over the summer months, Crestwood will be in trouble.

II. SPECIAL SERVICES, ACHIEVEMENTS OR ACTIVITIES:

Achievement of our youngsters as measured by various tests seems to be what it ought to be with reference to the kind of youngster we have.

Scheduled parent-teacher conferences as one means of reporting to parents continue to have strong support from the patrons of our district. It is gratifying to have the conferences "hold up" as they have for the past eight or nine years. The parental response has never been less than ninety-six per cent. It seems to me that our assumption has to be that parents are finding some value and satisfaction in the conferences. Sheer loyalty response would have died long before now.

The Parent-Teacher Association continues to be an organization that works with and for the total school staff. Apparently the teaching staff is doing the kind of job that gives impetus to the PTA taking pride in its school. PTA members are our best salesmen and publicity agents.

The Preschool PTA likewise is a strong organization and attracts a fairly large number of parents of kindergarten and preschool youngsters.

Both groups suffer at times with a relatively small attendance. This is a perpetual problem with most PTA's. The situation could be alleviated somewhat by having school youngsters involved partially or totally in each month's program. Our PTA and administrator have long ago mutually agreed that this shall not be.

This year our staff worked with six Education 41 student teachers from the University. Four of the six were excellent candidates. Three of them accepted contracts from out of the city or state; one will teach in the Madison schools.

Mrs. Sara Pollak, speech correctionist, reports that 37 cases of youngsters with speech deficiencies have been treated this year. Of this group four children had delayed speech, one had a voice problem, one had a hearing problem, and twenty-nine youngsters had an articulation defect of one kind or another.

At the end of the year the following disposition was made of the cases at hand:

Dismissed as corrected	--	19
Therapy postponed because of absence of front teeth	--	2
Transferred to another school	--	1
Improved but retained for next year	--	<u>15</u>
Total		37

Mrs. Porter, librarian, reports that our library now has in excess of 6000 volumes on its shelves. She also reports that as of this date the book circulation has amounted to 17,391 for this year. It would appear that we have a fair supply of books and that the supply is being used. Who said youngsters aren't reading today?

By and large our teaching staff continues to have strength and to exhibit enthusiasm and the professional characteristics and attitudes that belong to a strong group of teachers. Generally speaking they see themselves as members of a team with team effort and team results of more importance than individual competition. We have exceptions, of course, but the organization spirit and effort make it slightly uncomfortable for those exceptions.

III. SPECIAL PROBLEMS:

I see no special problems at this moment that a building addition won't solve.

As I stated before, if "population explosion" takes place beyond our current expectations, we will be in trouble with the present facilities at Crestwood. Given normal growth we can cope with the situation comfortably.

This has been a good year for 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 1961**

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1960-1961

STAFF

In September new staff members filled the following positions:
One first-grade, one second-grade, one third-grade, one fourth-grade,
one art teacher and one librarian. In mid-year we had a change in
Speech Correctionists.

We anticipate three staff replacements this coming year and the need
for one additional staff member.

SIGNIFICANT DATA

Dudgeon and Nakoma continue to serve the Marlborough Heights area with
our totals in this area again increasing over the previous year. Both
schools will continue to serve this area during the coming year.
Following is a breakdown of our enrollment by areas as of June 16, 1961:

GRADE	DUDGEON WALK AREA	MARLBOROUGH HEIGHTS	TOTALS
Kdgn.	52	17	69
First	32	18	50
Second	35	20	55
Third	30	19	49
Fourth	35	25	60
Fifth	29	18	37
Sixth	32	3	35
TOTALS	245	120	365

Our total gross enrollment for the year as of June 16 was 384. Our
net enrollment at the end of the school year was 365. During the school
year our attendance records revealed the following statistics:

Transfers in	- 6	New Enrollees	- 18
Transfers out	- 8	Withdrawals	- 9

BUS

Dudgeon again had one Badger Bus making a double run each morning, noon, and night to the Marlborough Heights area transporting pupils in grades Kindergarten through Sixth. This year we made arrangements for the bus serving Nakoma School to pick up our primary pupils needing remedial help in the morning. This arrangement filled a need and was appreciated by the primary teachers.

W.I.A.A.

Two-hundred fifty-five dollars was paid to the Wisconsin Interscholastic Athletic Association to insure the student body for the school year. To date \$39.00 has been paid out in claims. Several claims are still outstanding at the present time.

LIBRARY

Our total circulation for the 1960-1961 school year was 18,797. Of these, 8,698 were non-fiction and 10,099 were fiction. This year our kindergarteners had a chance to visit the library occasionally. First and second graders listened to stories and dramatized a few of them. Third graders shared books they had read and a few were read to them. The upper grades learned about reference tools, had reading periods, gave book talks and developed written book reviews.

PHYSICAL EDUCATION

This year co-educational games and dancing were injected into the regular physical education program in the spring. This was carried on in the sixth grade only.

MUSIC

More time has been given to note reading this year, with some methods being constant from grade to grade, and with certain additions of a theory nature being made in the upper grades.

STRING CLASSES

Two beginners' classes and one advanced class met once a week for a period of 45 minutes. Twenty-three pupils studied violin and three studied cello. The sixth grade string pupils played for the Christmas program and in May all string pupils presented a program for the fourth graders and their parents.

SPEECH

We experienced a change in speech therapists during the course of the school year. Forty-seven students received speech therapy this year. Of these, 15 were dismissed as corrected, 30 were improved, and two showed no improvement.

CURRICULUM

A program of readiness was again apparent in the kindergarten. They learned about such things as sounds, music, instruments and the post office. Transportation, foods, health, a class garden and trips to the grocery store and the zoo were included among their experiences.

The first-grade teachers felt that the new science book was a very interesting and informative addition to the classroom.

One second grade had the challenge of learning to understand and be understood by a little Spanish speaking girl from Argentina who joined the class in January. The second graders found their new science books to be of great value in studying such units as insects, the seasons, Winter Birds, Planets, Satellites, Sounds, Around Us, Wonders of the Sea and Ants. Field trips in connection with social studies units on "The Firemen" and "The Postman" were made.

At the third-grade level the increasing spread in achievement was noticed. This necessitated much individual help to better meet the needs of the individual members of the group. The correlation between science and health in the new third-grade text was helpful. Use was made in the classroom of resource persons from the community. In every area there was an attempt to develop and use individual work habits; many of the students became quite proficient in gathering information for research projects.

The fourth graders throughout the system were given a battery of tests in January covering seven curriculum areas. A careful study of the results has been most interesting and helpful to the teachers. This grade level also found a new set of science books to be helpful.

Development of individuality, citizenship, creative writing, and an appreciation for poetry highlighted the work of the fifth graders.

Individual pursuit of knowledge was encouraged at the sixth-grade level. This was achieved in part through written reports which were prepared by making use of reference and supplementary materials. The study skill which involved note taking was developed.

More use was made this year of resource persons at the various grade levels. These people performed an invaluable service in coming to the classroom to share their knowledge in certain areas with us. Several of the educational radio broadcasts were found to be excellent.

Although individual staff members never seem entirely satisfied with their accomplishments, all indications point to the fact that the staff had another good year. This statement by one of our new staff members speaks well for the children and for the professional staff at Dudgeon: "I feel this has been my most satisfying and successful year of teaching. Fellow teachers have been an inspiration and my class was a challenge."

BUILDING

This summer the interior of the building is scheduled for painting. The physical plant continues to be an adequate facility to serve the needs of the pupils living in the area that the school serves.

We appreciate the sincerity with which the Superintendent and the Board of Education fulfill their duties and responsibilities to the children and citizens of our community. We are proud to be a part of this fine educational organization.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

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

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the School Year 1960-61
EMERSON SCHOOL

Gross enrollment figures at Emerson show a leveling off after the decline of the previous year.

<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	
851	878	904	789	785	
	New Enrollees	Transfers In	Transfers Out	With- drawals	Net Gain or Loss
1956-57	43	31	35	44	= 5
1957-58	30	19	17	30	+ 2
1958-59	56	37	66	53	= 26
1959-60	28	28	29	36	= 9
1960-61	38	31	33	56	= 20

JUNE NET ENROLLMENTS FOR THE LAST FIVE YEARS

Grade	1957	1958	1959	1960	1961	Net Gain or Loss over 1960
Kgn.	133	143	143	126	129	+ 3
First	107	119	112	131	101	= 30
Second	105	111	102	94	106	+ 12
Third	121	105	106	92	100	+ 8
Fourth	117	122	95	91	89	= 2
Fifth	92	120	113	90	87	= 3
Sixth	<u>87</u>	<u>92</u>	<u>111</u>	<u>100</u>	<u>84</u>	<u>= 16</u>
TOTALS	762	812	782	724	696	= 51 + 23 = 28

ACHIEVEMENTS

In September the departmentalized program in grades five and six became a page of the school's history. There can be many pro and con statements made whenever changes are taking place. It seems appropriate at this time to state some of the reasons for this adjustment.

1. In the past two years five of the teachers that formed the core of this program reached retirement age.
2. Replacements for the retiring personnel had no experience in this type of program. None of the new teachers were prepared to work in a departmentalized program and had to be converted or indoctrinated to it.
3. Unequal distribution of time in the schedule and the inflexibility of the schedule.
4. Children were less likely to relate to a particular teacher as a final authority. There was considerable movement that served no real educational need.
5. There is no specific data that a departmental program produces better results scholastically than the self-contained program which we have adopted.

To be sure, a year is not long enough to ascertain the benefits of change, but it seems that our observations indicate the following:

1. A better general attitude toward the school and its functions.
2. A more balanced program at all grade levels and a more functional schedule.
3. Greater self discipline with less extreme behavior than any other year.
4. More consistent attention to individual problems and a strengthening of the over-all instructional program.
5. Identification of problem areas and more constructive planning for correction.

SOCIAL STUDIES

One of the highlights for the fifth grade classes this year was an Hawaiian Luau. The Luau was held as a culminating activity to a unit on Hawaii.

Objectives:

1. To acquire an understanding of the various aspects of the Hawaiian culture.
2. To acquire an understanding of the role that Hawaii will play as a new state in the United States.

3. To gain an appreciation of the arts and crafts of Hawaii.

The art and music teachers played an important part in helping the classroom teachers in their study. Two native Hawaiians took part in the Luau and provided interesting facts about our new state.

SCIENCE

A large skeleton was drawn on a section of corrugated paper. The bones, drawn with careful detail, were wired with contacts to a list of bone names at the side of the figure. Two probes and an "electric eye" completed the project.

By matching the correct bone and its name with the probes a contact was made, causing the eye of the skeleton to light.

This project proved to be excellent as a learning aid for the more common bones of the body.

PHYSICAL EDUCATION

During the past year we have followed the physical education program laid out in the Curriculum Guide for Elementary Physical Education.

During the year our boys' physical education teacher has given from four to seven tests that are taken from the Youth Fitness Test Manual at the three schools to which he is assigned.

The A.A.H. P.E.R. Fitness test program is one of the most important projects of Operation Fitness. National norms, based on performances of 8,500 boys and girls, grades 5 - 12, in 28 states, permit students to compare their fitness with others of similar age.

If the national average is the 50th percentile, then it seems that the pupils of Madison at the three schools (Nakoma, Hawthorne, Emerson) did well with an over-all average of 81.8%.

LIBRARY

This year Emerson School has discontinued the platoon system in fifth and sixth grades. The librarian has noticed a marked improvement in the use children have made of the library.

Teachers have had the opportunity to prepare the children. They come with a purpose and hence attitudes have been very good. Although we have had no increase in school population, we have had an increase in the circulation of books (33,000 in 1959-1960; 33,834 in 1960-1961). These facts can only be explained by the fact that one homeroom teacher per class can keep closer supervision over her group.

The library period was increased in grades 3 - 6 from 45 minutes to one hour a week. This is now a block of time that can be used by the teacher as she desires. Sometimes the children come in half sections for half the time. With these smaller groups the librarian can give more individual attention. When the teacher desires, she can assign a library lesson or when a new unit is started, she informs the librarian, who can point out to a class the wealth of material to be found in the library. At these

times the entire class comes to the library for the hour.

Teachers are beginning to experiment with these new possibilities, although only a beginning has been made, and we hope for greater library use in the future.

SPEECH

Eighty-eight children were seen in speech class on Tuesdays and Thursdays. Four additional children were kept under observation throughout the year, but were not seen in speech class. Two of these latter were primary stutterers, and one was a voice problem (the music teacher has been working with him on widening the pitch range). One boy, who transferred from another school, badly needs speech, but his parents will not allow him to attend.

The speech problems seen were as follows:

Articulation	77
Stuttering	1
Foreign Dialect	1
Hearing Loss and Lip Reading	1
Delayed Speech	8
	<u>88</u>

The division of children by grade and sex was as follows:

	<u>Male</u>	<u>Female</u>
Kindergarten	3	0
First	19	17
Second	13	11
Third	8	6
Fourth	3	3
Fifth	2	0
Sixth	2	1
Total	<u>50</u>	<u>38</u>

Approximately fifty percent of the parents were contacted by home call or phone. Almost forty percent visited speech class during the year. Special invitations brought out many visitors during American Education Week. Home cooperation has been excellent in all but two cases.

A student teacher came from the University in the afternoons during the first semester.

Of the eighty-eight children seen in speech class, fifty-one were substantially improved and thirty-six were dismissed as corrected.

EDUCATIONAL TELEVISION

Emerson School fourth grade pupils took part in the T.V. arithmetic program originating at W.H.A.

In general, the program has been favorably received. There has been an obvious concern on the part of parents, who want to know the "what" and the "how" of things.

Our teachers have felt rewarded in that the program has extended their own background and knowledge.

A few minor considerations related to the program are:

1. The program comes on regardless of what you may be doing or wish to do.
2. The problem of scheduling.
3. There is a question about the level, and the rapid changing of ideas. Before one idea can be set another one has been introduced.
4. Not knowing enough ahead of time what to expect for the next program. Information provided was very general. An overview of the work ahead could not be planned for.
5. There is a problem of absence, and with children who enter at varying times during the year as new pupils.

RESULTS OF THE TELEVISION SURVEY IN EMERSON SCHOOL

- A. Three hundred eighty-four children reported having at least one T.V. set in their home; only seven children reported having no T.V. set. Of the seven, many reported having access to one at their grandmother's, neighbor's, etc. Of the three hundred eighty-four children, one hundred twenty-eight, or about 33%, reported having two or more sets in the home (only 20% had two or more last year).
- B. One hundred eighty-three children reported that they had less time for reading books due to television; this is about half of the children in the study.
- C. Seventy-seven children, about 20% of the total, reported that they never finish a book a week. Most of the children remaining indicated that they read at least one book a week. It appears that the more books a child indicated reading during a week, the more time he spent with television.
- D. The average number of hours for all of the children in grades 2-6 is between $4\frac{1}{2}$ and 5 hours during the week, and increasing to between 5 and 6 hours on Saturday and Sunday. The week-end shows a decrease of about two hours over last year's report. I feel this is due in part to the fact that this was the first week-end for a popular Walt Disney movie playing at a local theater.
- E. The only grade to be considerably above the average number of hours is the fifth grade, which has had T.V. ever since they were in first grade.
- F. Boys and girls in the individual grades spent about the same amount of time watching T.V. every day, except in 5th and 6th grades. In 5th the boys spent considerably more time than the girls watching T.V. In 6th, the girls spent considerably more time.
- G. Children below grade level in reading ability spent less time in all grades except 3rd and 6th. In these two grades there was a considerable difference between those below and above grade level in reading ability.

- H. Children below the average I.Q. for their particular grade spent about as much time each day as those above the average.
- I. In grades 3, 4, and 5, considerably more time is spent watching T.V. by children whose parents are both working than by the children whose parents are not both working.
- J. Children who are under-achieving for their particular grade are spending half an hour more each day with television.
- K. Children who have been retained some time during their school years are spending half an hour more each day with television.
- L. Children who come from the so-called "broken home" are spending half an hour more each day with television.
- M. Children wearing glasses are watching half an hour less each day.
- N. Children with more than one T.V. set are watching half an hour more each day.
- O. Children who indicated that they have less time for reading are spending half an hour more each day with television.
- P. Children who indicated that they have less time for play are watching half an hour more each day.
- Q. Children who indicated that they watch what they wanted to watch are spending the same amount of time as those who don't. This is 5 hours a day.
- R. The children who indicated that their parents never read to them or do sometimes, are watching 5 hours a day. Those who indicated their parents read to them often, are watching almost $5\frac{1}{2}$ hours a day.

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 Principal**

**Maurine Bredeson
June, 1961**

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-1961

SAMUEL GOMPERS SCHOOL

MADISON'S NEWEST SCHOOL

The Building

The area in which the Samuel Gompers School is located is one of recent rapid growth. Children from this area had been transported sometimes to Sherman, sometimes to Mendota and sometimes to both schools. This year it was decided that a school in the area was needed. Consequently a twenty acre site, large enough for expanding the school to an elementary and junior high school, was purchased in January, 1960. Plans for the complete school were drawn up; and in May, 1960 construction was started on the elementary section. The building, completed at a cost of \$520,000, was ready to receive students on October 3, a tribute to the careful advance planning which had been done by the Board of Education and our staff in charge of new buildings, as well as to the cooperation of the contractors and workmen.

The name, Samuel Gompers, was chosen to honor that fine labor leader who founded the American Federation of Labor, and the Madison local of the AFL-CIO presented a portrait of Mr. Gompers to be hung in the foyer of the school. This presentation was made at the formal dedication of the school held on November 27, 1960. Special lighting was installed and the portrait now hangs where all who enter the main door are reminded of the contributions of this courageous leader of our society. On December 8 the cornerstone was laid in a ceremony conducted by Mr. Falk and Mrs. Samp for a representative group of children from each room in the building. In the cornerstone were put a Bible; a daily newspaper; the signatures (or thumbprints) of all the children then enrolled; copies of all Board of Education actions leading to the purchase of the land and letting of contracts for the building; the annual report of the Superintendent of Schools; a 1960-61 school directory; pictures of the school; a copy of the dedication program which had been autographed by all participants; and two mementos of Mr. Gompers, a postage stamp bearing his portrait and a copy of the program used at the dedication of a monument to him in Washington, D. C.

Personnel

Staff -- Of the sixteen full time classroom teachers, three were veteran Madison teachers, five had had one year of Madison experience and six were new to Madison. Of the latter three were teaching for the first time. In the special fields one teacher had been in Madison for several years, two for just one year, and two were inexperienced. This proved to be an interesting balance. All of us were especially grateful for those with experience, and the young average age lent a freshness and vigor which becomes a new institution.

Children -- Four separate communities, each with rather clear characteristics, compose our school population, Sherman Village, Lakeview Heights, Berkeley Heights and the Oak Park Trailer Court. The last three will move to Lakeview School in September, 1961. There has been much more mobility in all of these areas than I had anticipated. As of May 22, we have had:

Transfers in	--	24	Transfers Out	--	15
New Enrollees	--	53	Withdrawals	--	34

Distribution of the children by area is given below:

	<u>Trailers</u>		<u>Berkeley</u>		<u>Lakeview</u>		<u>Sherman Village</u>	
	<u>Oct.</u>	<u>May</u>	<u>Oct.</u>	<u>May</u>	<u>Oct.</u>	<u>May</u>	<u>Oct.</u>	<u>May</u>
K	18	21	48	46	28	23	32	41
1	9	10	25	26	23	24	24	26
2	5	7	23	23	22	24	18	23
3	6	6	16	16	19	17	17	24
4	3	5	22	20	15	14	10	12
5	9	8	16	15	16	15	16	21
6	<u>6</u>	<u>6</u>	<u>17</u>	<u>17</u>	<u>11</u>	<u>12</u>	<u>8</u>	<u>10</u>
Total	56	63	167	163	134	129	125	157
	Gain	7	Loss	4	Loss	5	Gain	32

EDUCATIONAL ACHIEVEMENTS

Instructional Program

Reading tests were given during the first week we were at Gompers to children in Grades 2 and 3. Median scores compared to Madison medians as follows:

	<u>Gompers</u>	<u>Madison</u>
Grade 2	2.6	2.69
Grade 3	3.8	4.9

Since our measures of children's ability to learn is just a shade under that of Madison generally, it would seem that this represents adequate achievement.

At fourth grade on the Sequential Tests of Educational Progress we measure better than national percentile, except in social studies and

mathematics, and somewhat less well than did the city as a whole.

	<u>Reading</u>	<u>Writing</u>	<u>Listening</u>	<u>Social Studies</u>	<u>Science</u>	<u>Mathematics</u>
National Mean	50	50	50	50	50	50
City Mean	59.7	52.0	62.3	55.7	58.9	54.0
Gompers Mean	55.9	52.3	54.6	48.6	55.1	43.0

Here we clearly show three areas needing improvement—Listening, Social Studies and Mathematics.

Fifth grade comparisons are as follows:

	<u>Reading</u>	<u>Arithmetic</u>	<u>Language</u>	<u>Total</u>
National Medians (IQ - 110)	6.1	6.3	6.2	6.0
City Medians	7.2	6.2	6.8	6.8
Gompers Medians	6.7	6.1	6.7	6.5

This would seem to show quite adequate instruction in all areas as measured by the California Elementary Battery.

Sixth graders took the Iowa tests with these results:

	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Work Study Skills</u>	<u>Arithmetic</u>	<u>Total</u>
National Medians	6.7	6.7	6.7	6.6	6.5	6.6
City Medians	7.5	7.3	7.5	7.1	7.0	7.3
Gompers Medians	6.9	6.7	7.3	6.9	6.9	6.9

Again the picture is of better achievement than for the nation generally, poorer than for Madison. In general satisfactory progress has been made in most areas. There is, however, one problem which stands out as needing considerable attention, Work Study Skills. They are poorly established throughout the school. To what extent this reflects what seems to us a too prevalent attitude in the community of being satisfied with minimal achievement, it is difficult to say. The staff has begun and needs to continue to work hard at establishing excellence as a goal, each child working to the fulness of his capacity. The higher ratio of library books to school population which will come in the next year or two should help with this problem.

Good use has been made of the new science curriculum materials at Gompers, and there seems to be a high interest in the subject at all grade levels.

One area which was studied in most classes, influenced of course by Shepard's flight into space, was astronomy. From first grade through sixth, children have learned about sun, moon, stars, and planets. Upper grade children, especially those coming from Air Force families, go considerably beyond this in their research on rockets and space flight. Weather is another area which has been given wide consideration, concepts progressing from simple observations at the lower grades to construction of weather instruments in the upper. Animals and their habits are an ever popular subject, and again as this area is used with older children new approaches and expanding concepts are noted. One fourth grade teacher demonstrated the organs of the body by dissecting a toad for her class. Other units mentioned by teachers as being especially successful were those on machines, electricity and magnetism, the hatching of baby chicks and frogs' eggs, sound, light, conservation and physiology. I have been very pleased with the amount of demonstration and experimentation which has gone on, as well as the use of written material in text and library books.

Social Studies has been well taught. We have overused visual aids in connection with our units at some levels. The distribution of the social studies curriculum next fall, with suggestions for a greater variety of approaches, may improve this. The units taught have pretty well conformed to those suggested in the new curriculum; home, school and immediate surroundings at first grade; community helpers at second; food, shelter and clothing at third; typical geographic areas at fourth; development of the United States at fifth and many areas of the world at sixth. Current events have been emphasized at all grade levels. Much use has been made of field trips, to the dairy, bakery, fire station, and Vilas Park at lower grade levels; to the Historical Museum, Telephone Company, School Forest, Cave of the Mounds at upper grade levels. Parents and other adults have shared their travel experiences with children, and many of our well traveled children have been able to contribute to the understandings of others who have perhaps not been away from Madison. Children have had some fine first hand experiences to develop social studies concepts. They have made bread, Norwegian cookies, old fashioned ice cream, dried apples, planned and served complete balanced meals--this in spite of the fact that our cooking equipment consists of one two-burner electric plate!

One parent donated three small trees to the school. The grades in which their children are enrolled made a special study of trees and soil erosion and planted the trees with an appropriate short program on Arbor Day.

Gompers children for the most part have good language and speech skills. They love to dramatize, and a number of short plays have been given, some for parents, some for other children in the school. Response to art, music and other creative activities is excellent. The children have much enthusiasm and many ideas, and some day we hope they will develop the staying power to work them out well. This lack of a willingness to put real effort into the job shows up in mediocre written work. We need to work on making spelling functional and papers neat and legible. One way this has been approached is through the writing of letters to pen pals and to companies or institutions for materials needed in classroom studies. Another is through publishing children's work in classroom or the school newspaper.

Our librarian has made good use of the "Literary Heritage" booklet to stimulate the interest of children in good reading. Classroom teachers have implemented her work, often by reading aloud such books to their children.

Physical education is well handled, though there have been problems because of the lack of showers and of outdoor play space. Girls' After School Sports has been more effective than the program for boys, since the regular physical education teacher could direct it.

Community Relations

No Parent Teacher Association has been organized. Fall duties at school were urgent and time consuming. By midwinter when it would have been possible to do so, it seemed unwise since the school population would again be redivided. However, there has been a good deal of working together of the home and school. A number of teachers have had group activities to which all parents were invited. These have had an excellent attendance. Individual experiences between teachers and parents have been very numerous and for the most part very profitable. Dr. Seeman has worked with a number of families and has been of great help with several of our severe problems. Mrs. Bertha Clark, our school nurse, has provided excellent liason between home and school. Several of the Board of Health programs have been very willingly and efficiently implemented by parents. Two opportunities were offered for all parents to attend a school function, the Christmas program and Open House during American Education Week. Both were very well attended. Parents planned the Sixth Grade end of the year party and assisted with the registration of next fall's kindergartners. We feel a high interest on the part of most parents in working with the school to achieve desirable goals for their children. Suggestions made in the school newspaper are read and heeded to a degree I have not before experienced.

Two of our children have been provided with Homebound Instruction, one because of rheumatic fever, one after heart surgery. Twelve are currently enrolled in the summer reading program.

Our children participated in the All-City Music Festival at the Stock Pavilion and in the Patrol Recognition ceremonies at Central High School. Our teachers have been members of curriculum and text book selection committees, and have worked with University student teachers, one senior and two juniors.

PROBLEMS

The delayed opening of school presented some problems. Since Sherman and Mendota were crowded it was not possible at all grade levels to organize classes with the teachers who were to have them when we moved. This meant that some children had two or three teachers the first month of school and some teachers had children pulled from several classrooms. Problems of fall adjustment to school were both magnified and delayed because of this situation. Perhaps, too, the lack of one continuous experience in a

school has added to the tendency we note on the part of children to be satisfied with just enough work to "get by" and little real interest in excellence. At any rate that does present a problem for long term work on the part of the staff. There have been other problems, too, but these will be worked out soon--the lack of an outdoor play area, an art room and a library (both the physical space and the book collection).

The staff is unanimous in feeling that the problems are far outweighed by the satisfactions in this, the newest of Madison's schools. We appreciate the beauty of the building, the adequacy of equipment provided for our first year, the enthusiasm and spontaneity of the children, the cooperation of the parents, the professional level of our staff and the dynamic leadership of our Superintendent of Schools and the Board of Education.

Respectfully submitted,

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HAWTHORNE SCHOOL

Presented To The Board of Education

by

Eugene Sturdevant, Principal

June - 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1960-61

HAWTHORNE SCHOOL

I. SIGNIFICANT DATA

Enrollment figures at Hawthorne School during the school year 1960-61 were as follows:

<u>Grade</u>	<u>September</u>	<u>June</u>	<u>Gross Enrollment</u>	<u>New Enrollees</u>	<u>Transfers In</u>	<u>Transfers Out</u>	<u>Withdrawals</u>
K	89	77	104	9	6	7	20
1	82	76	93	6	5	7	14
2	74	72	83	9	-	1	6
3	50	49	57	5	2	3	5
4	39	37	42	2	1	1	4
5	52	47	55	3	-	4	4
6	<u>38</u>	<u>39</u>	<u>42</u>	<u>4</u>	<u>-</u>	<u>1</u>	<u>2</u>
	424	397	476	38	14	24	55

As I indicated in my report of last year, the task of predicting future enrollments here at Hawthorne is a difficult one. For some reason our actual enrollments in the spring of last year and this year have been smaller than our fall enrollments. This decrease in enrollment each year seems strange in light of a number of new housing units being built. The only answer seems to be that the families that move from our area have more children of elementary school age than those that replace them. This may result from families out-growing the apartments and small houses in this area and people with smaller families moving in. This strange occurrence of a decreasing enrollment within a school year is one of the factors which causes difficulty in planning for the future.

Enrollment figures over the last two years are as follows:

<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>
K	96	90	3	89	77	3
1	84	84	3	82	76	3
2	54	55	2	74	72	3
3	44	40	2	50	49	2
4	50	50	2	39	37	2
5	39	39	2	52	47	2
6	<u>32</u>	<u>31</u>	<u>1</u>	<u>38</u>	<u>39</u>	<u>1</u>
	399	389	15	424	397	16

A Second Year of Operation

Comfortable within the classrooms and crowded within the building is the best way to describe our second year of operation here at Hawthorne. We have been most fortunate in class size, the average being 25. This has been very desirable, but to function without a music room or library presented many problems. However, the problems which resulted from the nomadic nature of the classroom service in these special areas could be more easily endured as we viewed the progress on the eight room addition to our building. In this addition we envisioned our first room for music classes and an honest-to-goodness library.

The eight room addition shall provide us the needed rooms for our local expansion of another third grade and another sixth. We will also be able to absorb the pupils of Gallagher Plat who are presently enrolled in Lowell School. The children living on Darbo Drive and Worthington Avenue are being included in the group which is to be transferred and shall result in the following change of our school population:

Predicted enrollments for next September:

<u>Grade</u>	<u>Hawthorne</u>	<u>Gallagher Plat</u>	<u>Worthington and Darbo Dr.</u>	<u>Total</u>	<u>Sections</u>	<u>Class Size</u>
K	85	20	10	115	4	26
1	80	18	12	110	4	27
2	75	20	4	99	4	25
3	72	13	6	91	3	30
4	49	13	5	67	2	33
5	37	10	3	50	2	25
6	<u>47</u>	<u>10</u>	<u>8</u>	<u>65</u>	<u>2</u>	<u>32</u>
	445	104	48	597	21	

In addition to the usual problem of estimating grade level populations and organizing classroom groups when new areas are absorbed, this problem has been magnified by the action of the Madison Housing Authority. This organization recently served eviction notices on many families living in the Truax Park apartments whose children presently attend Hawthorne School. How many of these families do move and what families replace them can only be discovered as the summer progresses. Great concern is naturally present as we view the large number of strong pupils and parent leaders who are involved.

Pupil Population

It is my feeling as I observe the excellent social and scholastic development of the children here at Hawthorne, that the teaching staff is doing a splendid job of working with the parents to produce a fine product. Friendly, courteous, neat, enthusiastic and eager youngsters are the rule in our present population. Over-achievers are commonplace as the children accept the challenge of their teachers to take advantage of every opportunity they have to learn. This is the type of child that is so enjoyable to have in the classrooms.

Parent Population

Interest in the school and its contribution to the education and development of their children is a common characteristic of the parents in our school community. They are easy to work with and ever anxious to assist the school in various phases of the health and educational program.

The P.T.A. completed its second successful year as it continued to hold good interest on the part of the parents and active participation. The program committee followed a theme of "Getting to know certain educational aspects of Hawthorne School". Art, music, physical education and television arithmetic all were given special attention while classroom subjects were briefly reviewed at our first meeting. The members of the P.T.A. were very helpful as they performed various services to help our health and educational program. Vision survey assistance, auditory screening tests, kindergarten roundup and general room mother services were all of help to the school during the year.

Active interest by the parents of pre-school children resulted in the organization of a Mother's Club the latter part of the school year. It is evident, with this group as with the P.T.A., that we again have a very friendly, active, interested group of people desiring to learn more of the school and eager to assist in whatever way they can. Good plans for community and school service are being formulated for the coming year.

Strong interest and active parent participation was present in the various scouting groups. These organizations continue to be very strong and real credits to the community.

Physical activity is something which gains great favor among the parents in this area as they pursue recreational activity for themselves and their children. Our Saturday recreation program, which was started mid-way

through last year, continued to draw 200 to 300 children each morning of operation. The summer playground received a favorable welcome and should be a very active area when strong leaders are present. The children here want activity and the parents are anxious to see that they get it.

Professional Staff

Active turn-over seems to be with us in the developmental stages of our teaching staff here at Hawthorne School. At the end of our first year, we lost four classroom teachers and four special teachers. As this year comes to a close, we are also experiencing the loss of four classroom teachers and four special teachers. This represents a 40% turn-over each of our first two years. Fortunately we started with a teaching staff well suited to the task of working in a new school. While the children were eager to learn, the teachers met the challenge of providing a stimulating intellectual climate in which they might operate. Extremely energetic, precisely organized and efficiently prompt is the best way to describe the excellent teaching staff which has performed in the Hawthorne School this past year.

II. SPECIAL ACHIEVEMENTS

Classroom Instructional Program

A major concern during this past school year was the maintenance and extension of a stimulating climate in which the children acquire the desire to learn. This desire to learn was then coordinated with the facilities in which learning can take place in the classroom. By facilities, in this case I'm referring to the developmental programs in subject areas such as reading, arithmetic and spelling; the individualized programs in reading and arithmetic; and the organizing units of science and social studies. Many enriching activities were used in the classrooms as the individual educational programs developed. Some of these activities resulted from an event which was of great interest to the children--the addition on the building. A good example of this is the unit on building as taught in a kindergarten.

Mrs. Miriam Magdol - Kindergarten

"The kindergarten children were fascinated by the construction of the new wing for Hawthorne. To reflect this interest a "building unit" was developed in the classroom. Through activities, discussions, stories, art, and music, the children's awareness, understanding and enthusiasm were deepened and broadened. The children learned the names of many building machines, tools and materials and observed their uses. They noted the many different workers and the many kinds of work necessary to such a project. They began to see the need for cooperative work in a large enterprise and to appreciate the role of each worker.

"A continuing activity that made it possible to extend this unit for several weeks was the building of a small model school. The children helped to mix concrete for a foundation made with the help of cardboard forms. Sticks were used to simulate steel beams; bricks were crayoned on the cardboard

walls; floors, ceilings, rafters and roof were added; small shingles were cemented into place. For the final activity a battery operated light was added.

"Interest in the unit was actively reflected in the block building. A toy hammer, wrench, screwdriver, level and nuts and bolts were added to the available materials.

"At regular intervals the children visited the construction site and then drew pictures and told stories about what they had seen.

"Blueprints and floor plans were seen and discussed. A large bulletin board was used for blueprints, the children's pictures and magazine pictures of buildings in process, building workers, tools and machines.

"Music activities included songs and rhythms about workers and machines. Records used were Build Me A House and We're Building a City."

This unit tended to maintain a high degree of interest on the part of the children throughout the spring. In a way, the children were viewing the conception, development and emergence of a new addition to the building.

While all grade levels were actively interested in the progress of our new addition, many displayed interest in the growth and development of living things. A unit on spring in Miss Larson's room provided an opportunity for the children to gain greater understandings of plants and animals in their immediate environment.

Miss Joanne Larson - First Grade

"I have an active and very enthusiastic class this year. We have had a lot of fun with our classroom activities. The instructional program that provided the greatest enrichment was our spring unit. Watching the baby chicks hatch from eggs in the incubator was quite a thrill for all of us. We also discovered many facts about spring plants and flowers. We saw how plants start from buds, roots, bulbs, and seeds. We opened our bean seeds and saw the seed coat, the stored food, and the tiny part that is the beginning of a plant with tiny leaves. The children could hardly believe this would grow into a tall plant. This unit provided good opportunity for creative expression in all school areas. We also saw one of our cocoons open, and out came a large, beautiful, cecropia moth. Its wings were very wet, and we watched them dry off. Later, we let it go, when it was strong enough to fly."

It seems that this was a year of new things as far as many of our classroom studies were concerned. New rooms were added on the school, new chickens were hatched, new plants were sprouted from seeds and a new President of the United States was elected to serve the people for the next four years. This event could not be allowed to pass without appropriate study at each grade level, and Miss Fetter's second grade gained many important understandings and a greater appreciation of the event and our form of government as a result of their study.

Miss Marilyn Fetter - Second Grade

"Unfortunately it will be four years until I can repeat one of the most interesting activities my class worked on. This was the study of the Presidential election. The whole unit started accidentally when one day I mentioned something about the President and was aghast to discover that only a few children knew his name and even fewer knew who the men were who were aspiring to be our next President. As we began talking about the candidates for the Presidency for 1960, the children became very interested. So we decided to find out more about the subject.

"I started a bulletin board with campaign posters for the major parties, showing the candidates for President and Vice-President. The children brought in pictures and stories about the election from the newspaper and magazines. The bulletin board was never the same for twelve hours at a time, since old pictures came down daily to be supplanted by newer ones. We discussed the major parties and some of the more superior children made comments about the platforms of the two candidates that would shame some adults. Soon a long-eared donkey and a huge elephant graced the respective sides of the bulletin board.

"The carry-over of this activity has been rather amazing. The children sat spell-bound in front of the TV broadcast of the Inauguration. Pictures of the President and his family still come into the classroom. Caroline Kennedy graces our bulletin boards almost every time her picture appears in the paper. In stories they wrote recently about why we pay taxes, the children showed good remembrance of various aspects of the President's duties.

"I have never thought much about teaching 'Democracy' as such in the primary classroom. But I hope this activity has started the children on the way to interest in the workings of our country. And I hope a few of them have a beginning of the realization that someday they will have the obligation and the privilege of becoming voting citizens and of having a say in who the leaders of our country will be."

New events and developments were quite popular as the year progressed, but all stimulating studies were not necessarily related to such a topic. A study of Hawaii in Mrs. Shearer's room proved to be very stimulating as a result of the teacher having been raised in the islands. A person visiting our school at just the proper times would have been convinced that we were giving survival training as the children in Mrs. Sullivan's room learned to make butter; those in Miss Schulz's room made bread, butter and cottage cheese; and those in Mrs. Skeba's room made old-fashioned bread. A great many very desirable understandings came about from each of these activities.

Perhaps one of the achievements for which we can be very proud is that of our children on the various standardized tests given during the year. Although our entire population performed well on the basis of their ability as measured by intelligence tests, Mrs. McKinlay's large class of 39 sixth graders performed above the city medians on all parts of Iowa Basic Skills test. For this we are very pleased as they have a median I.Q. of 107.

School Safety Patrols

Our school safety patrols have again performed in very meritorious fashion and are highly deserving of the six means which we use to recognize them for their efforts. The entire school seems to have gained greatly from the fine examples which the patrols displayed at all times. Each child shared the enriching experience of Larry Lange as he represented them in Washington and they all thrilled to the joys of the Dells trip as the children reveal them to groups and individuals. It was a good year for a fine, deserving student organization.

Playground Patrols

A new activity was undertaken this year by one of the fifth grades as they organized a playground patrol. The organization and purposes of this activity are presented as follows by Miss Betty McMahan:

"At the beginning of this year there were many minor accidents on the playground. Hoping to curb this trend, I got a film on playground safety and used this with my class as a point of reference in a discussion of playground conduct and safety. The children were very impressed by the film and particularly by the playground patrols they saw.

"During our discussion of ways we could help make our playground safe, the question was raised as to whether we could organize a Hawthorne Playground Patrol. We discussed the pros and cons, formulated possible playground rules and took the matter to Mr. Sturdevant. He thought we had something and gave us his support on the condition that the other teachers would go along. We won a vote of confidence.

"Organizing was our problem then--we drew up a list of the qualifications of a good patrol and set to work choosing our first representatives. We used the democratic process of nominating and voting secretly. From those chosen (five boys and five girls) we chose patrol captains. The captains worked with groups of the class designing our patrol belts which one mother graciously made for us. The children laid out the playground into 'assigned areas' for baseball, circle games, squareball, running games, etc. Then, with the help of Mr. Welsh, our custodian, they lined the areas.

"The next step was to inform the students of Hawthorne of the project and enlist their help in making it successful. The patrols formulated a ditto sheet of the rules and playground areas to be posted in each room. The patrols worked up talks, practiced them on us and then delivered them to the other rooms.

"Now our dream was reality and the children were excited and proud. We were helping to make our school a better place and it was up to us to set a good example. We tried hard! Of course, we have encountered some difficulties during the year but we have worked together to iron them out. Once in a while we have gotten an inept patrol but in the monthly elections the children have pretty consistently made wise choices. Recently, the patrols reported that there was some difficulty resulting from the shortage of squareball squares. The captains took the matter to Mr. Sturdevant and got his OK to make another square.

"I think our project has been successful because the accident rate has decreased, fighting on the playground is at a minimum, there is little confusion on the playground because everyone understands the 'assigned areas' and the children are more orderly as they leave and enter the building. Most important to me is that this activity has been a wonderful learning experience for my children. Because of what the children have learned through this experience, they will be better able to take on the responsibility of next year when they will be the school's safety patrols."

Special Instructional Areas

Art

"In synopsis of the 1960-61 school year in art we can say we tried to develop the children's understanding of nature and to channel this understanding of organic forms to their own artistic applications. To do so, we tried many various media. Greatest success was achieved in sculpture and printing. One of the professors at the University asked for a showing of Hawthorne's art work and a display was held at the Education Building in the lower art gallery in March.

"We concentrated this year on interpretation in art and not imitation--all achieved through controlled freedom. To do this we stressed a general study of Art History (slides, book reports, and films), art appreciation (field trips, slides and art history books), and their own artistic creations. Though we stressed the latter, the children did not work in a vacuum, for they saw and learned about other people who created in their media.

"In all, it seemed a very penetrating, invigorating year!

-Mr. Joseph Nyiri, Art

Music

"In addition to our regular classwork, the music department presented three activities this year. The first was the Christmas program, at which the members of the first, second, and third grades, along with the fifth and sixth grade choir, presented a musical play.

"The second program was the spring musical. At this program, the choir sang many of the numbers they were learning for the all-city music festival, which was held May 5.

"Our last activity of the year was the sixth grade banquet, at which the choir presented a part of the program. At this program, the choir had an opportunity to sing the Hawthorne school song. Both the music and lyrics to the song were written this year by the pupils in the sixth grade."

-Mrs. Janice Akers, Music

Physical Education

"One classroom activity which was included this year was a unit on Modern Dance. As an outcome, the fourth, fifth and sixth grade girls presented a Physical Education Demonstration for the P.T.A.

"Most of the girls have had little or no experience with creative movement, consequently, the activity began at a basic level. Since dance deals with movement, the girls first experimented with moving from place to place in all possible ways. After experiencing locomotion, the girls created their own locomotor patterns from the five basic elements, walk, run, jump, hop and leap. Next, they explored the various quality elements of movement, sustained, abrupt, and swing. Imagery was used to elicit the desired movement quality. For example, walking and turning with a very hot and full bowl of soup to elicit a sustained quality. Various objects were also included such as silk or nylon head scarfs to elicit combinations of movement qualities. Rhythm studies were developed also. With the same movement pattern, the girls could see that different ideas were produced by varying the rhythm. After experiencing this new approach to movement the girls then choreographed their own movement story. Each of these areas was demonstrated by the girls.

"Modern Dance is a creative art experience. Its instrument is the body and its material is all possible movement. As in all art fields, one must be sensitive to one's environmental, emotional and intellectual needs. Through these studies the girls had to become more aware of their physical and emotional environment."

-Mrs. Nancy Davis, Girls Physical Education

"During the last year we have followed the physical education program laid out in the Curriculum Guide for elementary physical education.

"The boys and girls put on a demonstration of physical education activities for the P.T.A. in March 1961.

"Also during the year I have given from five to seven tests to the the three schools that I teach physical education. These tests are taken from the Youth Fitness Test Manual."

-Mr. William Slater, Boys Physical Education

Library

"Nothing like satisfactory library service for a school of 400 plus students can be offered out of a 9 x 12 room with 1,000 volumes on the shelves. But there were certain unexpected dividends from this year's makeshift library arrangements at Hawthorne. For example, each class received a custom-tailored book selection on the book truck each week. Individual reading tastes and levels were necessarily recognized early in the year. The limited book stock necessitated the use of very careful judgment in selection of books for purchase. Thus the child who might, in another library, be reading the products of 'fiction factories', or at least second best books, was forced here to sample far richer fare.

"Limited book stock and the necessity of 'taking the library' to each class considerably curtailed systematic study and use of reference materials and methods. However, individuals and class committees made heavy use of such facilities as were offered. Use of the card catalog, encyclopedias, Subject Index to Children's Magazines, atlases, etc., was introduced in library classes but implemented almost entirely on an individual basis in conjunction with class assignments.

"With library methods being taught on an individual and incidental basis, library class time was available for teaching of literary appreciation and criticism. 'What makes a good story?' was asked by and of first through sixth graders. Grades four to six were asked to talk about books in terms of character and style as well as plot. Various types of literature were examined, with emphasis upon fables and fairy tales, humor, and poetry in the lower grades. Realistic fiction about people, animals and history, and the 'stretching' of realism into the tall tale occupied the upper grades.

"Book 'sales talks', dramatization, and thoughtfully prepared bibliographies recommending favorite books on favorite topics, kept the fiction shelves of the library almost bare for much of the school year. This despite the acquisition of 1,036 new titles (375 of them fiction), bringing the total Hawthorne book stock to 2,330. This year's circulation of books totaled 19,480."

-Mrs. Jane Besant, Librarian

III. TEACHER IMPROVEMENT PROGRAM

Our Teacher Improvement Program evolves around a steering committee of one intermediate, one primary and one kindergarten teacher, which works with the Principal to feel the pulse of the staff and attempt to identify areas where concentrated efforts would be of most value. Last year the staff worked as a unit on the problem of establishing a desired learning atmosphere and also in formulating good foundation for learning through a strong reading program.

This year the staff divided into two groups--the intermediate and the primary. These groups were concerned with two different areas of interest. The primary teachers, with only 20 of the 150 minutes of physical education required by the state being taught by the special teachers, saw this as an area where a very worthwhile guide could be developed.

Mrs. Jean Picking, First Grade Teacher

"At the first meeting of the physical education improvement committee, suggestions were made as to what particular approach should be taken in the study. General opinion was to compile a guide with long range planning for the classroom teacher. Preference to actual games with rules and corresponding skills was unanimously decided upon for the guide.

"Bill Slater, physical education teacher at Hawthorne, was consulted for ideas. He demonstrated games and skills for each grade level with one of his classes. This demonstration gave rise to many questions and thoughts among each teacher--giving a good background for the committee's study.

"Each teacher checked her file and gathered what she deemed most worthwhile--that is, games and physical education skills which could be used in the guide. The guide was to include three major areas - quiet classroom games, active games, and rhythms. We wanted the booklet to be practical and easy to use. Each activity was written in the same pattern. The size of the booklet was also discussed - one that would be easy to handle when using with the class. The arrangement of games in the guide was in progression.

"I feel that genuine enthusiasm was put forth in this committee as each teacher felt a need for a good classroom physical education guide. Each teacher has plenty of books - but - this was composed of the best material each teacher had.

"The members of the committee sincerely hope this physical education guide of games and skills will be of use to the present and future members of the staff."

The intermediate teachers were concerned with developing material which would help themselves, and any teachers who might be new to our school, work with the children to improve their reading. A very usable guide was developed.

Mrs. Winifred Skeba - Fourth Grade Teacher

"A study guide, Promoting Independence in Reading Through Word Analysis, was prepared by fourth, fifth and sixth grade teachers in conjunction with their teacher improvement program. Participants felt there was a need for a practical, convenient, consolidated listing of sounds, rules and aids to enrich and simplify the teaching of these skills.

"Few children are able to devise a satisfactory method of their own. They must be taught a technique that will function when needed and without interrupting their reading. Authorities have disagreed as to whether wordstudy should be an integral part of the reading lesson or at an entirely separate time, or both. However, there is no disagreement among specialists that sounds need to be learned.

"The teacher must assist the child by helping him become conscious of the fact that words contain phonetic elements, and how an understanding of these elements can improve his reading, spelling, and writing.

"Primarily, this was intended as a teaching guide for use in planning a sequential program in helping to identify unknown parts of words from that which is known and to learn to combine the parts. Better pupils could quite likely use the booklets as a self-help device.

"Although a mastery of word attack skills is essential to sound progress in reading, it is not intended that other skills should be minimized, but to enhance and supplement them.

"It is hoped that the guide will assist both new and experienced teachers at Hawthorne, as a handy reference and a stepping stone to improved classroom instruction."

It is felt by the Principal that the guides which were developed by the primary and intermediate committees should be of great help in improving the teaching of physical education and reading. The guides are developed in such fashion that our present Hawthorne teachers have an excellent, handy assist to their teaching in these areas. New teachers in our building should welcome such devices as they attempt to develop strong programs in reading and physical education. Both guides are truly projects which have and should continue to promote teacher improvement.

IV. SPECIAL PROBLEMS

While in a state of expanding population, we have been very crowded here at Hawthorne this past year. Library services cannot be carried on well from a small storage room. Music in the gymnasium and in classrooms presents problems. Doors are scratched by the piano as it is moved from room to room, and other areas show effects from this movement also. This problem was foreseen but we realized such conditions were necessary while plans for building expansion were completed.

There is one problem which presently causes great concern. What will be the result of the Madison Housing Authorities decision to segregate families of low income in the Traux Park apartments? There is much still indefinite about the plans for this area, but we already know of many fine families with strong children who have been asked to leave. How many of these families will actually leave our area is not yet known. Many are trying to find housing in this area, some are planning on building here and some are appealing their cases before the Authority. We do feel concern about having our fine school community upset after having developed so well these past two years.

V. RECOMMENDATIONS

I would like to recommend consideration of a sidewalk to the kindergarten entrances. At present these doors can serve only as fire drill exits. I feel better use of this investment could be realized by a short sidewalk to the entrances.

I would like to suggest consideration of our school library as one which would be open during the summer.

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 1961**

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-1961
Hoyt School

Hoyt School enrollments for the first, third and fifth years that the school has been in operation:

Grade	Sept. 56-57	58-59	60-61	Close of School Year 56-57	58-59	60-61
Kdg	54	57	69	55	56	68
First	34	64	50	36	63	48
Second	37	43	48	35	42	45
Third	32	36	51	37	38	48
Fourth	33	41	42	38	44	42
Fifth	21	35	38	21	36	39
Sixth	23	37	46	22	38	47
	—	—	—	—	—	—
	234	313	344	244	317	337

Our total gross enrollment for the year was 363. Changes in enrollment during the year were as follows:

<u>Withdrawals</u>	<u>Transfers Out</u>	<u>Transfers In</u>	<u>New Enrollees</u>
23	3	7	12

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

The area bounded by Regent Street, Farley Avenue, University Avenue, and Highland Avenue remained an optional area for attendance at either Randall or Hoyt Schools. Children in another area were given the choice of attending either Van Hise or Hoyt Schools. This area, has for its boundaries the district east of Owen Drive, north from Hillcrest Drive to Blackhawk Avenue to University Avenue to the west boundary of the Hoyt District. For the coming school year this area has been made Hoyt School area.

Organization

Our predicted enrollments for September 1961 are as follows:

Grade	Sections	Class Size
Kindergarten	2	67
First	2	51
Second	2	48
Third	2	50
Fourth	2	51
Fifth	1½	49
Sixth	1½	36
		—
		352

During the 1960-61 year we have had twelve classrooms in operation. In 1961-62 we will use the same number if predicted enrollments are at all accurate. There are still two rooms not being used for regular classrooms.

As this report is being written, only one new classroom teacher will join the Hoyt School staff in September.

Milk Program

Our milk program was begun on October 1 and terminated May 31. During this time the Hoyt School children consumed 39,843 half-pints of milk.

W.I.A.A. Accident Benefit Coverage

This year seven accident cases were reported to W.I.A.A. A total of \$47.00 was paid to cover five of these. Two more claims are still unpaid.

Continental Casualty Insurance

During the school year 169 children were enrolled under this coverage in addition to W.I.A.A.

Excursions and Incursions

An extension of the classroom was provided by field trips. Careful planning was done with the children before any trip was undertaken. The following were among the places visited: Gardner Baking Company, Sixth grade art classes visited a Scanlan Hall exhibit, Telephone Company, Rentschler Floral Company, Little Norway, and the Madison School Forest.

Several times people with travel experiences or special interests came and talked to classes.

Audio-Visual Aids

These aids have been used frequently by teachers to supplement classroom teaching. From the Curriculum Office 221 aids were ordered. In addition to this, spot orders were requested by telephone.

Television and radio programs from station WHA were watched and heard by classes. When it was possible, special events were viewed by classes of upper grade children.

P.T.A.

The Hoyt School Parent-Teacher Association had 149 families enrolled as members this year.

The following meetings were held:

- October 21 - Potluck supper and informal get-acquainted night.
- November 9 - Go-to-School Night. This was during American Education Week. About 340 parents visited our classrooms that evening.
- December 15 - Annual program of Christmas music - "Christmas Cards for You."

- February 8 - Mrs. Venu Rathee, Program Director at Detention Home of the Dane County Probation Department spoke on "Education and Customs of India."
- April 12 - Dr. Donald Bratrude, Psychologist in the Child Study and Service Department, "The Testing Program in the Madison Public Schools."
- May 1 - Registration for 1961-62 kindergarten classes.
- May 18 - Program of music for parents of children in Grades 1, 2, and 3.
- May 25 - Program of music for parents of children in Grades 4, 5, and 6.
- June 6 - Visiting day in the kindergarten both morning and afternoon. Children for next year's kindergarten classes were invited to come with their mothers to visit.
- June 6 - Sixth grade picnic at 6:30 P.M. in Hoyt Park for sixth graders and their parents.

Use of Building

Our gymnasium was used for basketball during the winter months by ninth grade boys from West High School. We received excellent co-operation from the teacher in charge and the boys.

One troop of Brownie Scouts used a room once a month from November to June. The room was always left in good condition.

School Staff

The staff is to be commended for the fine attitude and professional interest shown. Both the secretarial and custodial staffs have played a very important part in the smooth functioning of the school. It is very gratifying to have such people with whom to work.

Our Instructional Improvement Committee was very helpful during the year. This committee had as its members one beginning teacher, one teaching in her second year at Hoyt, and two members having several years of teaching. The aims of the committee were to develop more professional teachers and to make Hoyt School an ever improving place for learning. Near the close of the year when the committee met, the members felt it had been a successful year.

Early in the year contacts were made with homes of Hoyt School children. This was done by having after school meetings with mothers, fathers if possible, at each grade level. We spoke of our aims----to provide a friendly environment where children will feel confident and secure; to teach obedience to constituted authority and acceptance of group decisions; to teach, to listen, to think, and to speak with confidence; to develop good work habits; to take pride in work well done.

Four Education 31 students from the University worked with teachers at Hoyt School this year. One of these spent two semesters, working at a different grade level the second semester.

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

Civil Defense

Our Civil Defense evacuation plan was brought up to date at the beginning of the school year. This was necessary because we needed to know what cars were available and where they could be found. This will have to be accomplished at the start of each year as families change.

Special Services

1. Child Study and Services

This is a summary of contacts by our department with Hoyt School during the 1960-61 school year.

As usual, pickup testing of youngsters new to the Madison School system was accomplished early in the school year and repeated occasionally throughout the year as the situation warranted. Psychometric evaluations were completed on several youngsters where there seemed to be discrepancies between test scores and classroom performance.

Services by the school psychologist included consultations with several teachers relative to youngsters presenting behavior or learning problems. In addition, individual evaluations were made of several children along with follow-up consultations with their parents. One child who presented a management problem within the classroom, was seen on a weekly basis. In this particular instance, several consultations were also held with the mother, and a referral to a private source was consummated.

Myron Seeman, Psychologist

Children were selected for speech therapy in the following manner:

Survey of first grade classes	-	8	children
Teacher referral	=	7	"
Retained from previous year	=	10	"
<hr/>			
Total enrollment		25	"

Of this group, 23 children had functional articulation defects, one an articulation problem due to loss of hearing, and one a stuttering problem.

At the end of the year 14 children (all articulation) were dismissed as corrected and 11 had improved but are being retained for further work next year.

Sara Pollak, Speech Therapist

2. Art

The Hoyt School art program provides motivated art experiences for children at all grade levels. Art in a special class is not so much a body of subject matter as it is a creative way of doing things. The program was planned in such a way that it enlists the imagination of the child and impels him to learn more about things and ways of doing them. Art is an important factor in the daily life of Hoyt school children. Provided with the freedom to create at their developmental level, it is possible for Hoyt children to experience the rewards of emotional happiness, personal satisfaction, social independence, challenge, respect from others and respect for himself. The aim is to give the child something to think about, something to be and to do, developing the child's sensitivity and creativeness. The program is to give Hoyt School and the community a thinking individual, who is keener, more resourceful, more responsible to his classmates and his community. Art is a common experience to all children and with freedom Hoyt School children turn with confidence to their art media to express their thoughts, ideas, emotions, and feelings.

Through the grades, the program has tried to satisfy the natural desire to explore color and shape, the discovery of movement, and sound, light and shadow in a world full of feelings, imaginations and adventures.

This eagerness is satisfied with problems of sculpture, paintings, group murals, graphic arts and different areas of three dimension art.

Art appreciation is always stressed to show a relationship between the past and present, between the material and finished project and a cultural approach to Art History.

Hoyt School had five children showing in the Elementary School Salon. Art awards were given to the five exhibitors. Parents were asked to attend a private showing on Sunday, May 28th.

John Currie, Art Teacher

3. Library

One added feature of the Hoyt Library program this year is a cumulative reading record for all students from the middle of the third through the sixth grades. Each grade has a different method for listing the books read. These will be kept for reference next year. The librarian and the teachers make good use of these records in guiding children's selection of books and helping them to evaluate their progress in reading.

Upper grade children have been helped to become better library users by constant opportunity to participate in the operation of the library. Good co-operation on the part of teachers allowed boys and girls to participate in finding materials for use in the classroom while learning to use library tools, such as the card catalog and indexes.

At the end of the fifth year our collection is more nearly adequate than it has been but still does not afford enough selection for many of our avid readers. This has been a good time to evaluate the collection and spend a portion of this year's larger budget on the weakest areas. Our total book stock is now 3,091. During the year 18,765 books have been circulated.

Maryellen Casler, Librarian

4. Health Summary

Vision screening was done on all children, first grade through sixth grade. A total of 277 Snellen tests were given. There were 16 with findings beyond the normal and all have had corrections.

Hearing screening was done on the first, third and sixth grades. The first tests were given with the Group Audiometer and those who did not pass this first screening were given individual audiometer tests.

The results were as follows:

1st grades - 47 tests - 1 child was found to be in need of being rechecked next year.

3rd grades - 2 children were found to be in need of being rechecked next year.

6th grades - 2 children in this group were found to be in need of further examinations, one was found to be normal on a second recheck by audiometer, one was referred to his doctor and was under medical care at the time he was withdrawn to attend another school.

Tuberculin testing was done on all first graders - 100% participated with 100% negative reactors.

Dental Survey covered 36 children who have had care. One was referred to the Health Department Dental Clinic and 35 were seen by their private dentists.

Scalp Survey for ringworm was done this year in the two kindergartens, second grades and the fifth grades. There were no findings in this survey.

In general the health status of the Hoyt children has been good this year. Communicable diseases have been at a minimum. A high percentage of children have had their physical and dental examinations before entering kindergarten or first, third, and sixth grades.

Conferences have been held with the teachers in which problems of emotional health and physical health were discussed in an effort to promote good health for all.

Beulah Dreyfus - 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

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal

Carl Liebig
June 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61

Enrollment

As has been the case during the past ten years, a high degree of mobility continues in our area. The number of departures over arrivals this year has been very slight however. Figures are as follows:

	1957-8	1958-9	1959-60	to June 1, 1961
Transfers In	32	48	30	37
Transfers Out	33	59	34	46
New Enrollees	61	57	34	41
Withdrawals	59	61	51	36

With an enrollment of 510 students in grades K through 6, Lapham has a slight overall increase from the figures of approximately the same time last year. 130 of Lapham's students (almost 26%) are from the Truax housing areas and utilize school bus transportation between home and school. Enrollment has been heavier in the upper grades and lighter in the lower grades as the following figures indicate:

Grade	Enrollment as of May 20, 1960	Enrollment as of June 1, 1961
K	117	97
1	74	92
2	64	68
3	68	59
4	65	67
5	59	61
6	60	66
	<u>507</u>	<u>510</u>

Of a gross enrollment of 66, 19 sixth graders have had all their elementary schooling at Lapham. If the statistics above indicate a trend, the relatively high turnover in the Lapham-Truax area housing will provide our school with a higher percentage of upper grade children.

Numerous family problems continue to pose a special problem for Lapham School. Approximately 20% of the present enrollment represent broken homes. Almost 20% of our students have working mothers, and slightly over 15% present other serious problems of some nature. Slightly over 50% of Lapham's are affected to some degree by unfavorable socio-economic conditions.

Lapham has enjoyed a relatively good year insofar as trouble between students and non-school agencies are concerned. Only once during the school year was the fire department involved in an adverse way with Lapham children. Contacts with the police department have been few, and have been limited to four families. One child has represented four of the seven contacts the school has had with police officers and detectives. This child has been responding to a fair degree to efforts by the Child Study Department, staff members at Lapham, and a representative of the Police Department to understand himself and become a more useful citizen.

Staff changes at Lapham were numerous for this present school year. After many years of extremely able and enlightened guidance, Miss Maurine Bredeson left Lapham in August, 1960, to assume the Principalship of the new Samuel Gompers School. Miss Bredeson was replaced at Lapham by Carl Liebig, a Junior High School instructor from Van Hise School. Two faculty members went with Miss Bredeson to Gompers, and there were seven additional resignations for various reasons.

During this school year, there were two additional resignations due to pregnancy, and these vacancies (Kindergarten and Deaf Department) were filled in February. Of the five staff members who will not be returning next year, three are leaving because of pregnancy and one is transferring to another building within the Madison system. The fifth faculty member to leave is returning to her home state to teach. Although Lapham loses five faculty members, only four replacements are necessary because this year's four first grade sections will be cut to three with our anticipated enrollment decrease and adjustments with Lincoln on that particular grade level. All four replacements on our faculty have been made, two of whom are teachers with experience.

Instructional Program

Art, Music, Physical Education. The students and staff of Lapham school consider themselves very fortunate in enjoying the services of instructors of such high caliber. Not only with an excellent understanding and a splendid view of their own field, these instructors have--without exception--a fine understanding of children; of the total educational program; and of the role of their field within the greater program. Almost every child is eager to participate in "special" classes, yet few children place undue emphasis upon the "specials."

Library. Since the library is the materials center which houses books, periodicals, pictures, etc., to supplement classroom materials for study with units and special interests,

cooperation between the teachers and librarian is very important. In most cases I feel that the cooperation received from nearly all the teachers at Lapham has been especially fine this past term. A library can have a very complete collections, but it is of little value if there is no interest in that collection. The teachers have helped maintain and develop children's interest in library books by (1) arranging their programs to make it possible for children to use the library at times other than regular library classes, (2) allowing children to come in for pleasure reading and browsing, (3) making children feel that going to the library at such times is a real privilege, and (4) notifying the librarian of units being studied so library materials can be found to supplement classroom materials

Lucille Kellman,
Librarian.

Kindergarten. Learning by doing has been the keynote of Lapham's Kindergarten classes this year. In the fall and early winter, units revolve around the child's immediate surroundings such as the home and school. By spring we are reaching out more towards the unfamiliar. The freedom of employing many sources of information as teaching aids in the Madison system has been appreciated. Units of Kindergarten work at Lapham this year included the Post Office, the Solar System, Animal Life, Plant Life, and the Circus. Readiness work is of prime importance in this last phase of the Kindergarten school year when the Kindergarten child is readied for the teaching environment he will be meeting in first grade.

Jo Richards and Iris Doerner

First Grade. Progressing from the familiar to the unfamiliar is a familiar sequence to children of Lapham's first grade. Social studies units have included the home, the school, the family, Indians, Pilgrims, winter, birds, the farm, the zoo, transportation, etc. Our transportation unit included a field trip to Lodi, Wisconsin, combining train and bus. Reading and numbers work occupied a large block of time for all children. Science received much emphasis with the main objective in this area to encourage awareness.

Carole Suits, Evalyn Torrant, Dorothy Holton, Judy Vaudreuil

Second Grade. In addition to the familiar work with reading, numbers, spelling, and language; the second grades developed several interesting units this year. When Miss Fleming discovered that her children did not really know their surroundings well, she developed a "community study" unit which involved walks around the school neighborhood, learning the names of neighboring streets, plus the children's addresses and phone numbers; making a large map of the Lapham neighborhood and locating the home of each child on this map. The children then made houses and buildings, placing them on the map where they belonged.

Mrs. Welter felt that this was one of her most successful years, with few transfers in or out. She felt that she had no particular discipline or personality problems and was free to devote full time to the task of teaching. She worked with her top group in an eight-week individualized reading program which she deemed very successful. Miss Dean was particularly aware of language in her class, for her group included two with severe speech problems as well as a child from Japan and from Australia. Phonetics was introduced as often as possible and in combination with several outstanding bulletin boards seasonal displays. All second grade teachers and students were pleased to participate in a train-bus field trip to Lodi, Wisconsin as the culmination of a transportation unit in Social Studies.

Third Grade. Vocabulary enrichment is seen as one of the greatest needs in the third grade at Lapham. Many Lapham children lack experiences enjoyed by many others, therefore some important objectives of third grade are to provide more experiences by: (1) placing learning into meaningful perspective, (2) before going to the unknown, be sure the known is clear, and (3) Make learning timely. Arithmetic progress included movement from simple addition and subtraction to carrying, borrowing, simple multiplication and simple division. Social studies units were varied and included such things as Truck and Dairy Farms; Ranch Life, Transportation, Clothing and Cloth, and Eskimos.
Jeanette Zabrocki, Marion Kennard, Twila Friker

Fourth Grade. Lapham had a combination third-fourth grade taught by Miss Esther Ericksen, and two regular fourth grade sessions. In the combination class, the unique project has been blending the work between the two grade levels. As the number of children in this combined session was kept low, the teacher felt that the children gained far more than any losses they might have sustained. Mrs. Shenefelt's class participated in the fourth grade arithmetic T-V series, and the children enjoyed the programs. Writing equations to tell the story of problems has helped increase their understanding of the number processes, and they seem to have learned division faster than last year's class. Miss Hagen supplemented her Social Studies and Science classes with radio programs. In all fourth grade classes, there was much emphasis on arithmetic and science.

Fifth Grade. Science has received much attention in fifth grade this year, as has individualized reading. Mrs. Ouellette developed a "reading inventory" check list and report form which increased interest in reading to a marked degree in her classroom. Several field trips and resource speakers underlined Social Studies and Science units such as the state government and the telephone. Mrs. Adams has attempted to stress an appreciation of what scientists have done and are doing to make our life more pleasant; and has used the experimental method of teaching a wide range of science topics.

Sixth Grade. The presidential election aroused great interest in the news. Classes followed newscasts over the radio and enjoyed their newspapers and local newspapers. News articles, magazine articles, charts, graphs, stories, and pamphlets dealing with a variety of topics were utilized for keeping a timely bulletin board. Visual aids including film strips, salt maps, movies, and outline maps, were used in conjunction with geography study of the Eastern Hemisphere. In both sixth grade classes, there was much emphasis placed upon library work and individualized reading. In one class, to stimulate reading, two groups were organized as to reading ability. For each book read a form was completed and the student moved his space ship or deep sea diver toward the planets or deep-sea treasure. Almost 300 books were read in two months in that class alone.

Jean Cardoso and Lila Blaska

Sight-Saving. Fourteen children are enrolled in the sight-saving class. Their ages range from 7 to nearly 15, with 7 in the primary grouping, 1 ungraded, 4 in grade four, and 2 in grade five. Nine children are from other areas and five are Madison residents. The feeling within the group is particularly good and is generally comparable to a large family situation. Older children take responsibility well and have a helpful attitude toward the younger. All members of the group attend a varying number of classes with normal children and in all instances they were accepted with warmth and understanding. I feel fortunate that this class is located in a building in which such understanding is the general rule.

Betty Mourning

Braille. There are seven blind children at Lapham, and an eighth student who comes three times per week. All children are integrated a portion of each day in classes of sighted children. The blind 1st and 2nd grade children participated in the Lodi field trip with the 1st and 2nd grades. We are grateful for all the fine textbooks and materials we have to work with and we appreciate the help and cooperation of the other members of the faculty at Lapham.

Ruth Woodworth

Deaf Department. The Deaf Department included only three classes this year at Lapham since the class for the oldest children was moved to East Junior High School. Class loads were as nearly ideal as we have been able to arrange for many years. Children from the Primary and Intermediate groupings were integrated into Physical Education and Art classes at various grade levels. Some children were integrated at 1st, 3rd, and 5th grade levels for academic class work. We appreciate the cooperation which makes this possible, and in return teachers from the Deaf Department tutor children from the regular classes who have speech or hearing problems. We are grateful for the assistance given each morning in supervising play activities of the youngest children by public-spirited ladies of the community who volunteer their services.

David Delavan, Head Teacher, Deaf Dept.

Special Services. For the first time, Lapham School has been able to secure the services of a matron to supervise feeding, play, and rest periods for the youngest children from the deaf, sight-saving, and braille classes. This has been a very beneficial boost to the efficiency and morale of the teachers concerned. Lapham continues to operate a hot lunch program for the children of the special departments, and this program is ably guided and supervised by Mrs. Ruth Stromman who is currently finishing her sixteenth year in this capacity at Lapham.

Custodial Services. There was a 50% turnover in custodial personnel during the first half of this school year. Head Custodian Al Spilde was promoted to Central High School, and was replaced by Russell Guastella from Washington School. Another promotion for a Lapham custodian necessitated a second replacement in the staff of three full-time, one part-time men.

Community Relations

Again this year, Lapham children participated in Junior Red Cross, School Patrol, Cadet Girl, and Scouting activities. The summer activities of which our children are a part include the remedial reading program, the University laboratory school, the summer Library reading program, swimming, and playground activities. Some of our families have indicated a strong interest this year in Y.M.C.A. family camping activities.

Lapham School is represented on many curriculum committees, several textbook selection committees, and has participated in the student teaching program of the University on Kindergarten, Grade 3, Grade 4, and Art levels. The handicapped children have again been a part of the learning for student nurses in the area, with three nursing schools having arranged for a visit to these departments.

Our school nurse, Miss Dahle, has given the fine assistance and cooperation typical of her work on problems of individuals. She has arranged for the general screening of vision and hearing, the dental survey, tuberculin testing, physical examination, and scalp survey programs.

In addition to sponsoring Boy and Girl Scout activities and helping with the Kindergarten registration, the P.T.A. provided a series of programs for members and friends of the school which included grade level pot-luck meetings, general meetings, and one fund-raising activity, the annual "Fun Night."

Lapham has enjoyed very fine public relations with its area for some years, but the work of the music teacher in particular has raised the school public relations to a new high. In addition to the Christmas Program which combined the traditional with

some very well-received departures, the 3rd grade presented a musical play entitled "Cinderella," and 4th, 5th, and 6th grades a "Mid-winter Pop Concert" of popular and semi-classic music, and grades 1 through 6 a "Spring Sing." All of these programs were very enthusiastically received by the area families. The Spring Sing involved 250 adults and over 400 children and had to be held in the activity room because of the inadequacy of the auditorium for such a large crowd.

Special Problems

Buses, their operation, and the behavior of children on the buses are undoubtedly a problem to any school utilizing bus transportation. Lapham and Lincoln have shared buses for some years for transporting children from the same area to the two schools. Where the sharing of buses between the two schools can be minimized, problems of friction between students of the two schools will be lessened. Already the principals of both schools have discussed plans which will help this problem for the next school year.

Working parents place too much responsibility on children for directing their own leisure. Many Lapham children do not go home at 3:30 simply because no one is there until 4:30 or 5:00 p.m.

The disorganized, broken, or "transitional" homes prevailing in Lapham's area present a climate somewhat different than that in which the average teacher experienced as a child.

The map following this page expresses more clearly than 1000 words the fragmentation of our district by industry and business. Though the life-blood of our community, this commercialization raises some future questions about the utilization of our school plant and our area boundaries.

Conclusion

The staff of Lapham School feels fortunate to be a part of the splendid school system of which Lapham is a part. Mr. Falk, the Board of Education, and the many department heads are responsible for our fine system of schools, but credit for the excellent functioning and professional atmosphere of Lapham falls due to the climate established by Maurine Brede-son in her sixteen years of service to this building and its community.

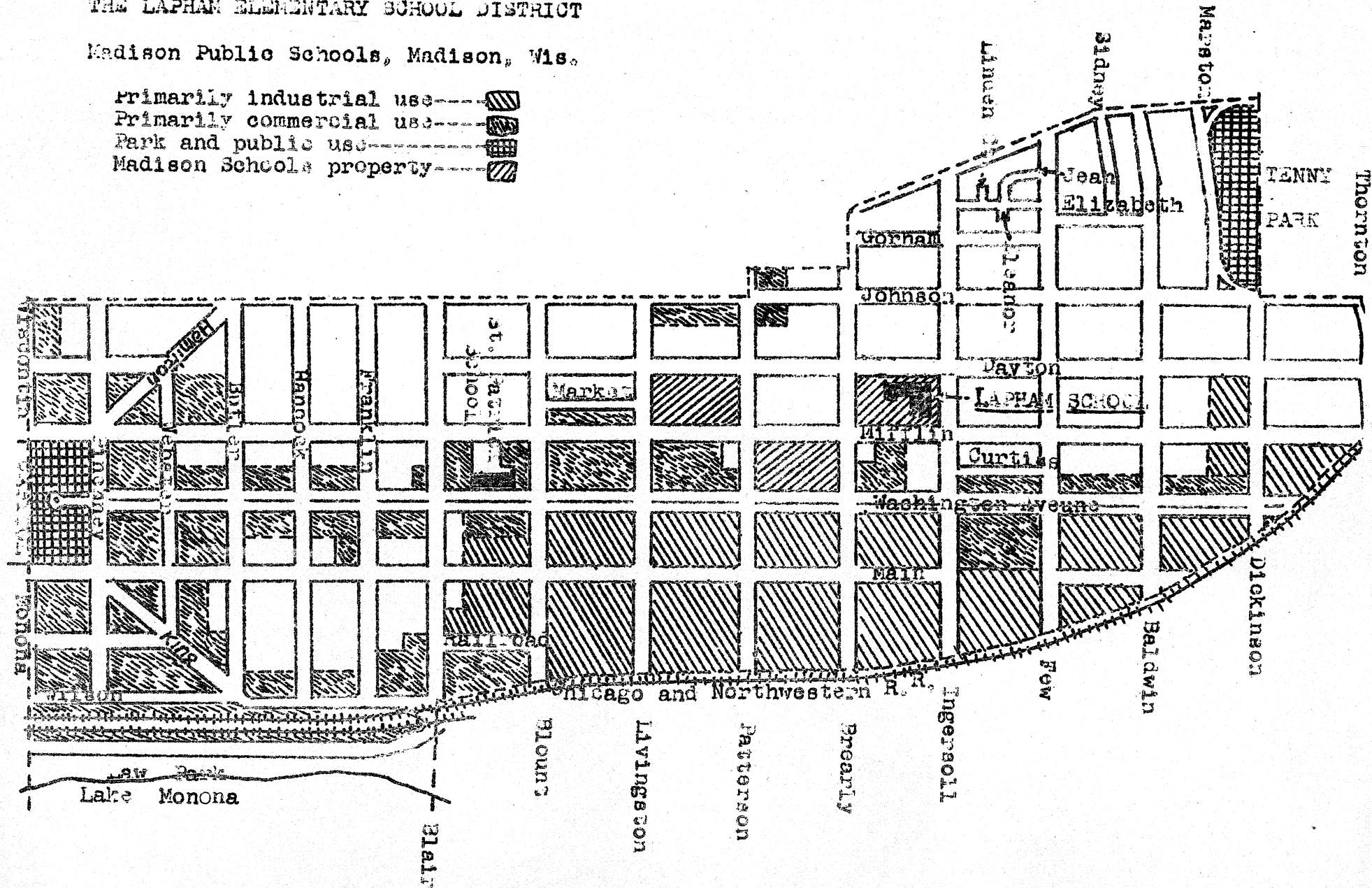
Respectfully submitted,

Carl Liebig
Acting Principal

THE LAPHAM ELEMENTARY SCHOOL DISTRICT

Madison Public Schools, Madison, Wis.

- Primarily industrial use-----
- Primarily commercial use-----
- Park and public use-----
- Madison Schools property-----



THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Evelyn Simonson
June, 1961

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1960 -61
LINCOLN SCHOOL

Enrollment figures at Lincoln during the school year 1960-61 were as follows:

Grades	Sept.	June	Gross	New Ent.	Trans. In	Trans. Out	With- drawals
Kdg.	46	38	49	3	0	4	7
1-G	23	20	27	1	3	5	2
1-V	23	23	27	2	2	3	1
2-Mg	28	25	29	0	1	4	0
2-Ml	18	15	19	0	1	1	3
3-Ml	8	6	8	0	0	2	0
3-E	31	26	33	2	0	4	3
4-H	26	25	28	2	0	2	1
5-S	33	30	34	1	0	2	2
6-G	35	35	38	0	3	1	2
	271	243	292	11	10	29	21

The 1960-61 enrollment figures represent a total of 118 girls, 125 boys and a total of 170 families as of June 1961 .

113 families with 1 child
48 " " 2 children
4 " " 3 "
3 " " 4 "
2 " " 5 "

170 families - 243 children

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

Sherman Terrace	Superior St. area	Truax	Total
28	25	45	98

The breakdown on the Truax area is as follows:

Barracks	Trailers
35	10

W.I.A.A. ACCIDENT BENEFIT COVERAGE

This year eight accident cases were reported to W.I.A.A. . A total of thirty four dollars has been paid on five cases. One case is still pending.

ACHIEVEMENTS

Innovations

Television-Arithmetic

The new television set gave Lincoln's fourth grade the opportunity to participate in the WHA televised program, Patterns in Arithmetic. Evelyn Hahn, fourth grade teacher, presents her report:

My experience in participating in this program was very challenging and interesting. Marilyn Zweng is certainly a master teacher and it was a privilege to observe her work. I'm very glad, too, I had the opportunity to keep abreast of new ideas that enable us to teach more effectively. I feel that I have learned a great deal.

Patterns in Arithmetic was not merely supplementary to the regular class work, but provided a complete course of study for fourth grade arithmetic. The course of study covered most of the material normally presented in fourth grade arithmetic as well as additional topics, such as ration equations.

The method of presentation was very different from that of the traditional arithmetic class, however. Along with stressing computational skills, which might be called the "how" of arithmetic, a great deal of emphasis was placed on the "why" of arithmetic. This course presented the philosophy that skills are developed more readily when an understanding of the basic concepts underlying skills is exhibited, and a need for using the skill arises.

Values:

1. A strong emphasis was placed on problem solving. Since children think in terms of actions, they were taught to solve problems by writing equations which represent the actions involved in the problems. The equation is a powerful tool for analyzing and describing problem situations. This is the real thinking part of mathematics, for it requires the child to structure properly the problem before he rushes headlong into computation.
2. The decimal system of numeration was highlighted in order to develop a more thorough understanding of the four fundamental processes.
3. So-called two-step problems and problems involving the conversion of units of measure were solved using ration equations. Ration concepts were also used in developing sets of equivalent fractions.

4. Long division was taught as a process of multiple subtractions. This method is much less confusing than the traditional one and gives the individual the opportunity to select the shorter method when ready.
5. Considerable provision was made for enrichment, including such interesting topics as number patterns, odd and even numbers, and problems which are of a puzzle nature.
6. All new topics were introduced by means of concrete representations. This visual approach was invaluable in making sure that children sensed the action in problems.
7. Logical thinking was encouraged because of Miss Zweng's very consistent and systematic progression from one idea to another. With a minimum of alternatives, there resulted a minimum of confusion.
8. Basic mathematical concepts, rather than rote memorization, were stressed throughout the entire year's course. There was less emphasis on finding the answer, and more on thought work.
9. The dittosd "Suggestions to the Teacher" prepared by the W.I.P. office, as well as the orientation meetings with Miss Zweng, provided valuable assistance for the classroom teacher, for it was she who still taught the class. "The telecast merely provides the thread from which the teacher weaves the fabric of the course."

Problems or Difficulties:

1. Television makes no provision for "give and take" between pupil and teacher during the presentation.
2. Absentees and late enrollees present innumerable problems.
3. It was quite difficult to use the text book, even for review and drill purposes at times, because the approach and the organization in the TV programs were very different from those of the text.
4. The problems of pacing were difficult. With an extremely heterogeneous group (as Lincoln presented), problems arose for slow achievers.
5. Some of the concepts were too difficult for immature learners to understand fully. Even some children with relatively high I.Q.s (well over 120) had great difficulty with such topics as counting with base 6, the harder number patterns, and the more difficult types of equations.

Other Television Programs

Helen Geisler, sixth grade teacher, states, "All of the year's work in science pleased me. The very good science equipment, the excellent radio and television programs, and the enthusiastic interest of children enabled us to delve further and create more basic understandings than I have been able to accomplish for years."

Individualized Reading

Helen Magnuson, a second grade teacher attempted an individualized reading program during the second semester for children of better reading abilities. Miss Magnuson feels the experiment was successful in that it created greater interest in reading and allowed each child to advance at his own pace.

Assembly Programs

Several programs and other activities in the gymnasium auditorium served as all school assembly experiences. Some of these were:

1. United Nations program
2. Cinderella - a musical performance by the third grade, Mrs. Mohs, music teacher
3. The Christmas Road - an original program involving grades 4, 5, and 6
4. Mother Goose Visits the Farm - first grade
5. Spelling Contest
6. Awards Day
7. School Patrol
8. The Circus - kindergarten
9. Spring Sing - All Lincoln school pupils
10. Puppets and Marionettes - 2 plays
Mrs. Larson (Lincoln parent)

Patrol Duty

Patrol duty was again performed by the sixth graders, and in my judgment, they rendered a high quality of service. The duties involved demand a high level of maturity as well as aiding in child growth and development of each patrol member.

The patrol organization is headed by a captain and lieutenant who serve one report card period. These officers serve as guides for the main patrol body and every two weeks they assign and schedule patrols. The captain is responsible for managing replacement of patrol absentees and the lieutenant checks and maintains order.

Criteria for a successful patrol performance are discussed and each patrol is mindful of his responsibilities. A pattern procedure is followed in reporting misconduct by any child which has proved very successful.

In May, the sixth grade patrols relinquished their duties to the fifth grade children. This provided excellent inservice training to the group which will assume these responsibilities in the fall.

Special Emphasis

A variety of interests and approaches led to different focal points involving multi activities. Some teachers describe specific successful achievements:

Patricia Goddard, a first grade teacher notes - "I feel that several of my science units have been especially successful this year. The unit on rocks was initiated by the children's interest in bringing in rocks. I utilized interesting rocks which I had collected, along with those brought in, and the children were fascinated. We read about them and discovered crystals, fossils, bedding, etc. in the specimens we had. We widened the scope of the unit to include the formation of the earth and the different kinds of land features and rock formations. Air and water also proved most interesting to the children.

I feel that the primary emphasis in all of the units was in providing the children with things which they could see and experience themselves."

In another first grade, Elizabeth Vilhauer reports: "our farm unit seemed to be the one which proved most successful. The children put more into this unit than others. We were able to involve reading, language, art, music, and science as well as social studies. We made up riddles, planted seeds, and showed many filmstrips."

Phyllis Mielke, third grade teacher, states that her class enjoyed a unit entitled, Our Wonderful Earth. "We discussed different land forms and vegetation, jungles, plains, mountains, desserts, etc.. We saw the relation of home types to climate. We discussed the shape of the earth, and how it keeps changing."

In another third grade class, Jean Eckelberg found the center of interest, Homes of the World, successful. "The children chose this as their favorite unit of the year. We made booklets and maps and tried to study homes of countries that occurred in the news - Africa (Congo), France, etc. Our study was enriched because of a new student, Linda Mathis, who had lived in Africa for two years and could give us first hand information and had pictures to offer. The children had the opportunity to hear a university student from New Delhi, India, tell us about homes and customs of his country.

I think in these times of world tensions that it is most important that children learn and understand about customs and homes of other people."

Helen Geisler reports this about her sixth grade: "The science unit, Sound, reached into many areas of understanding - the broadest coverage I have ever given. Many simple experiments, the assistance of the telephone company, and our reading led us into physiology, biography, construction, reporting. We ranged in many directions.

P.T.A.

1960-61 Program

- Oct. 12 - Get Acquainted Night (Pot Luck Supper)
- Nov. 9 - Open House-American Education Week
- Dec. 15 - Program, The Christmas Road
(Grades 4,5,6)
- Feb. 8 - Living in a Competitive Society
(Dr. Eric Klinger)
- Apr. 19 - Civil Defense - Richard C. Wilson
Director of Madison Civil Defense
- May 18 - Ice Cream Social

A group of P.T.A. mothers assisted in recording weights and measures of children, audio-visual screening, and in registration of kindergarten enrollees.

The P.T.A. is financing the purchase of material for choir robes, and Mrs. William Dieter, a Lincoln parent, kindly offered to make them. Mrs. Dieter commented, "It would be a joy to make robes for the Lincoln Choir."

The ice cream social was a success as a money making project and in bringing parents together in a social occasion.

This year, the children accompanied their parents during the evening of Open House, American Education Week. This gave the boys and girls an opportunity to be hosts and hostesses, guiding the visitors to various places and explaining the work at various grade levels.

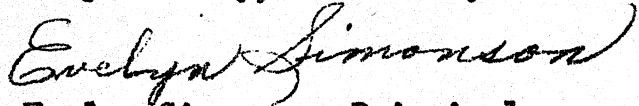
The results of this experience seemed favorable. Many teachers were pleased with the increased number of parents contacted in this way, and parents seemed to enjoy being escorted by their children. Needless to say, the children approved unanimously.

IMPROVEMENTS

The major improvement listed for summer work at Lincoln is interior painting. Teachers and children are looking forward to seeing a "new" building in the fall.

Again I would like to thank the teaching and custodial staffs, the secretary, the administration, and the members of the board of education in making 1960-61 a profitable year.

Respectfully, submitted,

A handwritten signature in cursive script that reads "Evelyn Simonson". The signature is written in dark ink and is positioned above the typed name.

Evelyn Simonson, Principal

THE MADISON PUBLIC SCHOOLS
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ANNUAL REPORT
LONGFELLOW SCHOOL

Presented to the Board of Education
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THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-1961
LONGFELLOW SCHOOL

Enrollment figures for Longfellow School during the school year 1960-61 show the following:

Grade	Sept.	June	Gross	Enrollees	Trans. In	Trans. Out	With- drawals
Kdg.	107	100	116	6	3	8	9
1st	49	45	57	4	4	3	9
2nd	38	40	45	7	1	4	1
3rd	40	40	46	5	1	4	2
4th	40	39	43	1	2	2	2
5th	34	35	41	5	2	5	1
6th	37	37	41	2	2	2	2
Rem.	70	72	76	5	1	0	4
	415	408	465	35	16	28	30

A comparison of the last five years is as follows:

Sept. 1956	Sept. 1957	Sept. 1958	Sept. 1959	Sept. 1960
518	494	474	400	408

The above table shows enrollment very nearly the same as the previous year with the addition of an extra class in the Remedial group. The distribution of numbers in several grades about the 40 mark makes class organization difficult. After the third week of school, it was necessary to divide classes, and two teachers were transferred to another school. Our organization became: Kindergarten - 4 sections; 1st - 2 sections; 2nd - $1\frac{1}{2}$ sections; 3rd - $1\frac{1}{2}$ sections; 4th - $1\frac{1}{2}$ sections; 5th was divided into two groups, one in 4th-5th combination, the other in 5th-6th combination; 6th - $1\frac{1}{2}$ sections. This year there has been a decided stability in the school population of the Triangle area which is included in the Urban Redevelopment Program. 89 pupils from the area, bounded by Regent, West Washington and South Park Streets, were enrolled this year compared with 91 the previous year. At this time last year a greater change was anticipated but properties were not acquired by the Madison Redevelopment Association as planned at that time. Present indications seem to be that the population will remain nearly the same for at least another year.

ACHIEVEMENTSTesting Program

The new city-wide testing program brought to light many interesting facts and gave opportunity for serious evaluation.

Kindergarten

The change from Metropolitan Reading Readiness to Row-Peterson in kindergarten does not seem too satisfactory at this time. The kindergarten teachers feel the Row-Peterson is not as valid a test. We will watch with interest the achievement of the pupils in first grade to compare their achievement with that done on the kindergarten test this year. The results were used to determine groupings but needed much adjustment to correspond to the teachers' judgment.

If this type of formal testing is to be continued the teachers feel it should come later in the school year, after the children have had more experience with the type of experiences tested.

The results in percentile ranks for the four kindergarten groups were as follows:

	<u>Range</u>	<u>Median</u>
Group 1	0 - 91	22
" 2	4 - 83	44
" 3	1 - 94	49
" 4	2 - 98	40

Second Grade - Gates Primary Form 3 - September, 1960

Range 1.1-3.8 Median Grade 2.3 Madison Median 2.69 Madison Range 1.5-4.5

Third Grade - Gates Advanced Primary Form 3 - September 1960

Range 2.5-5.7 Median Grade 3.7 Madison Median 4.2 Madison Range 2.5-6.5

I.Q. Range 80-141 Median 95 Madison 70-150 Madison Median 108

Fourth Grade - STEP Form 4A - January, 1961

	<u>Read.</u> <u>Mean</u>	<u>Writ.</u> <u>Mean</u>	<u>Listening</u> <u>Mean</u>	<u>Soc. Stud.</u> <u>Mean</u>	<u>Science</u> <u>Mean</u>	<u>Math.</u> <u>Mean</u>
Longfellow	45.7	38.4	56.2	45.1	44.6	41.6
Madison	59.79	52.04	62.33	55.78	58.98	54.02

Fifth Grade - California Elementary Achievement Test Form W - January, 1961

	<u>Reading</u>			<u>Arithmetic</u>			<u>Language</u>			<u>Tot. Battery</u>
	Voc.	Comp.	Tot.	Read.	Fund.	Tot.	Mech.	Spell.	Tot.	
Longfellow	6.1	6.2	6.1	6.5	6.1	6.2	6.2	6.2	6.4	6.1
Madison	7.2	7.2	7.2	6.4	5.9	6.2	6.8	6.8	6.8	6.8

Sixth Grade - Iowa Basic Skills Form I - January, 1961

<u>Language Skills</u>	<u>Work-Study Skills</u>	<u>Arithmetic Skills</u>
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	Vocabulary	Reading	Spelling	Capitalization	Punctuation	Usage	Total	Maps	Graphs	References	Total	Concepts	Problems	Total	Composite
Longfellow	7.7	6.8	6.7	7.3	6.9	6.8	6.9	6.6	6.9	7.1	6.8	7.0	6.9	6.9	6.9
Madison	7.5	7.3	7.2	7.7	7.4	7.6	7.5	7.0	7.0	7.5	7.1	7.0	6.9	7.0	7.3

SPECIAL CLASSESSpeech Improvement

In her report of the Speech Correction work done during the year Mrs. Kornemann, who was assigned Longfellow one day a week, reports the following statistics:

Number of pupils seen during the year..... 46
 Number transferred during the year..... 6
 Number corrected and dismissed..... 21
 Dismissed because of orthodontia..... 1
 Number recommended to be retained or rechecked... 18

Remedial Reading

Miss Ruth Saeman spent one morning a week working with pupils having special reading problems. It is my strong recommendation that the time be reorganized into blocks of days in sequence, so that instead of being at one school only once a week every week, during the year, she would be there at least three times a week for 8 to 10 weeks. The value of much of her work is lost when she sees the pupil at such long intervals.

Her report follows:

Fifteen children participated in the remedial reading program at Longfellow School. These children were chosen because of previous work and continuing

need for remedial reading and on teacher recommendation of these students and of new ones.

These children were worked with in small groups except in two cases in which individual work was necessitated by unique problems.

The program emphasized word attack and comprehension skills. The culturally impoverished home environments and the inadequacy these pupils have felt in school due to their reading problems made attitudes toward reading an important focus of attention.

Because the children were seen only one day a week for one-half hour by the reading teacher, emphasis was placed on checking of and reinforcement of skills newly acquired rather than on dismissal from the program.

A comparison of the results of tests given at the beginning and at the end of the year indicates progress. Teacher observation of oral reading and comprehension checks of silent reading agree with the progress indicated. The amount of progress varies with relatively lower intellectual potential or emotional problems inhibiting it in some cases. The children were encouraged to continue their reading during the summer to maintain the gains they have made. They have been urged to participate in the summer library program.

The cooperation of the principal and the teachers has been an important element in the remedial reading program. Their interest and help have contributed substantially to the success of the program.

Ruth Saeman

Library

Excerpts from the librarian's report are as follows:

During the past school year at Longfellow we have worked in the library with these aims or objectives in mind:

1. To help the children learn to enjoy reading and books.
2. To learn to use tools of the library.
3. To learn to respect the rights and privileges of using public property.
4. To help the teachers by getting books and materials together for units, projects, and class assignments.

In general, we have accomplished these goals, to the degree that is possible, when working under a crowded schedule with little time free for preparation before the next class arrives.

I recommend that Longfellow be given three days of a librarian's time. In order to get other librarian's tasks, as book reviewing, orders, filing, and records done the third day is necessary.

We have done many of the usual activities; reading and telling stories, re-

viewing books, examining new books, book quizzes and games, learning the tools of the library and how to use them.

Janet Brunner

A very interesting activity carried on with a fifth grade was work in Bibliotherapy. Following the leadership of work done at Marquette School, books typifying personal adjustment problems were recommended to groups of pupils who reported on them to the entire group after reading. The three questions about which the discussion centered were: What special problem did the character meet? What did he do to meet it? What would you have done in a similar situation?

String Instrument Classes

Longfellow School string instrument classes meet once a week during school time for a period of forty five minutes. There were two sections, one for beginners and one for advanced students.

At the beginning of the school year there were ten boys and girls enrolled in the string instrument classes. Of this number three were sixth graders and seven were in the fifth grade.

By the end of the year one fifth grade violin had moved and another had dropped leaving a total of eight students.

There were three violinists in the sixth grade class. One owned his own violin. A fifth grade cellist who was taking private lessons and owned his cello also played with this class.

In the fifth grade section we had three violin students and one cello student.

The Longfellow string instrument classes presented a program in the spring for the fourth grade and their parents. They played solo selections, ensemble and group numbers. The string classes also played several group numbers for the sixth grade party.

Margaret Pickart

Teacher Improvement Committee

This year the work of the Teacher Improvement Committee centered on Art and its correlation with the work in the classroom. Our art teacher, also a member of the Art Improvement Committee of the City Schools, presented materials, slides, movies, demonstrations, suggestions and outlines which furthered art in all phases of classroom instruction.

Some of the bulletins prepared for the teachers were:

- Plans of the Art Improvement Program
- Art in the Madison Schools
- Art Program for Longfellow School
- Do's and Don'ts in Art Instruction
- Evaluating Creative Work
- Bulletin Board Displays
- The Role of the Classroom Teacher in Creative Activities
- Art Experience

The February P.T.A. meeting was an art exhibit and demonstration at which pupils worked with various media and parents were invited to participate. An example of the correlation of classroom instruction with such an experience is in the evaluation of the exhibit made by a fifth grade class. Before viewing the completed exhibit they discussed areas they expected to see. After their visit they outlined the following:

Media used: 24 listed
Subjects: 25 listed
Arrangements for added space: 5 means
Methods used for added attractiveness: 5 means

A comment by one child sums up his evaluation: "One could know something about the child's vocabulary; his knowledge through the subject chosen and amount of detail."

Science

The Guide to Teaching Science for Madison schools, kindergarten through six, was closely followed in the Science instruction in all grades.

A study of the reports made by the classroom teachers shows an expanding interest, understanding and knowledge in the areas recommended. All teachers mentioned that the Guide was of great value to them in the planning and carrying out of the Science curriculum.

Quotes from the kindergarten reports are:

"I found the Guide a good starting place for ideas. The suggested resource helps were especially valuable. I think the Guide presents a good Science program for the kindergarten."

"The Guide was very helpful in planning the Science program this year. I felt that the activities which were suggested, were very useful, because they utilized materials which were easily available, and that were meaningful to the children."

Some of the concepts developed in first grade were:

Animals are the same in some ways.
Animals are different in some ways.
All insects have six legs, two feelers, and three parts to their body.
Some insects are helpful; some are harmful.
The earth turns to make night and day.
The earth's surface is water, land, and air.
Rocks are colored differently because they are made up of different things.
Machines help us to do work.
Water will turn to ice at 32 degrees
It will change to steam when it is boiled.

In second grade a few examples of expanding understandings developed are:

Differences in seasons in different parts of our country.
Many animals adjust to their environment.
Weather reports from local papers collected.
Use of broader vocabulary: "mercury" "degree"
Air not only surrounds the earth but is found in the soil, in water
and in some rocks.
Air helps to lift things.

A third grade teacher reports:

"In addition to our text and reference books we found Uncle Ray's daily column; The New Age (a weekly Science strip by Athelstan Spilhaus), the Weekly Reader Science supplement and many other newspaper items of much help in answering our questions."

Growth in understandings is shown by:

Difference between weather and climate.
Reasons for differences in climate.
Means of forecasting weather.
Air has force.
What is meant by the Universe?
What is meant by space?
Difference between stars and planets.
How water travels up into a plant from the roots.
How plants manufacture food.
Sound waves travel through matter.

An excerpt from a fourth grade teacher's report is:

"I have tried to develop interest and appreciation in the life around us. A gradual growth of understanding took place with each unit introduced. Often we learned a concept that developed through each unit. For example, we learned in one unit that living things can breathe. During the next study of Air and Water we learned that air was necessary for breathing. Our unit on the Human Body continued with the importance of air to us as individuals. Continuing with the Universe along the study of other planets it was easily understood that because of lack of air and water we believe no living things can exist on these planets. Many of the concepts listed in the guide were developed in this way."

Parts of the fifth grade teachers' reports show how concepts develop into broader and deeper understandings:

"We proceeded to a study of plant-animal interdependence. We discussed groupings of animal forms by structure and their many adaptations to the vagaries of nature and the world about them. We have also studied the types of plant growth and emphasized the dependence of all living creatures (animal) upon plants for sustenance and the $\text{CO}_2\text{-O}$ cycle. We studied the plant as a food-maker and the things necessary for a plant to produce food."

We spent one unit studying various kinds of energies, their uses and their sources. We also brought in forces; and when the question of human energy arose we studied the sources of our food and the food needs.

The study of plants as the source of all life led to a unit on conservation. We spent some time here on the history of the earth and the sources of our soil, water, etc. We covered methods of conservation, results of lack of conservation, possibilities for the future."

The WHA TV program on Climate was especially helpful on factors which influence climate. It helped us to understand why low, middle and high latitudes are more correctly expressive for the climate in these areas than torrid, temperate and frigid. The unit was correlated with Social Studies, particularly on "How weather and climate affect the way man lives in any certain area."

In the unit on The Animal Kingdom the group studied the gradual development from a single cell to a complex higher form as the struggle for food and protection became increasingly difficult.

The study of the green plants' ability to bring about chemical changes needed for growth and energy led directly to the study of man's needs in basic foods - proteins, carbohydrates, minerals, fats and vitamins.

These interests brought about more study of chemical elements which included mixtures, compounds, molecules, atoms, solubles, insolubles, solvents, gases, liquids, solid and atomic energy.

Co-operating Teachers

Four students of Education 31 worked at Longfellow the first semester two half days a week with co-operating teachers in each of the two first grades, the second, and the second-third combination group.

During the second semester two students of Education 41 did their block teaching with the fifth grades. Cadet teachers also worked in the art class and three of the retarded groups.

Two groups worked with the School of Education in Research in Reading under the direction of Dr. Robert Tabachnick

Fourth Grade Arithmetic TV Program

The fourth grade participated in the W.I.P. arithmetic classes, taught by TV teacher Marilyn Zweng. The classroom teacher was pleased with many facets of the program and feels she and the pupils derived much benefit from it. It brought to the pupils a better meaning of numbers and processes. The teacher feels the methods used can well be incorporated into the use of our basic text.

Other teachers observed some of the programs, making the broadcasts good In-Service training.

P.T.A.

Again, as in former years, many thanks are due the P.T.A. for their willingness to be of service to the school at any time they can be of assistance. Their help is deeply appreciated.

The programs for the year were as follows:

October 19 -----"Go to School Nite"
November 9 -----Mr. Philip H. Falk, Supt. of Schools, speaker
 "Home and School Relationships"
December 15-----Christmas Party
February 8-----Art display and demonstration by Mr. Currie's art classes
April 12-----Dr. Thomas Geppert, Dean Clinic, speaker
 "Growing Up"

PROBLEMS AND RECOMMENDATIONS

The modernizing and upkeep of the building have added a great deal to its attractiveness and efficiency. We are especially pleased with the interior painting done last summer.

If budget requests for hall lighting, modernization of the kitchen and toilets, some tiling in the lower hallway are allowed, most needs are met.

The heating plant needs study as the temperatures in sections which were built at different times cannot be controlled.

A continuing problem is the change in enrollment, making it difficult to anticipate the teacher needs for the next year. At present writing it seems that three kindergarten sections will be adequate for next year, instead of the four as in previous years. A much larger percentage of this year's kindergartners indicated a transfer to a parochial school next year than formerly.

The great turnover in teacher personnel is disturbing, but we have been fortunate to obtain well qualified replacements. We sincerely regret the loss of two teachers due to retirement; one transferred to another city school; and six for various reasons.

The year was a happy and busy one as we look back upon it. I believe it was one which gave to the pupils an opportunity to develop in all phases of growth. That this is so is due to the fine spirit of cooperation among pupils, teachers, parents, custodial and secretarial staff, and the administration. I am deeply appreciative.

Respectfully submitted,
Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education
by the Principal

Eunice Warwick
June 1961

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report
For the School Year 1960-61

LOWELL SCHOOL

I. SIGNIFICANT DATA

Enrollment Trends (End of Year)

The year ended with 756 pupils enrolled. The gross enrollment was 818. There were 26 transfers in, 43 new enrollees, 42 transfers out and 50 withdrawals.

Grade	1957	1958	1959	1960	1961	1961 Sept. Estimates	No. of Sections
Kgn	134	144	165	131	166	187	6
1	106	115	106	139	141	146	5
2	95	103	89	71	98	113	4
3	96	88	78	66	89	92	3
4	90	95	92	77	73	66	3
5	85	85	82	81	94	72	3
6	62	79	86	68	81	78	3
Total	668	709	698	633	742	754	27

Remedial	31	33	31	44	14	15	1
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Analysis of Enrollment
1960-61

Expected Enrollment
1961-62

Grade	Lowell*	Wood- vale	Ace- wood R. Meadows	Total	Lowell	Ace. & R. Meadows	Wedge- wood and Kingston	Total	Woodvale**
Kgn	139	27	0	166	143	21	23	187	26
1	122	12	7	141	113	13	20	146	24
2	81	10	7	98	84	14	15	113	11
3	68	15	6	89	68	12	12	92	10
4	61	6	6	73	50	8	8	66	13
5	76	14	4	94	52	12	8	72	5
6	72	8	1	81	62	8	8	78	14
Total	619	92	31	742	572	88	94	754	103
Remedial	14								

* Includes District #8

** Not included in Expected Enrollment (1961-62)

Approximately one section of second grade (35 pupils) will attend parochial school. The fate of the children from the Woodvale area is undecided at this time.

In 1960-61, approximately 100 pupils from District #8 and 123 pupils from the newly annexed areas of Woodvale, Acewood, and Rolling Meadows attended Lowell. When it appeared that there would be insufficient room in 1961-62 for the children from all of these areas, it was decided to move children from District #8, and also children living on Worthington Avenue and Darbo Drive (approximately 140 pupils) to Hawthorne school.

The transfer of these children to Hawthorne (continuing to transport the children from Woodvale, Acewood, and Rolling Meadows to Lowell) seemed an easy solution to the problem of space for next year. However, since Schenk school has insufficient room for the children from the Wedgewood-Kingston area, it was decided to transport those children to Lowell. As a result of this decision, it may be necessary to transport all or part of the Woodvale children to another school. Therefore, Woodvale children have not been included in the September 1961 estimates.

II. SPECIAL ACHIEVEMENTS

This year has been an especially fine one at Lowell. The eleven new teachers were a particularly outstanding group, making an excellent addition to an already fine staff. The spirit of cooperation and helpfulness among the staff members is truly outstanding.

The school year began with a total enrollment of 780 including 15 children from one 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 Woodvale, Acewood, and Rolling Meadows children were transported to Lowell. We enjoyed working with the children and parents from these newly annexed areas. Secondly, the television program "Patterns in Arithmetic" was used by Mildred Kaeding's fourth grade class. The children's interest, the test results, the understandings they seemed to gain, and the excellent job done by Miss Kaeding all seem to point up the fact that it was a very worthwhile project. Thirdly, three classes at Lowell participated in an individualized reading experiment sponsored by the University. Lois Hanson's first grade, Florence Ives' fifth grade, and Durward McVey's sixth grade were the participants. In our part of the experiment, the teachers used the basic reading series with their groups and encouraged the children to do wide reading using library facilities and an additional supply of books in the room. University personnel administered tests at the beginning and end of the year and sent out interest inventories and other materials to be used with the groups.

Several very fine programs were presented through the cooperation of the speech, music, art, physical education, and homeroom teachers. The third and fourth grades presented the Christmas program entitled, "The Spell of Christmas." At the March P.T.A. meeting, the physical education teachers used the fifth and sixth grade pupils to give an excellent demonstration of the work done by

their department. The Lowell Choir and String Concert was presented in May. The sixth grade presented an outstanding program of the folk culture of various countries at their annual banquet. The very active French Club, composed of fifth and sixth graders, performed at several programs.

A number of staff members made professional contributions to our school, the school system, and the University. Robert Kitto has done an outstanding job as the person in charge of audio-visual equipment at Lowell. He helped the new teachers become familiar with the equipment, made the equipment readily available to teachers at any time, and took charge of the repair and servicing of the equipment. Durward McVey has done a similarly good job with the science equipment. Several staff members served on various curriculum committees for the Madison schools. A total of 15 student teachers received part of their experience at Lowell this year. There were 10 junior-31 students, 3 senior-41 students, and 2 student teachers majoring in art.

The greatest achievement of the year is the quality of teaching done by hard-working, conscientious teachers. The test results in reading at the second and third grade level and in general achievement at the fourth, fifth and sixth grade levels are very gratifying. However, our aim is to constantly improve the teaching and learning situation at Lowell.

Remedial - Our class visited the classes for mentally retarded at Longfellow school this spring. The reason for this visit was the concern the children expressed about their school future. The children planned the trip, and the entire experience was a success. Miss Simon and the teachers were very cooperative. Our class gave two puppet plays for the children in Mrs. Meienburg's and Mrs. Stevens' rooms.

Mrs. Warwick and the entire staff at Lowell have been very helpful and cooperative. Our class is accepted as a part of the total school program by the children as well as the staff. I believe this is an excellent arrangement for a class of mentally retarded children. We are trying to educate these boys and girls to live and work in society. If we isolate them in the school situation, we would defeat our primary educational purpose.

Robert Kitto

Art - In addition to the creative exploitation of conventional and unconventional materials (the latter otherwise termed "junk"), our Lowell School Art program assumed an added dimension this year. It was one of searching for the reasons why Art has been important to Man, why we are subjected to as children in school and why it will be an important factor in enriching our lives as adults.

Besides these inquiries, our fifth and sixth graders discussed the similarities and dissimilarities evident in Man's Art from the Cro-magnon times to the present. An attempt was thus made to tie up contemporary Art expression to certain selected periods in the past and thereby ridding ourselves of the notion that so-called "Modern Art" was created out of a vacuum, or is somehow greater or lesser than that of former times.

Interspersed within a core of drawing and free experimentation with various media were sustained projects. Those regarded as highlights by the children were: Pinch pots, innertube printing, linoleum cuts, bas-relief casting, seed mosaics, dry-point etching, slab pottery, slab sculpture, lithography, and plastic impregnated paper sculpture.

To facilitate discussing and understanding what they were doing throughout the year many terms and concepts were projected to the children, proportionate to their age. The following were some of those so employed: Volume, two-dimensional, three-dimensional, four-dimensional, positive space, negative space, objective, non-objective, abstraction, open form, closed form, texture (visual and tactile), rectangle, transparent, translucent, opaque, and design.

Rollin Jansky

Library - The most encouraging development of the year was the increased use of the library by the teachers. Previously the collections had been changed for the most part at the end of the unit period. This year the new teachers have come in much oftener to change the collections for their reading tables, and have charged the books by themselves unaided.

This has increased the circulation by 3,845 or by 13½ per cent. Since the teaching and promotional efforts have gone on as usual, the burden of the routine could not have been met without the excellent help of page service. It has been a pleasant year and most gratifying in the light of such heartening teacher enthusiasm.

Leone F. Older

Health - Each year screening tests are conducted at Lowell school to detect certain health needs of the student and to help him to attain greater physical effectiveness. These periodic tests have also helped to detect changes which occur rapidly and may interfere with school progress. The surveys included vision screening of each grade, hearing screening of grades one, three, and six, dental screening of grades one, three, and six, tuberculin testing of first graders, and a scalp survey for ringworm.

This past school year the Health Department has conducted a sampling survey for scalp ringworm of kindergarten pupils, second, and fifth graders. This survey was done by inspecting the scalp with an ultraviolet lamp. Madison school children have had a low incidence of scalp ringworm. The excellent cooperation and observation of the teachers in reporting children with symptoms have helped to keep the incidence low. Scalp ringworm has always been a difficult and lengthy problem. However, I am pleased to report that no cases of scalp ringworm were found in the scalp survey at Lowell.

June Brodie

III. SPECIAL PROBLEMS AND RECOMMENDATIONS

One of the major problems at the present time concerns the necessity of shifting children among the East Side schools due to recent annexations and newly developed areas. The problem seems to have been resolved for 1961-62 with the exception of the Woodvale children. However, the problem of the newly developed areas will continue for several years.

Closely connected with this problem is the perennial one of the physical plant which continues to be a handicap to efficient educational planning and operation. The old gym area, of course, constitutes a major part of the problem. It is recommended that a "long look" be taken at the future needs of the Lowell district and the East Side and the physical plant be modified to fit these needs.

The lunch program has been discussed in the last two annual reports since it has long been a problem due to its size, cost, and the difficulty of getting qualified personnel. Present pupil participation is based on distance from school. The children from District #8 and the Worthington Avenue - Darbo Drive area have been the only ones who qualified for the lunch program on the distance basis. All of these children will be attending Hawthorne school next year. Limiting participation on any other basis would be hard to justify. Throwing participation wide-open would result in a number too large to be handled in a lunchroom this size with the present number of kitchen and supervisory personnel.

Since the children who will be transported to Lowell in 1961-62 were transported four times a day to Lowell and Schenk schools in 1960-61, it is recommended that this plan be continued, allowing children to get home for lunch and a brief rest. Since the Lowell district will be geographically smaller and there will be no children living an unreasonable walking distance from school, it is recommended that the lunch program be discontinued at Lowell. Some kind of food service would need to be provided for our 15 remedial children. However, it would be grossly impractical to continue a lunch program for this number. Plans could also be made to allow a limited number of children to bring lunches during severe winter weather as is done in other elementary schools.

The elimination of the lunch program would help somewhat with our problem of space. The decision in August, 1961 to transport Woodvale, Acewood, and some Rolling Meadows children to Lowell necessitated the addition of one section of kindergarten and one section of second grade. It was necessary to take the music room for one of these sections. While the basement lunchroom could not be used for a regular classroom, the longer end could be used for a music room, still reserving the smaller part and the kitchen for a lunchroom for the remedial children. Some kind of movable partition would be helpful in this case to shut out sight and sound. The entire lunchroom and kitchen are needed for P.T.A. meetings and other occasions, such as the sixth grade banquet.

I wish to again express my sincere appreciation to the outstanding staff at Lowell for their work and cooperation. I wish to thank Mr. Falk and his administrative personnel for their kind assistance, and the personnel of the Child Study Department for their helpfulness throughout the year. I am continuing to enjoy thoroughly my work with the staff at Lowell.

Respectfully submitted,

Eunice Warwick
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

- ANNUAL REPORT
Marquette School

Presented to the Board of Education
by
Lillian Simonson, Principal
June 1961

ANNUAL REPORT

For the School Year 1960-61

Marquette School

I. STATISTICS

(Comparison with
1959-60)

September 1960 - 5th day enrollment was - - - - -	682		669
Total Transfers-In- - - - -	57	62	
Total New Enrollees - - - - -	43	49	111
Gross Enrollment- - - - -	782		780
Total Transfers-Out - - - - -	55	44	
Total Withdrawals - - - - -	48	68	112
Enrollment at close of school year, 6/16/60, was - -	679		668

* * * * *

WHERE DID THESE 100 CHILDREN COME FROM?

Transfers-In

Emerson	8	Mendota	2
Frank Allis	1	Randall	6
Hawthorne	2	Herbert Schenk	4
Lapham	15	Sherman	1
Lincoln	6	Spring Harbor	1
Longfellow	1	Washington	6
Lowell	4		

New Enrollees

Wisconsin public schools outside Madison - - -	32	+10
Public schools outside Wisconsin - - - - -	3	-11
Schools outside the United States- - - - -	3	+ 2
No previous school experience (late entering Kindergarten)- - -	2	- 5
Late returnees to Marquette in September - - -	0	- 4
Late enrollees from Madison Public Schools in September- - - - -	0	- 1
Parochial schools, Madison or other- - - - -	3	+ 3

Of these 43 new enrollees:

2 had no previous school experience	- 5
16 " attended 1 school other than Marquette	+ 2
9 " " 2 schools " " "	-12
10 " " 3 " " "	+ 6
5 " " 4 " " "	+ 4
0 " " 5 " " "	- 1
1 " " 6 " " "	+ 1
0 " " 7 " " "	- 1

WHERE DID THESE 103 CHILDREN GO ON LEAVING MARQUETTE?Transfers-Out

Crestwood	3	Lapham	5	Herbert Schenk	4
Dudgeon	1	Longfellow	1	Sherman	6
Emerson	6	Lowell	14	Sunnyside	1
Franklin	3	Mendota	3	Van Hise	1
Hawthorne	3	Randall	1	Washington	3

Withdrawals

Wisconsin public schools outside Madison	-- 30
Public schools outside Wisconsin	-- -- 15
Withdrawn because of immaturity	-- -- 0
Madison parochial schools	-- -- 1
Parochial schools outside Madison	-- -- 0
Excluded - court disciplined	-- -- 0
Withdrawn - no notice of new address	-- -- 1
Withdrawn - health reasons	-- -- 1

Comparison with '59-60

- 4
-12
- 3
- 2
0
- 1
+ 1
+ 1

IT IS INTERESTING TO NOTE THE SCHOLASTIC ACHIEVEMENT RATINGS OF MOBILE PUPILS

Those entering Marquette:	Scholastic Achievement with Effort Satisfactory			Scholastic Achievement with Effort Unsatisfactory		
	Below	At Grade Level	Above	Below	At Grade Level	Above
Transfers-In (57)	10	29	5	10	3	0
New Enrolees (43)	6	24	8	4	1	0
Those leaving Marquette:	Scholastic Achievement with Effort Satisfactory			Scholastic Achievement with Effort Unsatisfactory		
	Below	At Grade Level	Above	Below	At Grade Level	Above
Transfers-Out (55)	12	28	10	4	1	0
Withdrawals (48)	9	22	11	5	1	0

LOOKING AT THE HOME SITUATION OF THE 679 CHILDREN ENROLLED AT MARQUETTE
AS OF JUNE 16, 1961:

474 are from homes where the natural parents are living together.
 60 " " " " " " " divorced & no re-marriage.
 66 " " " " " " " "Separated."
 44 " " " " there is a re-marriage and step-parent in the home.
 22 " living with widowed mother.
 2 " " in foster homes.
 3 " " with Legal Guardian (not parent.)
 8 " " " father only (desertion or mother's address unknown.)

A total of 205 children, or 30.19% of the June 16 enrollment, are from homes which have been disrupted. (If the 103 Transfers-Out and Withdrawals were to be considered, the number of disrupted homes would again bring the ratio to 1 out of 3 children who attended Marquette School are not living with their natural parents.)

As of June 16, 1961, we have 408 family units in Marquette (with from 1 to 5 children representing a family unit.)

The family economic situation of our 679 children is:

412	are from homes with 1 parent working.
186	" " " " both parents working.
6	" " " " where mother is widowed and not working (probably a personal income.)
3	" " " " divorced mother is not working, or on ADC or Welfare (no information available, could be divorce alimony.)
50	" " " " mother is receiving A.D.C.
22	" " " " assistance is being given by City Welfare Department.

THE TOTAL OF WORKING PARENTS IN 408 FAMILY UNITS IS 78%.

3.72%	or 29	children are from homes where parent operates his own business.
3.95%	" 31	" " " " " " is engaged in a profession.
4.08%	" 32	" " " " " " is an administrator, executive, company official, etc.)
1.02%	" 8	" " " " " " is a Minister.
0.38%	" 3	" " " " " " is in USAF, Ranking Officer.
2.56%	" 20	" " " " " " is in USAF - rank, trade or skill unlisted.
0.76%	" 6	" " " " " " is U.A. Army officer.
12.88%	" 101	" " " " " " is engaged in a trade.
28.95%	" 227	" " " " " " is engaged in a skill.
41.18%	" 323	" " " " " " is employed as unskilled labor.
0.51%	" 4	" " " " " " is a student.

The following was used as a guide in compiling the above work classification:

Professionals: Dentists, doctors, lawyers, librarians, nurses, teachers, pharmacists, professor.

Executives: Administrators, claims representative (Social Security,) company officials, office manager or high managerial positions, electrical engineer (charge of installation at SAGE.)

Trades: Barbers, bricklayers, builders and carpenters, cabinet makers, electricians, machinists, machinists foreman, lath and plasterers, plumbers, printers, welders, sheet metal workers.

Skills: Accountants, beauticians, bookkeepers, business machine operators, chef, firemen, iron workers, mechanics, maintenance supervisor, molder, policemen, real estate broker, repairmen (T.V., radio, Toledo Scales, other electrical appliances,) seamstress, secretaries, stenographers, typists, switchboard operators.

Unskilled labor: Bakery helper, bartenders, domestics (housework,) bus drivers, cab drivers, cashier, clerks (sales,) factory worker, filling station attendants, hospital attendants, hostess, janitors, laborer, laundry work, mangel operator, nurse's aide, painter, postal clerk, presser, truck drivers, salesmen, semi-truck drivers, trainmen, waitresses.

II. ACHIEVEMENTS

Professional Improvement - Marquette School had four committees engaged in professional improvement this year. All teachers served on at least one committee and several served on two or more. Chairmen reports in terms of objectives, activities, and evaluation are hereby submitted:

Intervisitation

Many of our staff members felt that since it was sometimes disappointing to visit other schools, we might profit more by visiting classes in our own building. We believed that time could be saved, and also that we could better choose the subject or educational process in which we were most interested. Several teachers participated simply by utilizing everyday teaching situations.

Aileen Manogue taught a fourth grade science lesson based on the reproductive process of plants. The work was organized to provide an opportunity for individual research and oral reporting. Pupils showed examples of actual plant growth, while discussing the ways in which annuals, biennials, and perennials reproduce. Poise and self-assurance on the part of the participants were hoped-for outcomes.

As a culminating unit in reading, Janet Hanke, fourth grade, had her class present a movie travelogue on different states of the U.S. While each child displayed a large picture showing industries, products, and scenes of his particular state, he gave a talk about the state.

Lillian Monson's slow-learning sixth grade group held a puppet show. Scenery and puppets were made by the participants. The objectives were: to provide opportunity for the children to speak before a group, to prepare for further work in dramatics, to help children plan with the teacher and evaluate results, and to provide for hobbies.

Carol Fizzard taught a third grade class which was the culmination of a Food unit. Reports were given by committees on the following foods: meat, fruit and nuts, vegetables, and dairy products. During the demonstration, charts were displayed, problems answered, and experiments performed.

Josephine Bolton, using a basic reader, taught a slow-learning fifth grade developmental reading class. Specific skills worked upon were: phonetic analysis, dictionary skills, language development by increasing interest in new and unusual words, and purposeful oral reading.

Donald Stoddard presented a sixth grade science class on "The Solar System," in which his entire class participated. An evaluation was made of the quality of group work in terms of group co-operation, and on how well the objectives of each committee were achieved. This evaluation was handled by the room citizenship club in which the students, rather than the teacher, did the evaluating.

Although some of the teachers did not participate in this activity, those who did felt the lessons to be a source of guidance to the inexperienced teacher and certainly a stimulus to the others.

Josephine Bolton, Chairman

Science In-Service for New Teachers

Our goal in having these meetings was to make further use of the materials and presentations prepared by various staff members last year. We felt that this would help acquaint the new teachers with equipment, objectives, and some experiments in various fields of science.

Four meetings were held in the fields of Heat, Light, Sound and Electricity, and Magnets. They were held on a rather informal basis. The committee members discussed some of the objectives, showed available equipment and demonstrated some experiments. Time was allowed for questions during and after the presentation.

In evaluation: it was felt that the meetings were worthwhile for acquainting the new teachers with materials, both equipment and reading; it acquainted the new teachers with some parts of the science guide; it made some of the teachers aware of the lack of necessary materials for their particular grade level, or in a certain area.

Negative feelings were: the meetings should have been held earlier in the year; the guide should have been used at each meeting; the meetings should have been divided to provide for primary material at one and upper grade at another. (This was not done because of the lack of time and committee members.)

Janet Hanke, Chairman

Individualized Reading

Members of the committee: Josephine Bolton, Carolyn Renard, Maxine Nienow, Carol Fizzard, Margaret Kessler, Lou Sturdevant, and Don Stoddard.

The committee was composed of teachers who were either using Individualized Reading in their classrooms or were generally interested in recent developments in the field of reading instruction.

At our initial meeting, many questions came from the members of the committee: "Just what is Individualized Reading?" "Do you use it with just the top group?" "What research has been done?" These questions set the tone of our meetings.

Our goals were never clear-cut and definite. We planned at the beginning of the year to do three things: 1) share our ideas and experiences with Individualized Reading, 2) read recent articles on Individualized Reading and discuss the possibilities of integrating some of the ideas into our own groups, and 3) produce a summary of our discussions in written form; perhaps to be used by a teacher interested in using this type of reading instruction.

About six meetings were held. They were quite informal and were held at 3:30, after the children left for the day. At times, pre-determined topics were discussed, ex., Self-Selection of Reading Materials or Record Keeping. Other times, the discussion centered on topics that evolved from immediate problems or interests.

An evaluation should include, among other things, an account of how well the goals were achieved. Our meetings dealt mainly with goals 1 and 2 listed above. We did not carry out goal #3, mainly because of a hesitancy on our part to presume that our discussions represented an authoritative reference. To compensate for this, we presented a short discussion of

our opinions and biases for the faculty and also presented a bibliography of selected readings on Individualized Reading.

In evaluating the committee's effectiveness, the participants' reactions were solicited. Reactions went from one extreme to another. One teacher felt that the meetings were not helpful; in fact, her remark was, "I still don't know what Individualized Reading is." Another teacher responded differently and felt the informal discussions were decidedly good. On the whole, reactions were less than enthusiastic.

I would suggest that all teachers, new and old, be reminded of the purpose of this type of committee work and its connection with the Fowlkes Report. Another suggestion is that the committees get working earlier in the year as teacher interest in this sort of thing is "on the wane" these last months.

Donald Stoddard, Chairman

Mental Health

Fifteen members of the Professional Improvement Committee chose the topic "Mental Health In The Classroom" as a desired area for concentrated study this year. The program consisted of 9 weekly meetings and included speakers, a film, and a research project conducted by members of the committee.

The goals toward which we projected our program were: 1) to learn about the services of various agencies that work with disturbed children and the procedures when referring children to them; 2) to discover the symptoms of the disturbed child so as to recognize and identify these children early in their lives; 3) to learn what the school and the teacher can do to help a child who is mentally or emotionally handicapped; 4) to discover what the teacher, herself, can do to secure and maintain a healthy outlook on life, both professionally and personally; 5) to secure information concerned with improving the classroom atmosphere so that it is best suited for the development of mentally healthy children.

Our meetings were generally organized so that our guest could speak about his subject for approximately 15-20 minutes. The rest of the period was set aside for questions, answers, and discussion of the topic. This was our schedule of guest speakers and other planned experiences:

1. Dr. Myron Seeman from our Child Study Department spoke on the services available through that department.
2. Miss Schmutzler from the Wisconsin Diagnostic Center - "The Organization of the Diagnostic Center and Its Function in the State."
3. Dr. John Whithall from the University of Wisconsin - "Improving Mental Health in the Classroom."
4. Mr. Clinton Waring from the State Department of Public Welfare reported on the services of this agency and specifically on "Placing Children in Foster Homes and Its Implications Toward Mental Hygiene."
5. Mrs. Ada Cockefair, a retired Madison teacher - "Sex Education for Children."
6. Dr. Helen Driver - "The Teacher's Role in the Area of Mental Health."
7. Miss Charlotte Hubbard, Mendota State Hospital - "Work Being Carried on at Mendota."
8. Film - "Angry Boy" - the story of a boy who was a victim of his own feelings of hostility. This describes a course of psychiatric treatment

and results.

9. A research project on "Bibliotherapy - Its Uses, Its Methods, Its Resources" was conducted and delivered by committee members, led by Mrs. Lillian Monson.

This program did not exhaust all the possibilities that are open to investigation. It was a sampling of how broad this area of mental health is and it gave us an idea of how many people are involved in it. The committee agreed that this was a very timely and worthwhile experience. It is difficult to summarize this type of study because each teacher gained individual insight into her specific problems. In general, the teachers listed the following ideas gained from participating in our committee:

1. No child is unreachable or hopeless. The teacher can do many things to recognize and help the disturbed child right in the classroom.
2. Help and guidance are available for the seriously disturbed child from many agencies and departments, both within and outside the school system.
3. The school and the teacher are stabilizing influences on the emotionally disturbed child. The routine and schedule of the school program, and the love and warmth of a teacher, can do much to help these children.
4. Ideas, information, and worthwhile experiences for improving the classroom atmosphere were presented. We obtained a more sympathetic attitude toward the retarded or disturbed child.
5. We also gained a more positive view toward mental illness. With early diagnosis and improved methods of therapy, the patient is able to return to normal life and assume his regular activities quickly.

The members of our committee were:

Violette Stewart - Kindergarten
 Nancy McGill - Kindergarten
 Miriam Johnson - First Grade
 Barbara Scott - First Grade
 Roberta Jacobson, First Grade
 Sydney Kean - First Grade
 Virginia Wussow - Second Grade
 Karen Christensen - Second Grade

Mary Clark - Second Grade
 Clara Steinhoff - Second Grade
 Aileen Manogue - Fourth Grade
 Janet Hanks - Fourth Grade
 Jane O'Brien - Fourth Grade
 Romaine Sieb - Fifth Grade
 Lillian Monson - Sixth Grade

Romaine Sieb, Chairman

Increased Use of Library - Our library program seems to have been increasingly effective this year. We have gone a few steps further in the matter of integrating with classroom projects and learnings. This has been especially true in connection with the Individualized Reading Program. Children from all grades come in at any time of day to get books as needed, whether a class is scheduled or not. Many keenly enjoy this opportunity for browsing.

We would like to see continuous growth in integration of classroom and library activities. In fact, we like to think of the library as having virtually no walls, a unit which is sensitive to the needs and activities of the school and which, in turn, affects all these activities. Teachers are welcome with their groups either during library periods or during unscheduled times by arrangement. To show this interaction, it would be interesting to see displays of culminating units set up in the library from time to time, as well as to see library books displayed along with units in the classroom. This seems especially important during the

Science and Social Studies Fair. Parents would, no doubt, be interested in the new books used in solving problems. An example is the book "Project Mercury" - used in constructing the large model of a space capsule in one classroom. - - - Helen Stahlman

Experimental Arithmetic via T.V. - The three 4th grade teachers experimented with the new approach to arithmetic. The associative, commutative, and distributive laws of the number system were highlighted. An attempt was made to strengthen skills through understanding concepts. The following description and evaluation was written by Miss Manogue:

"The fourth grade television program 'Patterns in Arithmetic' which we observed twice weekly, for 15-minute periods, was a teaching situation ducted by Miss Marilyn Zweng. The follow-up work was done by each classroom teacher with suggestions and worksheets provided by the Wisconsin Improvement Program.

During the initial programs, it seemed that the movement into new areas was too fast as the pupils did not grasp the ideas presented in one program before they were forced to concentrate on new ideas and details of another program. This difficulty was partially eliminated by deleting the Friday lesson.

In the beginning, the work was very difficult because the foreign terms necessitated a change in some arithmetical habits formulated in the primary grades.

The re-teaching of lessons due to interference of a special class, the constant repetition of various factors, the drills needed for mastery, plus the motivation of new material and number concepts presented, were very time consuming for the classroom teacher.

The learning situation had a few aspects of difficulty, too; especially if the pupils had written work to do during the broadcast.

I feel the lessons were well planned, instructional, interesting, and broadening. A large percentage of my group can handle the worksheets independently after the group instructions have been given.

(We hope the end results justify the cost involved.)"

Aileen Manogue

Newsletter - The Marquette Newsletter was published bi-weekly. This provided good communication between home and school. Routine matters were explained in articles on the safe way home, schedules, fees, calendar of events, the health program, policies on requests for absences, etc. School and P.T.A. affairs were clarified by a series of articles on "Know Your Board," P.T.A. and Mothers' Club purposes and functions, problems of children, budgets, civil defense, and the proposed Junior High School. School activities were highlighted by a series of articles describing activities in the various rooms. Parent help was solicited by suggestions on how children can be helped in writing, spelling, reading, and speaking in the home. A philosophical approach was found in articles on how reading has helped make America great, the importance of quality in education, overachievers in school, distinguished books to read, and teacher improvement committees. Consideration of how the home and school can teach thrift, the importance of work, and that freedom involves responsibility, was also philosophical in approach. We appreciate the Mothers' Club and P.T.A. financing of the newsletter; and we are indebted to Mr. Don Stoddard for printing it.

Teaching Reflections - Marquette teachers came up with some similar reactions when reflecting on this year. They were largely on the positive side.

"As I look back over this past year, my reflections seem to be of a more personal nature as I can see how the teaching experiences I have had during my second year have given me a much broader and more accurate picture of the child in the classroom, his problems, his needs and how they can best be met, than I received during my first year.

Perhaps one reason for this is the fact that on the beginning day of school this year, the 25 little personalities that confronted me were so totally different from the 25 or 30 of the previous year. I realized that my teaching and entire approach to these children would have to be geared in an entirely different way than before.

As I went about trying and re-trying different techniques, I found two things to be of most help to me:

One of these was the very free and frank exchange of problems and successful techniques that went on between myself and other teachers, particularly those in the primary grades. I found their ideas, advice, opinions, and willingness to listen to and constructively criticize or commend mine to be extremely helpful.

I also found our teacher improvement committee on mental health of great help to me in understanding some of the more serious personality problems of individuals in my class. The information presented by the various guest speakers also helped me in handling these children in the classroom. Also, I became more aware of the variety of agencies which can offer help to the disturbed child and approaches to the child's problem which they find most successful.

As I now look forward to my third year of teaching, I think my principal reflections are ones of a greater understanding and appreciation of the child in the classroom, his needs, abilities, potential, and the susceptibility of his young energies and imagination to guidance into constructive channels, if this guidance is but provided."

Second Grade - Karen Christensen

"I have enjoyed this year at Marquette very much. The teachers are all willing to share ideas and experiences which are a very important part of teaching. In sharing ideas we find out the different ways of attacking problems or the different ways of teaching a science concept. I think we are very critical of what we do and are always striving to do a better job of teaching. Therefore, we are anxious to listen to other's experiences."

First Grade - Miriam Johnson

"I have enjoyed my first year of teaching here in Madison. The multi-test and problem solving method practiced here were difficult at first. Now, however, I feel they have improved my teaching. I also feel that they offer more challenge to the students.

I appreciate the excellent library facilities here at Marquette. The librarian has given invaluable aid in locating information for our units. She has also developed a fine appreciation of books in the children."

Fourth Grade - Jane O'Brien

"I've been pleased with my first year at Marquette. I feel that I have experienced a growth professionally. I've taught many things that I had not taught before. Marquette is so well equipped with books, science equipment, and art supplies that it facilitates instruction. I've found the entire staff and specials most helpful and friendly. We have many reports to fill out, especially now. I've always found help with any problems."

Third Grade - Carol Fizzard

III. PROBLEMS AS TEACHERS SEE THEM

Teachers have identified a number of problems in several categories. The following relate to child behavior:

Nancy McGill, Kindergarten: "I would like to see the staff, or committees, undertake a study of behavior in terms of absolutes or universals, the types of training which our various institutions (schools, church, government, etc.) promote to improve upon these absolutes, and finally to bring it right down to our own field of service, draw up a school plan showing how the training enlarges in scope and depth as the child grows older and assumes more responsibility, grade by grade."

Violette Stewart, Kindergarten: Miss Stewart feels that the problem of discipline and respect should be considered. It is interesting to note that kindergarten teachers are most aware of this. Is this a commentary on lack of home training?

Karen Christensen, Second Grade, says: "One problem which might be considered is that of the annoyance and property damage to residents of the school area which some Marquette children cause. Perhaps teachers could stress this more or some communication could be made with residents of the area regarding this, at the beginning of school in the fall."

Elvira Alexon, Art, comments on improvement of listening and teacher-pupil relationships: "Because there has been so much emphasis on individual instruction and working in small groups, I think we teachers are inclined to give individual help when the necessity for it is really a result of poor listening rather than poor understanding. What is the place of humor and 'kidding'? Sometimes some children are aware of only light remarks to contribute to discussions."

Academic problems are naturally of great interest to teachers. The following excerpts from teachers' reports usually tend to reflect the opinions of several:

Barbara Scott, First Grade, reiterates primary teachers' expressions when she says: "I feel that a revised handbook for beginning first, second, and third grade teachers at Marquette would be of value. It would include ideas and suggestions for such events as the Science Fair and the Arts Festival. Also, it could include a list of various games and activities these teachers could use for the gym time for which they are responsible. In this same booklet, there could be a list of the general school policies on attendance, recess, and playground duty. Several experiments have been started at the University on how to encourage better creative writing at the primary level. This might be an interesting subject for investigation. Many devices have been suggested. Perhaps they could be tried and the results reported."

Carolyn Renard, Third Grade, says: "Since the new guide in Social Studies will be inaugurated next year, this area seems pertinent for re-evaluation. Such questions as these may be considered: How can the guide best be used? How can texts and supplementary materials be utilized? When and how is group work used? How is progress evaluated? What foundations does each grade level lay? How do we build on others? Spelling could be considered for the same reasons. Questions to be considered might be: What are the goals of the text? What methods are used? How can the book be supplemented? What standard should be expected for spelling in all written expression? How are standards met?"

Language, written and oral expression would interest me as an improvement program problem. How do different teachers promote creative writing, poetry? (I feel teacher idea exchange often very beneficial.) What standards are expected? How much assistance is given to first writing as to spelling, sentence structure? "

Maxine Nienow, Third Grade, poses this problem: "How can we better adapt the classroom situation to fill the needs of the slow-learner as well as the accelerated student?"

Mrs. Christensen, Second Grade, says: "There are various children at Marquette who could probably be considered as 'gifted.' Perhaps there is some way in which we can improve our gearing of certain parts of the curriculum to better meet their needs and stimulate their abilities."

Carol Fizzard, Third Grade, recommends for next year: "1. A sharing of ideas on providing work for accelerated students; and, 2. consistent methods of teaching penmanship."

Margaret Kessler, Fifth Grade, thinks that a study of arithmetic methods and techniques might be beneficial, covering such things as the very slow learner and the very fast learner.

Jane O'Brien, Fourth Grade, says: "For next year's Improvement Program, I would like to suggest an acquaintance program with the facilities of our library. I would like to know how I can utilize the library to a greater extent for the benefit of myself and of the children. Also, a study of the films and visual aids available to us would be most helpful. This study could include how these aids and films could be most effectively used in our unit work in various areas. The mental health program in which we participated this year would be a good project for the entire faculty. Many worthwhile ideas and concepts were brought forth at these meetings."

Mrs. Helen Stahlman, Librarian, suggests "a possible project for an Improvement Committee is to make an annotated list of ten 'best' books for each grade in connection with the Individualized Reading Program."

Lue Sturdevant, Sixth Grade, says: "A study of the advantageous use of class time sounds like a very interesting and helpful project. How this could be carried out, I don't really know."

Routine problems can be annoying beyond their real importance. Teachers are concerned over playground supervision problems resulting from different scheduling for various grades.

A uniform starting time at noon is considered a must by all teachers.

The problem of patrols was partly solved this year - and Mrs. Sturdevant makes the following recommendation:

"Would it be advantageous to alter our patrol scheduling in this way? Two rooms would take care of the patrols together? One would handle the morning and afternoon entrances (8:00-12:50) and the other class could take the dismissals (11:30-3:30,) changing positions every two weeks. At the end of four weeks the first class would drop and the third would begin its eight-week stretch. After eight weeks of service

each class would have a four-week recess:

September 11 - October 6	308	(7:55 and 12:40)
	307	(11:00, 11:20 and 3:25)
October 9 - November 3	307	To change every two weeks
	302	" " " "
November 6 - December 1	302	" " " "
	308	" " " "

There would be several advantages to such a system:

- 1) Being more selective would make being a patrol an honor as well as a duty.
- 2) Classes that are weak could be much more effective than under the present system.
- 3) Although you would be serving a longer time, there would be only two interruptions each day rather than four.
- 4) A captain could be selected every eight weeks for periodical checks.
- 5) It would not be necessary to cancel indoor posts."

Juanita Sullivan, Music, gives us two excellent suggestions on organization: "I would like consideration given to the possibility of having Glee Club and Violin Classes scheduled during the noon hours. (5th Grade 1 hour as stated in Mr. Klose's letter.) Lunch permission might be granted on a 'distance from school' basis. Compensatory time might be given to the music teacher before or after the noon period.

If this were possible, no classroom teacher would have a disrupted schedule; no child would miss an academic class; no choice between two activities would have to be made by the child; the safety patrol program would not be as disrupting to the music activities.

A Monthly Calendar of School Events might be posted on the teachers' bulletin board so each teacher can see the scope of the whole school program.

A tentative yearly program of special events be set up denoting distribution of responsibility; i.e., classroom teacher, art, music, physical education."

IV. PROBLEMS AS THE PRINCIPAL SEES THEM

In addition to problems enumerated by teachers, I should like to list:

- 1) Most rooms are kept neat and attractive; and most rooms mirror the changing instructional program. This should be true of all rooms.
- 2) There is need to motivate and demand a consistent high quality of written work. This is a point of teacher variation.
- 3) The use of the most appropriate teaching methods for specific learning situations should be reconsidered. When should small group instruction be used? When should a teacher work with an entire class? When should self-pacing be done? How can the time of the teacher and pupils be used most effectively?
- 4) How can we help children determine appropriate behavior for all occasions?

I feel that we have had another very good school year. I wish to express my appreciation to the entire Marquette staff, our school board, and our excellent superintendent of schools.

Respectfully submitted,

Lillian Simonson, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

Mendota School

**Presented to the Board of Education
by the Principal
Richard W. Lee
June 1961**

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61
MENDOTA SCHOOL

Enrollment Data:

Mendota school area population is continuing to rise. Arrangements have been made with Miss Bredeson, and with the approval of the Board, to make an additional separation of the existing area to the north of Highway 113. The new boundary is roughly: everything to the north of Havey Road and east of Barby Lane (including both sides of the street on Barby Lane) will attend Gompers next year. The remaining area will continue to attend Mendota. This will relieve us of about 60 students. Our anticipated enrollment for next year will be a little less than this year, as the following chart indicates.

<u>1960-61</u>			<u>1961-62</u>		
<u>Gr.</u>	<u>No.</u>	<u>Sec.</u>	<u>Gr.</u>	<u>No.</u>	<u>Sec.</u>
K	120	4	K	100	4
1	98	4	1	87	3
2	83	3	2	93	3
3	73	2½	3	69	2½
4	73	2½	4	71	2½
5	42	2	5	71	2½
6	57	2	6	42	1½
<hr/> 546			<hr/> 531		

The bus situation will be the same as this year - a small bus to pick up the children from Debs Road, Green Avenue, and Veith Park.

COMMUNITY:

The P.T.A. programs were again very well attended this year. Four of the programs were put on by the school: Go-To-School Night, Christmas Program, Explanation of What is Taught in Science in the Madison elementary schools (explained by each classroom teacher to her particular group of parents), and the Spring Musical. We have found that a program dealing with how a subject is taught is very successful. We have done this same thing in the field of mathematics and reading as well as science, and plan to explain the social studies program next year. The procedure that is gone through to select the areas that are to be covered in each subject at each grade level is part of the explanation. Teacher committees are formed by se-

lecting teachers from each grade level throughout the city. This committee meets during the school year. Classroom surveys are taken, the latest textbooks are reviewed, authorities are consulted, and the curriculum guide is constructed. The selection of the text and supplementary book that most ably covers the scope, sequence, and expectation for each grade level, as outlined in the guide, is then made.

HOT LUNCH:

Approximately 41,000 lunches were served to the children during the school year.

SAMPLE UNITS FROM THE CLASSROOM:

Creation of a Community - Second Grade, Mrs. Wickersham

Community planning literally meant painting a town red, black, orange, or any color the children chose. The town was constructed piece by piece inside the classroom. It formed the core unit around which a great deal of second grade teaching has revolved. The wooden block town laid out on tables has served as a model for various community helpers, such as police and fireman, in helping to understand what a community is in composition and needs. In many sub-units the children outlined what they were to study in relation to the town: places to live and work, shop, eat, schools, transportation, communications, government, public entertainment, and health, recreation, and religious centers.

Each unit was organized around a given problem of living and the way man has solved this problem. The best way to describe it is that it was an organization center for social studies. As each area was introduced, the building to house the sub-unit study was built. The houses reflected modern architectural tastes and the art teacher assisted in transforming simple wooden blocks into realistic looking habitations. When time came to name the town, many names were suggested. "Lakewood" was finally accepted by all the children.

Readiness in the Kindergarten: Mrs. Pierce

Readiness has been a very important part of our curriculum, both in the field of getting ready to read and in learning number concepts. At the beginning of the year we concentrated on learning our address and telephone number. Colors were recognized by the use of a daily calendar, coloring each day of the week a different color. Months and days of the week were learned from the calendar and also left and right sequence.

Picture sheets were placed on the easel for group participation to develop skills and abilities in reading readiness, such as Reasoning, Organization, Association and Sequence of Ideas, Word Meanings (such as in out, on, over, under, large, and small), Motor Control, Visual Abilities (such as memory, likenesses and differences), Rhyming Words. These were used as focal points for various units on the farm, circus, transportation, nursery rhymes, and birds.

Our number program was directed toward the development of expectancies set up by the Guide to Teaching Arithmetic. Ordinals were taught using concrete objects such as tables, chairs, etc. Each child was helped individually to write numbers from 1 to 10. Flannel board demonstrations were used to learn number values, the concepts of putting together and taking away. Time by the hour was presented by the use of a model clock and specific times were stressed. Money as a medium of exchange was experienced through our grocery store unit.

We recognized shapes by trying to find various objects in our room. Fractions were introduced by cutting and folding. Recognition of numbers was taught by the use of the flannel board and large number charts, and by counting objects from 1 to 10. The teens were easily detected by remembering that the number one represented the tens or teens. The twenties were presented in the same manner.

Library - Mrs. Villemonte:

The services of a full-time librarian were made available to the Mendota school at the beginning of the 1960-61 school year. During the first semester, from Oct. 16, two librarians served in a part-time capacity. At the beginning of the second semester, Mrs. Villemonte became the full-time librarian.

With the help and understanding of the principal and supervisor of school libraries, a real effort was made to determine the best way to use this additional library service. Members of the faculty were approached and suggestions were made both by the librarian and the individual teachers as to what the real needs were. As a result, the weekly schedule for the library became quite flexible with the exception of the regularly scheduled classes. This made possible a variety of activities and learning experiences for the children. These additional library activities are listed below:

- 1) All classes of kindergarten now have regular scheduled library periods each week.
- 2) Individualized reading programs have begun in the first grades as the teachers have desired them.

- 3) In second grade the reading classes were given special library time besides their regular scheduled class so that the librarian could work with the individual children on book selection.
- 4) The third grade has used the library for special study on specific topics with both the teacher and librarian working with the children individually.
- 5) The sixth grade has also used the library for special study classes; also the individual members of the classes have been encouraged to come to the library during free periods for special reference work.
- 6) Fourth, fifth, and sixth grade members who have shown particular interest have been very helpful in slipping and shelving books, arranging circulation cards and assisting the librarian as the need arose.

The librarian has also served in these other capacities:

- 1) She met with the sixth grade twice a week to help them with their television class in French. Although this was not a library activity, it was a very worthwhile librarian-student relationship.
- 2) During the time that the 6th grade studied ancient civilizations, she brought slides and movies and gave additional explanations.
- 3) Because of her interest in India, she was asked to show slides and talk to the entire kindergarten, first and second grades at various times throughout the year.
- 4) At the request of the 4th grade teachers she gave as much time as necessary to show slides, movies, articles of interest from India; this activity also provided a wonderful librarian-student relationship. I also feel that such opportunities make possible a much closer relationship between the librarian and the individual teacher.

Statistically speaking, our circulation averages about 200 books per day. Although every pupil in school has a regular scheduled library period, the kindergarten does not check out books and the number for each student is limited according to grade (one book for first graders, two for second, etc.). As our book collection grows, more books can be made available to each child.

The art teacher has been very cooperative in using the library

to display the art work done by the students. These displays have created real interest.

The librarian has also made some use of books and stories on records. Much more could be done here. This has been a most stimulating and rewarding year for the librarian.

Speech Correction - Mrs. Sprague:

Forty three children have been enrolled in speech correction classes at Mendota school this year. Of this number, twenty three children have been dismissed as corrected and the remaining twenty children will receive further therapy next year. Case histories on one child with delayed speech and on one child who stutters and who also has an articulatory defect have been placed in the files. Several parent conferences were held during the year, and parents of children receiving speech help were sent special invitations to visit their children in speech class during American Education Week.

The following summary shows the distribution of cases by grade and defect.

<u>Grade</u>	<u>No. of Children</u>	<u>Defect</u>
1	27	1 delayed speech 1 stutter 25 articulation
2	9	9 articulation
3	5	5 articulation
4	2	2 articulation

First Grade "Lazy Language" - Mrs. Nicholson:

In the teaching of reading this year I have used the usual methods of developing an independent reader by teaching sight words, the use of picture clues, context clues, word analysis and phonetics. I have taught phonetics a new way called "Lazy Language". "Lazy Language" is teaching alphabetical sounds through animated pictures and a corresponding story. It teaches the isolation of the beginning sound or blend and slurring the remainder of the word. The child is made aware that the first phonetic word attack may not sound like a known word, but is encouraged to repeat the process until the word becomes familiar. The slurring action is the reason for naming it "Lazy Language". Perhaps a better name could be used, but this is what we use at present. The blends to be taught are bl, br, cr, fl, fr,

gr, pl, pr, sn, st, sl, sm, sp, tr, and tw. To aid in the slurring process these phonetic parts are taught: ar, ay, er, ir, ur, ew, oo (too, look), ow (show, now), oy, or. The short and long vowels are taught. Later comes the application of two phonetic rules, which is told in story form. Recognizing compound words and finding little words in big words are also two of the aids in attacking an unknown word.

Lazy Language Alphabet

a -- ah ah Annie	n -- naughty nutcracker
b -- bouncing ball	o -- Ollie Olive
c -- candy cane	p -- peace pipe
d -- deep dipper	q -- queer queen
e -- Eddie Eskimo	r -- red rose
f -- funny fly	s -- summer snake
g -- green goggles	t -- tall telephone pole
h -- humming horse	u -- uppity upside down
i -- Itty Indian	v -- vase
j -- Jumping Jumbo	w -- wishing wings
k -- king kitten	x -- king's x
l -- little lightpost	y -- yellie yell leader
m -- marshmallow mountain	z -- ziggity zaggity road

These alphabetical letters are made on a permanent card. For example, Annie is made to look like a little girl crying. Annie is the chief character of our daily stories. The stories vary depending on the letters to be taught. The children remember the letter sounds because of the child-like stories and the cheering of each letter, such as ah, ah, Annie - ah, ah, Annie.

As soon as several letter sounds are learned we begin attacking new words using the known letters applying the slurring action, such as can and cap. Many words are figured out when more letter sounds are learned. The children find this very exciting and they retain the words in their reading vocabulary.

We continue with the blends, phonetic parts, phonetic rules, compound words, and finding little words in big words. I teach this to the whole class as a "Lazy Language" period. In the reading classes, the new reading words are figured out with this method. The children apply it when doing their independent reading. This year the average child has read about fifty books independently. One child read one hundred and seventy five.

I think this method is very effective because of the following reasons: the short and long vowels are taught. Without the knowledge of vowels a word cannot be figured out. The individual sounds are not isolated within a word because of

the slurring action. It can be used with any reading series. This year I have almost eliminated word drill. The children begin spelling and writing their own creative stories.

Because "Lazy Language" is so effective and easy to teach we have been able to stress reading for meaning and enjoyment. Every free minute the children were reading.

I am doing some research on the effectiveness of "Lazy Language" by comparing reading scores and I.Q.'s of my class of 1958-59 in which I used the phonetics in the reading manuals, my class of 1959-60 in which I used "Lazy Language" for half of the year, and this year when I used it the entire year.

Sixth Grade Literature - Mr. Siebrecht:

Since a taste for classical literature should be one of the prime objectives of any reading program, one of the sixth grade rooms undertook a study of some of Shakespeare's best-known plays this past year.

The stage was set for such a study during a social studies unit on the Middle Ages when the children became most interested in knights, castles and customs of the time.

At the close of this unit the children readily accepted the idea to read some simplified versions of plays which could have taken place during the Middle Ages. Before the reading was begun a discussion was held to determine why some writing became classic and why some was soon forgotten. From previous reading the children remembered that some literature has become classic because characters in the writing could exist today.

Keeping this in mind they were told that some of the best loved literature in the world was written by Shakespeare. They found out all they could about him and England during this time, thus combining reading and working on an English history unit in social studies as well.

Another phase in the introduction to Shakespeare was the showing of a movie on his life and slides of Stratford-On-Avon. After this background work was completed, several of Shakespeare's plays, in the simplified version of TALES OF SHAKESPEARE by Charles and Mary Lamb, were read by the teacher to the children. As the reading progressed, discussions were held and simple dramatizations were presented. Also, recordings of parts of the plays were heard. Several copies of TALES OF SHAKESPEARE were available to interested students for reading at their leisure. At the close of the unit the children were convinced that Shakespeare's writing is interesting and exciting. Realizing this, it is hoped

that this pleasant experience with some of Shakespeare's work at an early age will provide sufficient motivation for future studies in Shakespeare and will lead to even greater enjoyment of his work in later years.

TEACHER IMPROVEMENT:

As part of our in-service training and teacher improvement program, this year we met each Tuesday morning before school (this worked out very satisfactorily because we do not start classes until 8:45 because of the hot lunch program). During this hour one of the teachers would report on a unit that she had taught or was in the process of teaching which she thought was particularly effective. We met in the classroom of the teacher giving the report. This afforded everyone the opportunity to see the bulletin boards, displays, and examples of the children's work.

The meetings, I felt, were very successful, and beyond what we had expected. The teacher explained to the group how the unit was selected, why she thought it was successful, what she could have done that she didn't do, how it was presented, the reaction of the children, the subject areas that were correlated with the unit, etc.

These reports not only gave the new teachers a wealth of ideas and suggestions but it also gave the older teachers some new ways of presentation. One of the most beneficial results, I felt, was continued unification of the staff with the upper grade teachers getting into the lower grade rooms and visa versa, to see what was going on at all grade levels. The library and library materials were used extensively in the teaching and presenting of these units. After the first few meetings the teachers became very enthusiastic when they realized that it was not a competitive thing. I feel that it was one of our most successful in-service training and improvement of instruction programs that we have tried.

COMMENTS:

The 1960-61 school year we feel has been our most successful one. The performance of the new teachers was decidedly above average and the permanent teachers continue to perform on a high level.

We would like to express our appreciation for the continuing consideration and understanding that we have received from the Administration, Special Departments, and the School Board.

Respectfully submitted,

Richard W. Lee
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1960-61

MIDVALE SCHOOL

Presented to the Board of Education
by the Principal

Paul J. Olson

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1960-61

MIDVALE SCHOOL

SIGNIFICANT TRENDS

This report is No. 10 for Midvale--a decade has gone past. Perhaps the most revealing thing is that in that time a brand new community with an exploding elementary school population has reached a period of rather startling elementary population decline.

Fifth day enrollment figures follow:

September	1951	513
	1952	654
	1953	782
	1954	909
	1955	828
	1956	836
	1957	785
	1958	788
	1959	755
	1960	739
	1961	642 (estimated)

If the 1961 estimate holds true Midvale will be the smallest it has been since its opening.

It is, however, somewhat misleading to view the entire decade against these figures. This is true because the boundaries of Midvale have been drastically reduced several times. However, since 1957 there has been no reduction in boundaries and it is my belief that there are at present as many dwellings in our more compact district which now sends 642 youngsters to school as there were dwellings in that much larger and more scattered area that sent 909 youngsters to school in 1954.

One of the contributing factors, besides the initially and uniformly young and now aging family groups, is the increased number of parochial families and what I think is an increasing tendency to send these youngsters to our neighboring Queen of Peace School.

This point is well illustrated by next year's first grades. It has been my standard practice (and a very accurate one in the past) to discount current kindergarten enrollment 30% in estimating the following year's first grades. Next year that percentage is 42%.

This increasing percentage of parochial youngsters plus an apparently declining child population suggests some enlargement of school boundaries.

It is the sense of this report then to recommend a study of boundary changes which I believe would benefit either Van Hise or Cherokee Schools as well as Midvale.

The overall enrollment drop, furthermore, occurs at more grade levels than just kindergarten. Following are end-of-year figures for June 1961 and estimates for September 1961:

<u>Grade</u>	<u>June 1961</u>	<u>September 1961</u>
Kindergarten	163	105
First	101	95
Second	107	94
Third	91	94
Fourth	991	83
Fifth	93	84
Sixth	100	87

Declines are apparent at every grade level as these groups progress to next year. It is very probable that there will be some gains as the youngsters "lost" represent homes into which new families will move. Hence it is probable that September will present a less pessimistic figure.

Currently we plan to have four sections in first, second, and third grade. However I regard the four "3rds" as borderline and possibly shrinkable to three groups. In like fashion, unless unaccounted for kindergarten youngsters appear, four sections will be adequate in kindergarten compared to the five presently planned.

SPECIAL ACHIEVEMENTS

Results of standard tests again placed Midvale in a favorable comparison with city and national norms. How valid or important such tests are concerns me at times--but like a friend once remarked concerning the almanac, "although I don't believe in it, I would rather have it with me than against me".

May I confess, then, to an enormous skepticism concerning tests and some opposition to what appears to me to be a tendency towards increasing use and emphasis on tests. The fact that there is nothing better as a measure is a poor excuse to my mind for using

an inadequate technique. Nothing may indeed be better than something faulty and illusory because after continued use, techniques become solidified and no longer questioned. An item used as "best available" can become enshrined standard practice.

Education--even elementary education and perhaps especially elementary education--has values which are at times remote from the sort of number values which show up as norms, percentiles, and other manipulations of statistical data.

PROFESSIONAL IMPROVEMENT COMMITTEE

During the year our Professional Improvement Committee sponsored six all-faculty meetings. I was pleased with the participation by all staff members.

Subjects discussed were: report cards; classroom discipline; individual differences; school rules and regulations; the problem of the accelerated child; and the problem of helping the slow learner.

These are perennial, in fact, perpetual problems and we did not solve them. I think the value of such discussion revolves around the exposing of general staff attitudes towards the problems. How a person individually comes to grips with problems is important but how a faculty as a whole reacts is also important. Most important perhaps is the knowledge and insistence that there is no one single way or approach.

One administration gimmick was uncovered quite by accident that proved very fruitful. I found that I had accidentally scheduled all sixth grade teachers for special activities on one occasion during each week. This made possible a weekly conference of the entire grade level and myself and at a time which had none of the drawbacks of after school or lunch hour meetings. It is my intention next year to attempt to work out a schedule which will permit such weekly meetings for several other grades.

STAFF CHANGES

Midvale started the year with no teachers new to the Madison Schools. We lost one teacher during the year. We will start 1961-62 with no new teachers. Such amazing good fortune is attributed to just plain luck. After a usual seven or eight turn over each year, I feel most fortunate in the stability of our faculty in the past two years.

P.T.A.

Our P.T.A. continued to be a most friendly and helpful group. It is my belief that Midvale along with other Madison schools experiences

very fine cooperative relations with parents. This I credit to intelligent P.T.A. relations. It is important to build an atmosphere of cooperation before a crisis and the P.T.A. provides a mechanism for such growth in mutual understanding.

SPECIAL HELP

Dr. Bratrude gave psychological assistance on "call" and with a regular schedule on Friday A.M.'s. I think it well to mention the extreme regard with which Midvale regards Dr. Bratrude and the considerable help he has afforded us.

Mrs. Sara Pollak was our Speech Correctionist. A brief summary of her work follows. I might add that Mrs. Pollak seems to work more closely with parents than have several of her predecessors. I believe that this parent cooperation when secured is most helpful.

SUMMARY OF SPEECH CORRECTION ACTIVITIES

The children were selected for speech therapy as follows:

Survey of first grades (3)	13
Teacher Referral	19
Retained from previous year	<u>11</u>
Total enrolled	43

Analysis of the speech defects revealed that 5 children had delayed speech, 37 articulation problems and 1 stuttering.

The disposition at the end of the year was made as follows:

Dismissed--corrected	23
" --maximum improvement	<u>1</u>
	24
Dropped during year	1
Improved but retained for further work next year	<u>18</u>
Total	<u>43</u>

Of the children retained for next year, 8 have corrected or improved one or two sounds but still have others to correct. The others are working on one sound.

Sara Pollak, Speech Therapist

MIDVALE LIBRARY REPORT

Greater use has been made of the library this year than ever before--if this is possible. Every teacher beginning with kindergarten, including the student teachers assigned here by the University, has come to the library for books and other printed materials for planning each new unit of work.

Supplementary reading material, fiction and non-fiction to accompany and enrich reading units, has been in demand.

Many requests have come from teachers for challenging books for their more advanced readers in second through sixth grades. About the most thrilling experience of the year was a book talk on Heyerdahl's Kon Tiki by an enthusiastic sixth grade boy.

A great number of the best young adult books has been added to the library. These were selected from a list compiled and recommended by junior high librarians. They were chosen for their literary value and high reading interest. These books have been used for individualized reading in all sixth grades. They have proven their worth by sustaining interest in reading by the sixth graders right up to the end of the year.

Another source of real pleasure is the "I Can Read" books for first graders. One first grader commented, "I really like the 'I Can Read' books because they are fully and exciting, and they tell me things--and I can read them."

Circulation statistics tell us that 45,416 books, pamphlets and periodicals were checked out this year by teachers and children. In addition the encyclopedias and other reference materials were in constant use.

The librarian shall never cease to be grateful for the wonderful spirit of cooperation that pervades the school. It comes from parents, faculty, and children. May this always be so; and may the genuine interest in good books continue.

Opal Steffen, Librarian

SPECIAL PROBLEMS

No special building problems are apparent. The retaining wall on the west of the window well areaway needs attention but it does not jepordize the building in any way. As previously mentioned I feel we need a study and probable enlarging of the Midvale district boundaries to make the most efficient use of our building.

Budgetary provisions by the Board of Education have as always been most adequate.

RECOMMENDATIONS

Organization plans for 1961-62 have already been filed.

ACKNOWLEDGEMENTS

I wish to especially acknowledge the ten year veterans on our faculty together with Mr. Martin Anderson, our ten year custodian. To all the staff, custodians, P.T.A. workers, superintendent, members of the Board of Education, and supervisors who have helped me so much---a very real thank you.

Respectfully submitted,

Paul J. Olson
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

**Annual Report
Nakoma School**

Presented to the Board of Education

**by the Principal
Walter W. Engelke**

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61
Nakoma School

PUPILS

Enrolment Statistics:

<u>Grade</u>	<u>1959-60</u>	<u>1960-61</u>	<u>Increase</u>	<u>Decrease</u>
K	75	56	-0-	19
1	72	60	-0-	12
2	60	61	1	-0-
3	68	56	-0-	12
4	64	70	6	-0-
5	62	56	-0-	6
6	<u>61</u>	<u>59</u>	<u>-0-</u>	<u>2</u>
Totals	462	418	7	51

The total enrolment for 1960-61 shows a drop of ten percent (10%) which is accounted for in large part by the transfer of many pupils to Dudgeon School. The pupils chosen for this transfer were all transported by bus. Excellent cooperation was obtained from parents who easily recognize the advantage to their children of being in a smaller group. We have tried to inform parents whose children are transported that the area across the beltline is considered jointly Dudgeon and Nakoma district, although parent preference, keeping families together, and leaving a child in the school where he starts will be given prime consideration.

So far as size of classes are concerned, each grade except 4th has been fortunate in having around thirty pupils. The 4th grade kept its thirty-five pupils per section and our expectation is that it will probably not rise or fall more than one or two pupils during the next two years.

Results of intelligence and achievement tests reveal that the median Nakoma pupil made scores somewhat above those of the median Madison pupil and considerably above the median score for the test nationally. However, the analysis also shows that in a few areas our pupils did not do as well as might be expected, hence emphasis will need to be placed on those areas next year with the particular pupils who failed to achieve in relation to their ability. There is a wide range at each grade level which presents a challenge to each teacher. Perhaps another significant outcome of the testing program showed in the fact that our median sixth grade pupil scored at the 98th percentile on the Iowa Basic Skills test, indicating that the progressive attention to skills throughout the first seven years of the child's formal schooling indicates good teaching and a good curriculum.

STAFF:

One element is common to all contemporary issues in the elementary school. This is the central role of the teacher. The teacher, more than any other factor, determines the quality of elementary education. There is no substitute for a person of high integrity, sensitive to children and professionally trained, to perform the teaching function. Madison is fortunate in being able to attract teachers with these qualities, and continued effort must be made to retain them as long as possible. It is reassuring to hear beginning teachers at the end of their first year speak in glowing terms of their appreciation for having taught in a school system which provides a setting in which they can be helped to reach their potential of teaching ability.

There were several staff changes when the year started. Miss Marilyn Eskritt replaced Miss Helen Lakich in kindergarten. In the second grade, Miss Grace Runkle was granted a semester leave of absence to complete her degree. A former teacher at Nakoma, Mrs. Iva Hansen, substituted for her. In third grade Miss Jean Bidingmaier, an experienced teacher, replaced Miss Nancy Zillmer who returned for graduate work. In fourth grade Mrs. Kathryn VerHagen replaced Mrs. Idamarie Spurr. Our Art teacher, Mr. James Furstenberg, was in the armed forces during the first semester. His classes were taught by Mr. Elwood Jahr. Mrs. Nancy Stoddard took over the speech correction work from Mrs. Helen Bruce. The foregoing changes are indicative of the staff changes which are becoming an accepted pattern in our rapidly mobile population. It presents a challenge to the administration and to the whole staff to provide the continuity and improvement that Madison parents have a right to expect in their educational program.

Experienced members of the teaching staff have been very active on the various curriculum committees and other professional activities carried on by a large city school system. It should be borne in mind that all of these efforts are worthwhile only because they result in better teaching. Another avenue of teacher improvement has been the compilation of a Nakoma handbook for teachers which states policies and procedures which are approved by the Board of Education and interprets them in day to day application for the teacher on the job. Individual teachers submitted their suggestions and the group modified them to achieve general agreement. The staff feels that the handbook will be of help particularly to new teachers, but will also eliminate misunderstandings relating both to policies and procedures.

A special note of appreciation is due to the work of the Child Study Department, particularly to the very effective help given by the psychologist, Dr. Myron Seeman. More people have been seen, more people have been helped than in any previous year. Part of this stems from having a specialist in this field make periodic visits to the school, but much of it I feel is the result of Dr. Seeman's special talent for identifying the problem and helping those involved find a workable solution so far as it is possible. The result has been that teachers and parents feel greater confidence in these services and are far less apprehensive to make use of them. Teachers, particularly, are more sensitive to what is happening to children when they are helped to discover the things which motivate or fail to motivate desirable personal behavior on the part of pupils in academic and social situations.

PROGRAM:

Implementing the curriculum of the Madison schools is a job that requires the continuing effort of all who are involved in educating the children in our schools. Hence, the many fine guides which have been produced by teacher committees bear an important part in shaping the day to day activities by the pupils under the direction of the teacher. One is impressed by the new sense of direction which pupils and teachers feel as they go about their daily tasks, and frequent and continuous visitation in the classrooms gives the principal proof that learning is meaningful and purposeful. In addition, a much wider variety of learning experiences has been stimulated as more and more resources become known and more available to teachers.

Although examples could be quoted of how and where the curriculum has been broadened and deepened, the place of the library in the school and the experimentation in arithmetic and foreign language are particularly apparent this year. Teachers no longer think of planning a unit in social studies and science without consulting far in advance with the librarian to make sure that the wonderful resources of this department are utilized to as full an extent as possible. Doubtless, personalities play an important part in this development, but even more is the realization by teachers that all students can benefit from the materials available in our school library. No longer do teachers feel the need to depend on a textbook supplemented by their own acquaintance with supplementary materials. In some cases this means many supplementary books made available in the classroom during the time they are needed.

Nakoma participated in the experimental use of arithmetic instruction by television on the fourth grade. Both sections took part in this experiment by which the entire course in arithmetic was provided in mimeograph form to the teachers and pupils, with 15 minute telecasts two and three times a week when introducing new concepts. It was interesting to follow the manner in which pupils and teachers reacted to this manner of presentation. Home television habits by the pupils changed the acceptance of this form of teaching in school in much the same way as was experienced when "watching movies" with applause at the end was supplanted by studying a film showing for the purpose of gaining knowledge. As the experiment went on, pupils were more than passive observers and were given opportunity to respond to the TV teacher orally and on paper. The preparation and follow-up under the direction of the classroom teacher was carefully worked out and it was of course the only thing which made the telecasts a real learning experience. The teachers were understandably skeptical at the beginning, but both of them felt at the end that arithmetic had been made more meaningful and dynamic with the addition of this new teaching aid. It is planned to continue the experiment with both fifth grade sections next year.

About eight years ago the Board of Education approved an experimental study of foreign languages at Randall School which is still going on. Last fall Nakoma set up a similar study to provide additional data for

the Board's guidance. About 40 fifth grade pupils were selected to meet twice a week for a half hour after school. Competent French teachers were secured and the results in most cases were encouraging although too early to predict any permanent value to the program. In sixth grade 27 pupils were chosen on the basis of interest and ability. The class met for three 30 minute periods each week, with 15 minutes spent each time in active viewing of the experimental French television program. The teacher was a member of the committee which periodically reviewed the progress of the TV series and made suggestions for improvement. The pupils in sixth grade made more rapid progress than those in fifth grade and with few exceptions have elected to continue their French in seventh grade. This information has been tabulated and will be made the basis of a special report to the superintendent. Our general feeling is that the experiment thus far shows some promise of being more than a temporary infatuation with a new idea, but it will take another year or two to determine any lasting values.

PARENTS:

In previous reports I have covered in some detail the relationship of parents to the school and it does not seem necessary to repeat. In both the organized and informal aspects of this relationship there has been continued effort to involve parents at all levels of communication and understanding. The new program of testing has increased the interest of many parents and they have responded to the invitation of the school to confer individually with the teacher to discuss the child's strengths and weaknesses.

The leadership of the PTA recognizes that as times change the individual contact with the teacher is more rewarding than many programs of a general nature. Some effort, therefore, has been made to reduce the demands on parents to attend general meetings and encourage instead direct contact with the school. The net result has been a feeling on the part of both parents and teachers that the individual child is better understood and mutual respect is enhanced through this type of cooperation.

Some of the news bulletins to parents have carried on the back side a summary of educational articles which relate to problems of reading, homework, foreign language, etc. In addition, the PTA has increased the circulation of magazines, pamphlets, and other material which help parents to better understand their own job, their children, and the school. There is evidence that all of this has been effective in strengthening intelligent support for the school program as well as being of direct benefit to the child.

MISCELLANEOUS:

The redecorating of the interior of the school provides a new esthetic appeal to all who use the building. Many teachers and parents are unfamiliar with the changes wrought the last time an inside painting job was performed, but now accept the new pastel colors with a sense of approval. Teachers, of course, are sensitive to the many fine additions in the way of equipment and materials which permit them to reduce the time spent in non-teaching functions.

The reduced enrolment has made available more space for special purpose rooms such as speech correction, audio-visual presentations including television, art, music, and library. However, if the need should arise for additional classroom space, these rooms could again be made available through adaptations to which we were long accustomed.

Many of the classrooms have had peg boards installed during the year and this has added a new dimension to the type of displays which pupils can make to visualize their study. New cork bulletin boards have likewise increased the effectiveness of the classroom environment.

Respectfully submitted,

Walter W. Engelke
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ODANA SCHOOL

Presented to the Board of Education

By the Principal

JOHN M. SCHULTE
June 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1960-61

ODANA SCHOOL

I. SIGNIFICANT DATA

A. Building Data

1. The new addition of eight rooms was completed in September 1960. Three of the rooms were used for classrooms. Other rooms were assigned to music, art and library. Two rooms were unassigned.
2. In the 1961-62 school year, one of the vacant rooms will be assigned to a sixth grade class. The other will remain vacant.

B. Enrollment

Grade	No. of Children			No. of Sections		
	Sept. '59	Sept. '60	Sept. '61 (Predicted)	Sept. '59	Sept. '60	Sept. '61 (Predicted)
Kgn	55	67	75	2	3	3
1	35	68	62	2	2 1/2	2
2	50	44	60	2	1 1/2	2
3	32	49	42	1	2	2
4	39	42	52	1	1 1/2	2
5	22	43	40	1	1 1/2	1 1/2
6	22	29	42	1	1	1 1/2
TOTALS	265	342	373	10	13	14

Pupil movements in the 1960-61 school year were as follows:

Transfers In	8
New Enrollees	11
Transfers Out	8
Withdrawals	24
Net Change	-13

At the time of this writing, there are approximately forty houses and apartments either vacant or under construction in the Odana School District. Considerable enrollment growth is expected in the next few years.

C. Significant Test Data

1. Intelligence Quotient Data (California Mental Maturity)

<u>Grade 2</u>	
National Median	100
Madison Median	111
Odana Median	115

<u>Grade 5</u>	
National Median	100
Madison Median	113
Odana Median	110

2. Reading Test Data

Grade	Test Used	National Norm	Madison Median Grade Level	Odana Median Grade Level
2	Gates Primary	2.0	2.7	3.1
3	Gates Advanced	3.0	4.2	4.7

3. Achievement Test Data

Grade 4 Step Test Percentile Scores

	<u>National</u>	<u>Madison</u>	<u>Odana</u>
Reading	50.00	59.74	76.2
Writing	50.00	52.04	73.8
Listening	50.00	62.33	80.7
Social Studies	50.00	55.78	69.8
Science	50.00	58.98	74.3
Mathematics	50.00	54.02	74.3

Grade 5 California Achievement Grade Level Scores

	<u>National Median Grade Level</u>	<u>Madison Median Grade Level</u>	<u>Odana Median Grade Level</u>
Reading	5.4	7.2	7.6
Arithmetic	5.4	6.2	6.3
Language	5.4	6.8	6.9

Grade 6 Iowa Test of Basic Skills Percentile Scores

	<u>National</u>	<u>Madison</u>	<u>Odana</u>
Vocabulary	50	81	92
Reading	50	85	96
Language	50	86	97
Work-Study Skills	50	90	94
Arithmetic Skills	50	88	92

III. INSTRUCTIONAL PROGRAM

A. Organization - The self-contained classroom plan has been adopted at Odana School. As in other Madison elementary schools, specialists are assigned for art, music and physical education. However, the assignment of these specialists has not relieved the classroom teacher of responsibility in these special areas. Planning the music, art and physical education activities has been done jointly by the classroom and specialist teacher, and many activities begun in art or music class have been continued by the classroom teacher. In this manner a strong effort has been made to make the school day a series of related meaningful experiences rather than blocks of isolated units of work.

B. Library - The Odana library has made great progress during this school year both in the number and variety of books available and in the activities carried on there.

The total inventory has increased from 971 books in May 1960 to the present total of 2,448 titles.

Circulation figures are as follows:

Fiction withdrawals	10,460
Non-fiction withdrawals	6,519
	<hr/> 16,979

The total circulation averages out to about 64 books per child (excluding kindergarten).

The entire staff has worked diligently to coordinate classroom and library activities. A list of the most common units in science and social studies was compiled for each grade level and the librarian began a filing system according to this list.

Another library project worthy of mention is the library aide program. Sixth graders were trained in every activity and were able to keep the library functioning normally on the days when the librarian was not assigned. They also presented four story hours during the year to the younger children of the school.

C. Speech - The speech therapist spent two afternoons at Odana School each week. Twenty-six pupils were given speech therapy. Of these, nine were considered corrected and dismissed.

D. General - Odana teachers continue to show the capacity and willingness for outstanding accomplishment both in the classroom and in other projects.

The following activities indicate their initiative beyond the usual classroom procedures:

Pupil Activities

1. Kindergarten trips to the University Farms and to a pumpkin farm to observe methods of raising and caring for plants and animals.
2. A first grade tour of a pumping station to learn how Madison is supplied with fresh water.
3. A second grade pet show.
4. A third grade newspaper that kept the entire school informed of neighborhood and school news.
5. Extensive use of creative dramatics as a device to enrich character study with fourth grade readers.
6. Fourth and fifth grade trips to the Capitol to see the legislature in action.
7. A fifth grade tour of the Madison School Forest after an introductory talk by Mr. Paul Olson.
8. A lecture to the fifth grade on the Civil War by a graduate student in American History.
9. Advanced work in science for able sixth graders; demonstration of electrolysis of water, for example.
10. Odana School Song contest which produced several good school songs with original words and melodies.

Staff Projects

1. Development of high quality seat work so that able pupils are challenged rather than just kept busy while the teacher is working with a reading group.
2. Study of phonics or word attack skills in an attempt to identify those skills essential to our reading program and the methods to present them.
3. Development of methods to improve the coordination of library and classroom activities. Setting up a library filing system of pamphlets and free materials according to the units most frequently taught by classroom teachers.

None of these projects was completed. They will be continued in the 1961-62 school year.

III. PARENT-TEACHER ASSOCIATION

The Odana PTA made great strides in the second year of its existence. Membership has steadily increased. Seventy-five percent of the parents

belonged to the organization during the school year. Funds were used to purchase kitchen equipment and raincoats for the safety patrols. Programs included a safety forum, a discussion of child guidance by Dr. Carl Waller, and the usual music programs, Go-To-School Night, art exhibit and pot-luck suppers.

IV. SAFETY

Twenty-eight sixth graders served on the Safety Patrol. A crossing guard was employed for the Segoe Road-Tokay Blvd. intersection. No accidents occurred at school crossings. The city has agreed to pave the north side of Tokay Blvd. as far as the school. This will cut down the congestion when parents are picking up or delivering children.

V. PROBLEMS AND RECOMMENDATIONS

A. There are no apparent problems presently hindering the school in carrying out its obligations. The common problems of a new school in a growing community need constant observations, however. The following fall into this category:

1. Westgate Shopping Center - The Odana playground is immediately adjacent to the shopping center. Although there is no occasion for children to visit the center during school hours, many children have wandered there after school and during the noon recess, often without their parent's knowledge or consent. This is largely a problem that parents must solve, but the school will continue to cooperate in every possible way.
2. School Grounds - Although there are some grass areas around the school, most of the grounds have not yet been properly seeded or sodded.
3. Playgrounds - Black top areas around the school are not sufficient for the needs of the school when the grounds are wet. As the school grows, this problem will become more serious.

At present, there is only one stairway to the play areas which are on a lower level than the rest of the school. Congestion there is not serious at present but could become a problem as the school grows.

4. Storage Space - An addition of eight rooms went into use this year, but no space was included for additional storage requirements. Vacant classrooms have alleviated this problem in the past. When vacant rooms are put to use, this problem will require attention.

5. Curriculum Problems - (1) Odana teachers have felt a need for improvement in the organization and content of the science program and have decided to add this area to the list of in-service training projects for the coming school year. (2) Another problem which must

receive continual attention is providing the supplies and activities for highly capable children to match potential with achievement.

I wish to express my sincere thanks to the Odana teachers and staff and to all who have contributed their time and talents to the success of the school.

Respectfully submitted,

John M. Schulte
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

THE ANNUAL REPORT

TO

THE BOARD OF EDUCATION

FOR

1960 - 1961

Submitted by

Norman R. Clayton, principal

ORCHARD RIDGE SCHOOL

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

1960-1961

ORCHARD RIDGE SCHOOL

Community

There continues to be considerable building of private home dwellings and apartments in the Orchard Ridge School District. Three major real estate developers in this area reported in May that a total of seventy six homes and sixteen apartments were now under construction and would be ready for occupancy by September of this year.

The St. Maria Goretti church and parish center will be formally dedicated on June 18. This edifice is located across the street from the Orchard Ridge School property on the northwest corner of Flad Avenue and Gilbert Road. The parish priest, Father Schuster, reports that elementary school classes will not be organized until the fall of 1963. He personally prefers to initiate their school with grades six, seven, and eight.

The major portion of the streets in our school district are now paved. Gutters and sidewalks have been installed along most thoroughfares. Whitney Way has not as yet been connected with Gilbert Road just south of the Beltline Highway.

Some parents have expressed concern over the hazards of having to walk on such busy arterials as Raymond Road and Hammersley Road where no sidewalks are available to children walking to and from school.

BUILDING DEVELOPMENT

Bids for the new fourteen classroom, two-story addition to the Orchard Ridge School were opened on October 13, 1960. The over-all costs for this addition have totaled \$252,778.00. Construction is expected to be completed within the current month of June. Pupils will occupy these new rooms next September.

During the 1960-1961 school year we were forced to endure considerable crowdedness. A partition was erected in the library to provide for an additional section of sixth grade. A fourth grade class was housed in the room intended for the teachers' lounge. A second grade class held forth in the art room. The music teacher and art teacher moved from room to room to conduct their classes. Classes in instrumental music were conducted in the storeroom off the all-purpose room. Speech classes were held in one of our office rooms.

The new classrooms will house, on the second floor level, three sections of fifth grade, three sections of sixth grade, and an audio-visual theater. On the first floor of this new wing we will have one kindergarten room, three first grades, and three second grades.

The four end rooms of the addition have 9' by 8' alcoves which should prove to be beneficial in many ways. The floors in these alcoves are raised approximately six inches above the room floor levels. All other new classrooms are the usual room size and shape. Lavatories for pupils and a sizeable closet for the janitors are included on the second floor.

With the completion of the new addition Orchard Ridge School will have a total of thirty three classrooms plus a teachers' lounge, an all-purpose room, kitchen, and an office suite.

A portable stage has been purchased for use in the all-purpose room. A public address system has been made available. Housing of the amplifier has not as yet been completed. With this equipment we can do a much more effective job of conducting meetings and assembly programs in school.

Additional blacktop area is to be provided this summer north of the school building. This can serve as parking and/or play space. The black topped area east of the school was recently marked out for several popular outdoor games. A basketball backstop will be installed to more fully meet the recreational needs of upper grade children.

Consideration is being given to developing the woods area north of the school building. This area has great potential for natural science resources.

ENROLLMENT DATA

The total pupil enrollment has more than doubled since classes convened initially back in September of 1958. At that time there were 332 pupils enrolled in grades kindergarten through six. Now in June, 1961, we have an enrollment of 671. In September of this year we anticipate a registration of approximately 820. This will represent an increase of nearly 500 pupils within the span of three years.

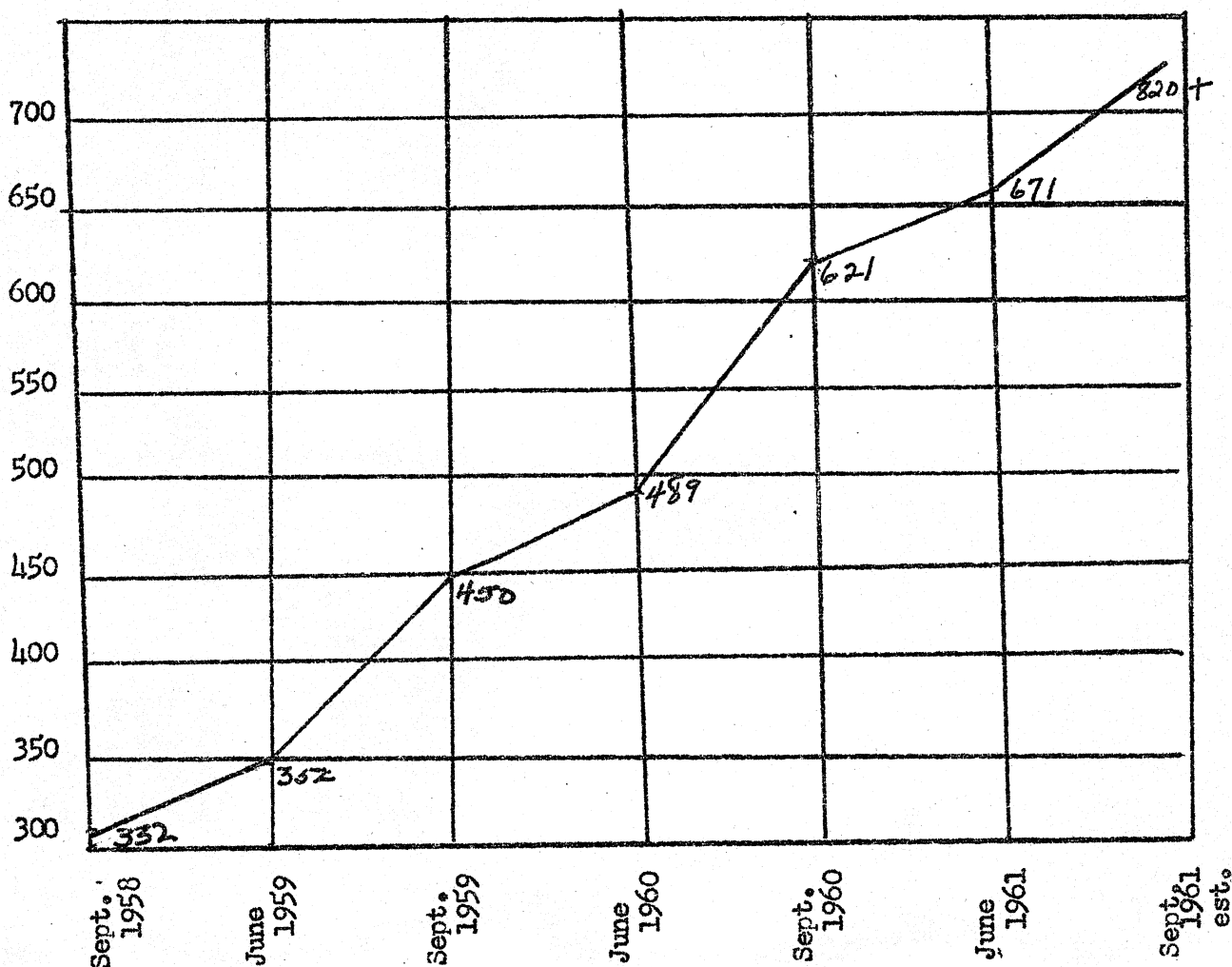
Cherokee Heights Junior High School reports that it has 117 pupils at the present time from the Orchard Ridge School district. Forty three of these boys and girls are presently in the seventh grade. There are fifty three pupils in our present sixth grade classes; sixty three are currently enrolled in the fifth grades.

We now have a family count of 405. A total of 23 families have moved out of our school district during the past school year. Twelve families have indicated intentions of moving away during the summer months.

A total of 35 pupils withdrew from school during this current school year.

We have on our present roll a total of 13 tuition pupils.

TOTAL PUPIL ENROLLMENT GRAPH FROM OPENING OF SCHOOL TO THE PRESENT



FACULTY

Of the twenty homeroom teachers assigned to Orchard Ridge School in September, 1960, eleven were new to this school. Five of these were new to the Madison School System. Of the seven auxiliary or special teachers assigned to Orchard Ridge School, four were new to the school. Six members of the faculty were experiencing their first year of full time teaching.

At the end of the first semester FIVE faculty members resigned their positions or requested maternity leaves of absence. We were most fortunate to be able to find capable replacements for the mid-year vacancies in kindergarten, second grade, fourth grade, fifth grade, and the library. It was necessary to engage two teachers to handle separately the morning and afternoon sections of kindergarten.

Everyone was shocked and saddened when it was learned that Mrs. LaVonna Schwartz died as a result of a malignant tumor on May 30. She had taught kindergarten at Orchard Ridge School from September, 1958, to February, 1961.

Five of the six teachers hired as replacements in February will not be returning to Orchard Ridge School next September. From the original 1958-59 Orchard Ridge faculty, only four homeroom teachers remain. In addition we still have the services of the original school secretary and custodian.

In the course of the school year faculty members have worked with four student teachers from the University of Wisconsin and from Edgewood College.

As an outgrowth of Group Level Faculty Meetings held by members of the primary grades and the intermediate grades, several worthwhile topics were discussed and projects were carried out. In the fall of the year Dr. Waller was invited to discuss our practice of reporting pupil progress. The Primary Level Group designed a reading record chart for each pupil's folder. The Intermediate Level Group worked on an allocation of science units to be taught at given grade levels. Meetings were devoted to discussing techniques for more effectively meeting individual and group needs in reading. We discussed the values of using multiple texts in solving problems at the intermediate grade level. Discipline was a key topic of discussion in most of our meetings.

SPECIAL TEACHER TIME ALLOCATIONS

<u>Department</u>	<u>1960-61</u>	<u>1961-62 (est.)</u>
Art	eight-tenths	full time
Vocal music	six tenths	full time
Library	full time	full time
Physical education	six tenths	full time
Instrumental instr.	one fifteenth	one tenth
Speech therapy	three twentieths	two tenths

USE OF AUDIO-VISUAL MATERIALS

One section of fourth grade participated in the Wisconsin Improvement Program by studying arithmetic via the medium of television.

The fifth and sixth grades subscribed to the weekly news filmstrip service (published in Madison, Wisconsin) and studied current events with this material rather than the weekly printed newspapers.

One first grade teacher used the Row-Peterson Co. filmstrips to enrich the reading experiences of her top group of readers. This teacher demonstrated the manner in which she used these filmstrips to a large gathering of parents at one of our P. T. A. meetings.

Fifth and sixth grade class groups observed the growth patterns of white mice over a period of weeks. Primary grade groups harbored a variety of living specimens: caterpillars, salamanders, a horned toad, snakes, gold fish, polliwogs, kittens, puppies, rabbits, etc. The local zoo director, one of our parents, brought a live armadillo to school for kindergarteners and first graders to study. Three groups observed patiently the hatching of baby chicks.

When one of our fifth grade boys was confined to the hospital because of rheumatic fever, his classmates made a series of tape recordings which he was able to play on his father's personal recorder. The hospitalized lad made one or two tapes himself and sent them to school.

A troop of sixth grade Girl Scouts wrote an original Christmas play, made a colorful set of puppets, built a serviceable stage, and then presented their clever show to several class groups at school.

The father of one of our fifth grade girls consented to speak to his daughter's class about the newspaper business. This dad is a linotypist. He brought many authentic models of materials used in printing a daily newspaper: mats, lines of type, metal molds, photos, etc.

Several classes made effective use of the school's opaque projector. Often a series of illustrations would be stapled in sequence. The class would then be able to view the story report as well as listen to the accompanying narration.

Having learned that some birds use string in building their nests, one group of first graders brought samples of spare string from home and made it available to their feathered friends in the woods just north of the school building. Several unoccupied bird nests were brought to school; some of these nests revealed the use of string in their structure.

Nearly every class in school at one time or another has used the glass partitions, separating the classrooms from the hallway, to display art projects which relate to their studies and activities. The hallway is often a gallery of creative art work.

PARENT ACTIVITIES

The Orchard Ridge Raider, monthly news bulletin, was again published by interested parents. The bulletins were mimeographed by the secretarial staff at Cherokee Heights School. In one special issue we published a supplement of good examples of Orchard Ridge pupils' creative stories and poems.

Parents of sixth grade pupils met with Mr. Sherman Krauth for an afternoon discussion in February. Mr. Krauth outlined the junior high school program as practiced at Cherokee School.

The Parent-Teacher Association sponsored an appreciation supper party for the Student Patrol members on the afternoon of May 25. Special cartoon movies were shown. (These were selected by a committee of pupils.) Games were directed by student leaders. Mothers served a buffet supper.

Parents of sixth grade boys and girls were invited to see and evaluate two movies that related themselves to sex. With their approval and support, we arranged to show these same films at an evening hour in May. Approximately 75 adults and children attended. Boys and girls with their parents viewed the film on the same occasion.

Sixth grade boys and girls and their parents attended a Class Night party on June 12. An appropriate program was designed by the sixth grade teachers and a committee of pupils.

Parents showed their interest in school activities in various ways. Several fathers spoke to class groups. Some parents donated material gifts to the school. One mother arranged to bring a foreign student to a homeroom for class discussion.

The Parent Teacher Association carried out a good program this year; it attracted the support of many parents and teachers; it brought about better understandings in the areas of Discipline, Civil Defense, Tests and Measurements, Audio-Visual Materials, and our elementary school music program. Ten copies of the National Parent Teacher Magazine were circulated among the parents. The principal sent letters on several occasions to Homeroom mothers for the purpose of keeping them informed about school activities and policies.

Teachers reported that parents were most cooperative in responding to requests for parent-teacher interviews.

SPEECH THERAPY

Fifty-two children received speech therapy during the year. The majority of these, thirty-two boys and fifteen girls, had articulation problems. They received therapy only once a week. There were two children with fluency problems, a delayed speaker, and two hard-of-hearing children. These children received therapy twice a week.

Eighteen children were dismissed as corrected.

IN CONCLUSION

I am convinced that parents in the Orchard Ridge School district are becoming more and more confident of the teaching personnel. I have detected very little criticism of any part of our school program. We have highly qualified teachers and they have done a commendable job of establishing and maintaining good public relations. Parents have been understanding and appreciative.

With large numbers of new people moving into our school district from all parts of the country and with the rapid expansion of our staff, it is imperative that we give constant attention to the matter of communication. It will be necessary for us to employ a variety of ways to keep ideas and queries and understandings flowing to and from the office...and to and from the school.

I personally have appreciated receiving the periodic summary of activities discussed at the School Board Meetings. It would be my feeling that a bulletin should be published periodically to make known the worthwhile pupil activities that are going on in all of our schools. Such information, in my estimation, should serve to inspire us to "go out and do likewise". Good educational practices should be shared among all teachers of all schools.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
by the Principal
H. RALPH ALLEN
June 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1960-61
RANDALL SCHOOL

I. ENROLLMENT DATA

Enrollments for five-year period

Grade	Annual Gross Enrollments					Net	Anticipated
	1956 1957	1957 1958	1958 1959	1959 1960	1960 1961	June 1961	September 1961
Kgn.	111	103	115	122	116	110	102
1	83	80	71	79	78	73	75
2	83	78	84	74	85	79	74
3	79	83	75	83	78	75	74
4	90	87	80	75	80	77	74
5	86	85	86	85	86	81	74
6	91	87	87	92	91	88	76
Totals	623	603	598	610	614	583	549

Enrollment Changes for five-year period

Year	New Enrollees	Transfers In	With- drawals	Transfers Out	End of Year (Net)
1956-57	612	11	32	9	582
1957-58	594	11	27	11	567
1958-59	583	15	25	8	565
1959-60	596	14	34	7	569
1960-61	603	11	16	15	583

Enrollment From Optional Area

Since the opening of Hoyt School in September of 1958, families living in the area bounded by University Avenue, Highland Avenue, Regent Street, and Farley Avenue have had the option of enrolling their elementary-age children either to Hoyt School or Randall School. For most of these families, Hoyt School is closer than Randall School.

The number of pupils from this area enrolled at Randall School are shown here:

Grade	Gross Number Enrolled		
	1958-59	1959-60	1960-61
Kgn.	1	2	1
1	4	1	2
2	3	4	0
3	2	3	4
4	5	2	3
5	5	6	2
6	3	4	6
Totals	23	22	18

Class Sizes

At no time during the year did any class group exceed 31 pupils. The lowest enrollment for any one class group, at any time during the year, was 23 pupils. The average number of pupils for the twenty-two class groups at the close of the school year was 26.5.

Anticipated Enrollment for September, 1961

Enrollment at Randall School in September of 1961 will be lower than in past years due to two factors:

- A greater number of pupils than usual (22 pupils) will move from the Randall district (and from Madison) this summer.
- The opening of the new Blessed Sacrament School with its increased number of classrooms will attract 54 pupils from Randall School. Thirty-seven of these pupils will be from our 1960-61 kindergarten group (33 percent as compared to the 22-25 percent in previous years). Seventeen of the pupils will be from our 1960-61 first grade through fifth grade groups as compared with the two or three pupils we have usually lost to the parochial school from these same grades in previous years.

Anticipated enrollment, by grades, for September, 1961 is shown here:

Grade	Anticipated Enrollment	Number of Class Sections	Average Size of Class Sections
Kgn.	102	4	25.5
1	75	3	25.0
2	74	3	24.7
3	74	3	24.7
4	74	3	24.7
5	74	3	24.7
6	76	3	25.3
Totals	549	22	24.95

II. ACHIEVEMENTS

Instruction

Subjective evaluations by teachers along with analyses of objective test data and the interpretation of test data in terms of norms adjusted to abilities indicate that academic achievement was good.

The instructional improvement committee generated an appropriate concern on the part of the entire staff for providing instructional help to pupils in developing more power in the work-study skills. These interests led to an especially concerted effort in planning of sequential skill instruction in dictionary usage.

All three of the fourth grade classes used the television arithmetic instruction, "Patterns In Arithmetic" regularly throughout the year. The teachers appreciated these programs because they were carefully planned and because they served to suggest good instructional procedure. Obviously it was necessary to supplement the television instruction in order that all areas of our arithmetic curriculum be treated. The televised programs were directed to the development of mathematical concepts and mathematical reasoning and thinking, which are compatible with our Madison program in arithmetic.

Our teachers used many audio-visual aids to good advantage throughout the year, particularly in social studies and in science instruction.

There was evidence that the emphases given earlier in the school year to the importance of thought processes and the kinds of questions teachers ask which involve thoughtful responses on the part of pupils was profitable. At earlier staff meetings, the taxonomy of questions was given considerable attention. Many teachers expressed later that they were surprised as they "listened to themselves" pose questions to pupils to realize that such a high percentage of the questions were either "yes" or "no" questions and that so many questions required "recall" responses. Teachers became much more conscious of these matters and appeared to make much greater use of questions which prompted more evaluative and analytical thought on the part of the pupils.

Library

A variety of library activities were carried out on all levels - reference work, book reports, instruction in the use of the library, and story hours. In the upper intermediate grades, the emphasis was on reference work with all types of available reference books being used.

Library (cont.)

The library inventory, as of May, included 8,253 books. A total of 20,333 were checked out by pupils during the school year, of which 10,016 were non-fiction. Not included in this number were the many hundreds of books checked out to teachers for use in the classrooms throughout the year.

Speech Correction

The speech survey in September, indicated that 44 pupils were in need of speech therapy. During the year, seventeen were dismissed as having reached a satisfactory level of correction. Forty of the cases were those of articulation; one was a case of speech fluency; one case was due to delayed speech; one case was due to a cleft palate; and one child had a voice problem.

Pupils receiving speech therapy were as follows:

Number	Grades						
	Kgn.	1	2	3	4	5	6
Number of Pupils	2	15	12	5	7	1	2

Health

All grades, except kindergarten, were included in the vision testing. Of the 466 tested, 46 were referred for further evaluation. Of this number, 30 have arranged for corrections.

Audio-metric examinations were administered to first, third, and sixth grade pupils as well as to others due for re-examination and to others referred by their teachers. Of the 233 pupils examined, two were referred for medical evaluation.

In the dental survey of first, third, and sixth grade pupils (except these who were examined by their own dentists) 33 of the 140 pupils surveyed were found to have defects. Thirty-two have received subsequent dental care and one plans to have corrections made this summer.

Sixty-nine of our 74 first grade pupils were given tuberculin skin tests at school. Three were tested by their family physicians, one had an annual chest x-ray, and one was not tested because of family request. No positive reactions were found.

No case of ringworm of the scalp was found in April when 278 kindergarten, second, and fifth grade pupils were examined.

Some absences during the year were due to chickenpox, mumps, red measles, German measles, scarlet fever, and strep throat. At no time did the number of cases indicate a state of epidemic.

One case of rheumatic fever (fourth grade) necessitated homebound instruction for a period of three and a half months.

Instrumental Music

Twenty-four fifth grade pupils and eighteen sixth grade pupils received weekly instruction at school. These pupils (38 violin ; 4 cello) were arranged in five sections of which three sections were for beginning pupils and two sections were for advanced pupils.

French

Since the 1952-53 school year, conversational French instruction has been offered to fifth and sixth grade pupils who elected to receive it. The classes have been conducted either before or after the regular school hours. Each class has met twice each week.

This year sixty-two pupils from fifth and sixth grade elected to receive the instruction. The pupils were divided into three class groups. Two groups (44 pupils) comprised the beginning French classes and one group (18 pupils) included those who had received previous instruction in French.

The teachers this year were Mrs. Marie Claire Wrage and Miss Lois Murray, both of whom were graduate students in French. Mrs. Wrage was a native of France.

Parent-Teacher Association

Randall P.T.A. experienced another busy year. It is important to acknowledge the time and effort which many of our parents donate in service to the school. This year three meetings were devoted to the problems of young people.

The entire year was one of mutual profit for teachers and parents alike.

Preschool-Kindergarten Parents Group

Parents of preschool and kindergarten children, through the experiences of this organization became interested active members of our larger P.T.A. Topics relating to growth, care, and interests of very young children are studied and discussed.

III. PROBLEMS AND RECOMMENDATIONS

Constant attention needs to be given to the keeping of the building in repair. Matters which need to be considered are: window frames and window sashes, roof repairs, cracks in walls, eaves, masonry repairs, drainage, and floors.

The remodeling project, which has been listed in many previous annual reports and which has been requested annually for several years at budget-making times, related to the provision of kitchen facilities on the lower floor and of dressing rooms and shower facilities should be given serious consideration.

III. PROBLEMS AND RECOMMENDATIONS (cont.)

To Superintendent Falk, the Board of Education, and to all supervisors and department personnel, we wish to express our appreciation and thanks for their co-operation and helps throughout the year.

Respectfully submitted,

H. RALPH ALLEN, Principal

Randall School

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

SPRING HARBOR SCHOOL

**Presented to the Board of Education
by the Principal**

A. Kermit Frater

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the School Year 1960-1961

SPRING HARBOR SCHOOL

I SIGNIFICANT DATA

Organization

The mobile nature of the Spring Harbor district was brought forcibly to our attention in September when we found that we had more first graders than expected and fewer children in intermediate grades. The problem was solved by shifting a second grade teacher back to first and forming a 2-3 combination room.

Another feature of this mobile population seems to be that enrollment is largest in September and smallest in June. Net losses during each school year have been: first year, 26; second year, 31; third year, 24. This mobility can be explained by the availability of housing in Mohawk Park and the rental units of Blackhawk Park which attract short term people--many of them affiliated with the university. It is a little harder to explain why they should tend to leave during the year, but they often do.

Enrollment by grades

Grade	Sept. 1958	June 1959	Sept. 1959	June 1960	Sept. 1960	June 1961	Sections	Sept. 1961 Estimate	Sections
Kdg	81	74	96	82	72	66	3	84	3
1	60	55	69	61	92	88	3	66	3
2	76	72	53	54	63	58	3	88	3
3	49	47	69	62	66	63	2	58	2
4	44	40	49	48	63	62	3	63	2
5	60	60	48	49	51	49	2	62	2
6	45	41	58	55	51	48	2	49	2
Total	415	389	442	411	458	434	18	470	17

II SPECIAL ACHIEVEMENTS

The Staff

It takes time for new teachers to become absorbed into a school system the size of Madison's. This is particularly true when most of the staff members of a school are new at the same time. Of the 23 regular or part time teachers who came to Spring Harbor that first year, only 6 had previous experience in Madison. Staff changes have also been high, with 9 leaving the first year, 7 the second, and 7 up to the closing of school this year.

Progress, however, has been made. It is particularly fortunate that the original staff and replacements have been people of high caliber; people who not only were good teachers but who worked well together on the common problems, and accepted Madison philosophy and traditions graciously--generally with obvious satisfaction.

Now, after 3 years, it can be said that we are part of the system, with people serving on many of the curriculum committees and other city-wide committees. More people are attending functions such as the MEA teas, and are taking pride in "our" schools. The 7 who are leaving include some of the best, and there is some apprehension for next year. But if we get good people again, and with the help of the "core of veterans" we should have little difficulty getting started again.

The teacher improvement committee helped by suggesting staff projects designed to further acquaint teachers with the system. Miss Moss, Mr. Seeman, Mr. Bratrude and Miss Anderson from central office and Dr. Bernice Leary met with the staff at different times and were most helpful and appreciated.

Teaching in Madison

"Three years ago I signed a contract to teach in the Madison Public Schools. During this time several impressions have been made that will remain with me as I venture forth in a new teaching experience in California.

In my first contacts with the school system I was pleased to find that consideration was given concerning the distance of my last teaching position, and the offer of a contract was made without a personal interview. However, I was concerned about the fact that Madison only credits one-half of the experience of teachers coming in to the system, instead of credit for four or five years of service as I had expected. This involved an \$800 loss in the decision to come to Madison, despite the fact that eventually I would reach an equally fine salary.

I was assigned to the new Spring Harbor School and found the first meetings with the principal very helpful, enabling the first month's routines to be established despite the unusual physical condition of the unfinished school. During these three years I have been impressed with the capable leadership of the principal at Spring Harbor.

The Curriculum Committee work done in this system seems to be quite extensive and successful. Most of the bulletins have been very helpful. I felt that service on the reading committee was a very good experience for me.

Teaching supplies in Madison seem to be very adequate. However, I found that the library facilities in our new school are limited.

My decision to leave the Madison system was made with the knowledge that my next position will undoubtedly involve a larger class load, and more supervision duties than those in Madison.

The three years that I have worked in the city schools have been very satisfactory. And I have been pleased to know that many teachers share this opinion. I have met no one who is generally dissatisfied with conditions here."

Elsa Konig, First Grade Teacher

The School Forest

The school forest has again come in for study--how can we best make use of this splendid teaching laboratory? The temporary decision is to confine our nature study and conservation teaching to our own grounds and Spring Harbor Park up through the fourth grade. In fifth grade special emphasis will be on flowers and birds and visit the forest in the spring. The sixth graders will emphasize forestry and geology and visit the forest in the fall. In this way each child gets to observe the forest at two different seasons.

Transportation to the forest is a problem that greatly limits its effectiveness as a teaching tool. With busses on morning and noon runs, there is time left for only a minimum visit at the forest--only about 1 hour! If a bus could be available that did not have a noon run time could be extended to a full half day--or more--making it a much more effective experience. Perhaps this is a problem for the School Forest advisory committee to study.

TV Arithmetic

One fourth grade section participated in the televised arithmetic lessons over WHA-TV with quite satisfactory results. While no data are available as yet to indicate whether or not the children have done as well, or better than by the traditional course, we are confident that they have had a good year. However, benefits extend beyond the children because the teacher reported periodically at staff meetings, and considerable interest resulted. Probably more than usual was accomplished this year in enriching the work for the more able children.

III SPECIAL PROBLEMS AND RECOMMENDATIONS

Books

A good supply of books is probably next in importance after the teacher. Lack of books the first 2 years was probably our biggest handicap, and still more could be used to good advantage.

The first task for the principal of a new school is to decide how the book budget is to be spent between textbooks, supplementary books and library. He has no choice on basic texts, the cost is determined by the enrollment. There is more room for choice between library and supplementary, but if the funds are inadequate, both areas are short.

It is understandable that bond account funds cost the taxpayers more in the end, and should be used sparingly. It has been the practice to increase the yearly budget in new schools over a period of several years in order to build up the book stock more rapidly. This, of course, is commendable, but it means that in the interim children are being short-changed for lack of books. Therefore, this suggestion: Add the same amount in total to the annual budget, but don't spread it over so many years. i.e. If in a given new school the current practice is to increase the library budget \$1,000 each of the first 3 years this same amount, \$3,000 is used the first year. Thus library in one year reaches the same point it would have in 3 years. Since schools are being opened every year the net cost per year is the same (except for the first year that such plan is adopted.)

It is recognized that no practical plan could give a new school everything it might want in one year, but the above would shorten the period of critical shortage.

Hot Weather Problems

Hot weather problems have been particularly difficult this spring. The problem was further aggravated by the fact that the school term extended so late into the spring. The building is far more uncomfortable in hot weather than other buildings I have been in.

Temperature records were kept in all rooms the last two weeks of the year. During the "heat wave" room temperatures generally ranged in the high 80's and even over 90°. Relative humidity at the same time as checked in one of the rooms ranged between 67½ to 75%. (It dropped to 40% the first day the cold front moved in although temperature dropped only a little in the rooms.) A third discomfort factor is the lack of noticeable air movement. Windows are too small for natural cross ventilation. Hot air is trapped against the ceiling with no opportunity for escape.

It would seem that the first step to improve this situation would be to remodel one window section in each room, between room and corridor, so that it can be opened to drain off the hot stagnant air next to the ceiling. Plans are under way via the 1962 budget to experiment with this. A second step might be installation of a large emergency exhaust fan in the corridor to speed up movement of air out of the building when hot weather arrives.

It has been a pleasure to again have the privilege of working in a fine school system, in a new school with a good staff and good equipment.

Respectfully submitted,

A. Kermit Frater, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

SUNNYSIDE SCHOOL

Presented to the Board of Education

by the Principal

Daniel J. Kirley

June 1961

Sunnyside -1

ENROLLMENT DATA

There was a steady increase in enrollment at Sunnyside School from 1956-57 to 1958-59. The decrease in enrollment for the 1959-60 school year was due to the opening of Hawthorne School. There was an increase in enrollment of 17 from 1959-60 to 1960-61.

<u>Grade</u>	<u>1956-57</u>	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>
K	57	60	86	23	48
1	50	69	59	27	22
2	42	42	57	26	26
3	41	42	43	32	27
4	38	50	42	21	30
5	26	32	45	19	17
6	24	29	33	26	21
	<u>278</u>	<u>324</u>	<u>365</u>	<u>174</u>	<u>191</u>

The estimated enrollment trend for the 1961-62 year can be broken down according to the following statistical survey:

<u>Grade</u>	<u>Sunnyside</u>	<u>Burke Heights</u>	<u>Estimated Enrollment</u>	<u>Number of Sections</u>
K	42	8	50	2
1	43	5	48	2
2	18	4	22	1
3	23	4	27	1
4	26	1	27	1
5	24	6	30	1
6	15	2	17	1
	<u>191</u>	<u>30</u>	<u>221</u>	

HOMEBOUND

There were no children who required homebound instruction this year.

TRANSPORTATION

The estimated number of children who were transported to school daily by Checker Cab bus service was 138. An average of 29 were transported from the Burke Heights area and 109 from the Norman Acres - MacArthur Road area.

Sunnyside -2

FEDERAL AID

There were thirty-two children enrolled at Sunnyside during the past school year who qualified for Federal Aid.

ENROLLEES, TRANSFERS AND WITHDRAWALS

Below is a chart showing by grades the number of new enrollees, withdrawals and transfers in and out of other Madison schools.

<u>Grade</u>	<u>New Enrollees</u>	<u>Transfers In</u>	<u>Transfers Out</u>	<u>Withdrawals</u>
K	4	6	3	4
1	2	2	1	2
2	2	3	2	1
3	2	2	0	2
4	0	0	0	5
5	1	1	0	1
6	0	0	0	1
	<u>11</u>	<u>11</u>	<u>6</u>	<u>16</u>

SURVEY ON DISTANCE FROM SCHOOL

In the fall of 1960 a survey was taken to determine the distance from school that the children live. The results of this survey are shown below.

Number of Blocks from School											
Number of Children	Grade	1	2	3	4	5	6	7	8	1½ miles	2½ miles
	K	4	5	3	10	6	4	3	8	1	4
	1	2	1	0	6	2	0	2	4	0	5
	2	2	5	0	5	1	2	3	2	0	6
	3	2	4	0	6	4	1	2	4	1	3
	4	5	2	0	6	4	2	1	2	0	8
	5	1	1	1	6	2	1	1	1	0	3
	6	5	5	2	3	3	3	0	0	0	0
		21	23	6	42	22	13	12	21	2	29

THE PHYSICAL EDUCATION PROGRAM

In February a joint Physical Education demonstration by grades one through six was given to show parents the purposes of the Physical Education Program. Physical Education does not limit itself to muscular responses but also provides opportunities for intellectual, social and emotional development.

The program which was given is as follows:

I. Objectives

- A. To develop useful physical skills
- B. To develop and maintain physical efficiency
 - a. reaction
 - b. coordination
 - c. posture
 - d. balance
 - e. endurance
 - f. strength
- C. To develop social qualities
 - a. self-control
 - b. sportsmanship
 - c. leadership
 - d. courtesy
 - e. respect

II. How These Objectives Are Acquired

- A. Small group play
 - Social development
- B. Large group play (more than eight)
 - Social development
- C. Team games
 - Skills learned
- D. Rhythmic Activities
 - Social, physical and emotional skills
- E. Individual Games
 - Self-testing activities and use of leisure time

ACTIVITIES PRESENTED

First Grade

Develop skills in ball handling

- ' Bounce ball continuously
- ' Bounce pass to others for accuracy
- ' Skipping

Second Grade

Continue to develop skills in ball handling

- ' Bounce ball continuously
- ' Bounce ball to others for accuracy
- ' Continuous ball bouncing while skipping

Third Grade

Develop skills in dribbling

- ' Soccer
- ' Right hand practice
- ' Left hand practice

Fourth Grade Boys

Continue to develop skills in dribbling

- ' Right hand practice
- ' Left hand practice
- ' Game

Fifth and Sixth Grade Boys

Continue to develop skills in dribbling

- ' Right hand practice
- ' Left hand practice
- ' Game

Fourth, Fifth and Sixth Grade Girls

Develop areas of movement through modern dance

- ' Various combinations of locomotion
- ' Qualities of movement
 - Sustained
 - Abrupt
- ' Swing quality of movement
- ' Various tension levels

During the past year the fourth, fifth and sixth grade boys took part in soccer, basketball, volleyball, track and softball. Other activities were low organized games, high organized games, relays and football passing skills. The objectives of the program were to develop useful physical skills with as much carry-over activity as possible, to develop and maintain physical efficiency such as reaction, coordination, balance and strength, and to develop social qualities such as self-control, leadership, courtesy and respect.

The third grade curriculum included games, relays, conditioning and skill exercises for improvement of reaction, coordination, posture, balance, endurance and strength. Social values gained were self-control, sportsmanship, leadership, courtesy and respect.

-- Richard Steckelberg

The physical education program was much the same as last year. Major sports such as soccer, basketball, volleyball, tumbling and baseball with appropriate lead-up games for each grade level were covered during the year.

The fifth and sixth grade girls were combined in one group again this year. Neither grade was inhibited in the development of its skills. It proved to be a very successful arrangement.

First and second graders learned ball handling skills, skills of bouncing a ball continuously and skipping while bouncing a ball.

The fourth, fifth and sixth grade girls learned some modern dance skills. These skills consisted of basic locomotion patterns and combinations, and sustained and abrupt qualities of movement. Tension levels were also explored.

The girls choreographed their own stories, some with costumes, at the physical education demonstration.

-- Nancy Davis

HOT LUNCH PROGRAM

It was recommended on last year's report to discontinue the lunch program at Sunnyside School. It was necessary to discontinue the lunch program for the last two weeks of school this year because of the illness of Mrs. Lehr, the cook.

The following letter was sent to the parents of Sunnyside children regarding the status of the lunch program this year and the possibility of discontinuing it beginning in September of 1961.

"Dear Parents:

Prior to the opening of school in September of 1961, I am informing you of the status of the hot lunch program at Sunnyside School and the possibility of discontinuing it in the fall.

Participation in the hot lunch program has greatly decreased this past year. According to the financial statement from the Business Office of the Board of Education the lunch program is \$1,129.14 in the red as of March 31, 1961. With April, May and two weeks left in June, this deficit will be much greater.

No doubt you know that next fall the bus for the Mendota Street area will be discontinued and crossing guards will be placed on Highway 151 and Mendota Street. This would lower the lunch participation as a great number will be able to walk home. There are only 31 children from an outlying area of more than 8 blocks from school. Only these children may be transported to school and a hot lunch program could not operate for so few.

An average of 80 minutes a month is used to collect lunch money. This means your child loses a reading period a month, or two weeks a year.

The lunch program has taken away another educational function. Other schools in the city have a half-hour remedial program to give special help. Sunnyside School is unable to have such a program for those children who need it because the time is spent for the noon hour period.

"Children staying at school during the noon hour play harder and are subject to more mischief. They become too fatigued to do justice to school work in the afternoon. Therefore, your child is not getting the full benefit from his education.

For the past years requests have gone out for help to supervise the playground. Only two mothers this past year have responded on a very limited basis. Teachers have had to give their noon hour time to supervise the children, thus lowering teacher efficiency to provide a better education for children.

Due to the disadvantage toward an improved education for each child, the financial deficit of the hot lunch program, and the lack of parent support toward supervision of the noon hour period and hot lunch participation, I am informing you that it may be necessary to discontinue the hot lunch program beginning in September of 1961."

SPEECH

A total of nineteen children received speech help at Sunnyside School this year on Friday mornings. Of this number, thirteen were sufficiently improved so that they could be dismissed by the end of the school year. The other six children will be enrolled in speech class again next year for further therapy.

Several parent conferences were held and we welcomed visitors to our classes. The speech therapist also assisted the kindergarten teacher during the administration of the reading and arithmetic tests.

The following statistical summary shows the distribution of speech cases by grades.

<u>Grade</u>	<u>Number</u>	<u>Corrected</u>	<u>Improved</u>
1	7	4	3
2	5	4	1
3	3	3	
4	3	1	2
5	0		
6	1	1	

-- Mary Jane Sprague

LIBRARY

Sunnyside's well-stocked and cheerful library enjoyed heavy usage during the two days a week it was open this year. Reference and research methods were taught in the context of the class assignments and projects, with use of such aids as the card catalog, the encyclopedia, and the pamphlet file taught largely on an individual basis as the need arose.

Story time for kindergarten and first grades emphasized fairy tales and folk lore. An experiment in dividing both second and third grades in half according to the children's reading ability made possible a much more careful matching of books to child, both as to reading level and interest level. Slower readers in particular seemed to benefit from having a half hour weekly devoted to their particular library reading needs.

Book talks, with interest heightened by team reading contests in grades five and six, were lively exercises in literary salesmanship. Books were evaluated in terms of character, setting in time and place, and action, in an attempt to get away from simple recounting of plot.

New books totalling 303 were added to the library, bringing the total book stock to 4,377. The year's circulation totalled 9,052.

-- Jane Besant

CHILD STUDY

Through the school year, our services were available as usual on a regular basis. Pickup testing of youngsters coming in from other school systems was arranged for at the beginning of the school year, and necessitated several times during the year. Psychometric examinations this year were pretty much confined to evaluating the advisability of retaining youngsters at the kindergarten level.

The school psychologist worked with several children who presented problems both at home and within the classroom. In each of these cases, after complete evaluation, referrals were made to community agencies and there has been no follow-up. In several other instances, the school psychologist consulted with teachers relative to problems within the classroom. In these situations, it was felt that individual evaluation did not seem to be indicated at that time.

-- Myron Seeman

MUSIC - Vocal

The first grade music class learned many rote songs, seasonal, holiday and action songs. Rhythm instruments were used and individual work with the tone blocks aided in developing a sense of tonality.

The second grade learned songs by rote and also started singing from song books. They used rhythm instruments and tone blocks. They learned to differentiate between the melodic line as sung and the harmonic background of the accompaniment of the song.

The third and fourth grades continued the same program but learned fewer rote songs. They became more aware of the meaning of various musical symbols and were encouraged to read the "musical line" after becoming familiar with the language of the song. Two part singing was introduced in fourth grade.

The fifth and sixth grades studied part singing and correlated many of their songs with social studies. In music appreciation classes they acquired a background for better understanding of instrumental music and learned to recognize the sound produced by different instruments.

The fifth and sixth grades presented a program of songs at a Sunnyside P.T.A. meeting on May 10th and twelve children from these two classes sang in the city music festival at the Stock Pavilion. Three boys represented the school and sang in the Boys' Choir under the direction of Mr. Klose.

-- Catherine Eisele

MUSIC - Instrumental

Weekly violin lessons were given at Sunnyside School each Friday afternoon to interested fifth and sixth graders. Lessons consisted of scale study, preparation of songs and studies in the "Tune A Day" texts and additional mimeographed material.

Members of the classes participated in a music program presented at the May P.T.A. meeting. In addition to the weekly lessons, students were also invited to participate in Saturday morning lessons given each month at East High School.

-- Douglas Phillips

STAFF

We have a sincere and cooperative teaching staff at Sunnyside School. Mrs. Patsy Koeppen, first grade teacher, was replaced this year by Miss Iris Gabrielson. For the 1961-62 year, Mrs. Lorraine Loomans, second grade teacher, will be replaced by Mrs. Mary Ann Terpening. The third grade teacher, Mrs. Kurth, will be replaced by Miss Mary Patten. Miss Kathryn Bruz will be the new teacher for the additional first grade.

COOPERATIVE-TEACHER PROGRAM

The kindergarten teacher, Miss Cleo Elbert, participated with the University of Wisconsin in the cooperative-teacher program this year. This program began during the first semester of school. The teachers have expressed their interest and have found the program challenging as well as giving practical experience to future educators.

The lack of bus transportation, which goes only as far as the Truax Field entrance, is a handicap for participation in such a program.

SPECIAL PROBLEMS AND RECOMMENDATIONS

Recommendations for improving the school grounds and facilities have been presented to the Superintendent and the Department of Buildings and Grounds. The following recommended needs which have not been completed this past year have been recommended for the coming year:

1. Need for cyclone fencing along the highway and north property line, approximately 950 feet.
2. Need for adequate lighting to complete rooms 106, 201, 203 and 205.
3. Need for landscaping and leveling of playground area.
4. Need for more attention to improving the hazard break-up of entrance to the parking area.
5. Need to improve surface of parking area.
6. Need to replace floor in visual-aid room number 205.
7. Need to replace inside doors of older building.

The following additional needs have been recommended for the coming year:

1. Need for repairing the sidewalk leading from the old entrance of the lunchroom to the street.
2. Need for storage room in new section of building.

ART

A spring art exhibit showed the range of materials used in the art program at Sunnyside this year. Paintings, drawings in charcoal, pencil, pen and ink, cray-pas and crayons were used for two dimensional work. Foamglass, balsa wood, clay, sawdust and wheat paste and cardboard and gummed tape were used for three dimensional work. The various projects were the outgrowth of the children's personal experiences or an extension of their experiences to make them more meaningful.

Two new materials at Sunnyside this year proved to be interesting and esthetically challenging. One was a scrap material - poly-ethylene plastic - from typewriter packing cases that was cut, sanded, and pierced to create sculpture with more of an interest in a relationship of shapes than actual subject matter, and, as with all materials, allowed for experimentation in the use and care of different tools.

The second material was colored aquarium gravel used for making mosaics. This material was used much in the same manner that the Indians of the Southwest use in making "sand paintings".

New additions to the art room were a twelve foot section of cork board and about fifteen feet of shelving.

-- W. G. Godding

P.T.A.

The goal for the 1960-61 year was to maintain active membership with participation of both parents and teachers in the P.T.A. activities and programs. The results were fruitful in that our P.T.A. purchased inside games for all grades, instituted a membership banner presented to the class having the greatest number, percentage-wise, attending P.T.A. meetings each month, created active committees for various phases of P.T.A. work, and presented many interesting and educational subjects to all attending.

Members of the executive board and various committees, the Sunnyside School administrators and the entire P.T.A. membership cooperated whole-heartedly to accomplish results from every activity attempted by the entire group.

The program year included from the opening meeting of the year with teacher reception and open house, talks on "What Your P.T.A. Can Do For You", educational speeches by foreign students, discussions and talk by Judge Norris E. Maloney, physical education program by the children of Sunnyside School, Boy Scout charter presentation, card party, resales, music program by the children of Sunnyside School, installation of officers for the 1961-62 school year, and the annual school picnic. Many extra activities received full support of the P.T.A. in addition to those mentioned above.

Banquet highlights for the year included the honoring of our outgoing sixth graders on June 7th in the Sunnyside School lunchroom with a very interesting and well rounded program.

A school picnic was held on June 14 and climaxed the P.T.A. activities for the 1960-61 school year. The picnic was planned with all the teachers and school personnel invited as guests. The P.T.A. furnished pop and ice-cream.

The officers for the 1960-61 school year were:

President - Co-President - - - - -	Mr. & Mrs. Bob McDermott
Vice-president - - - - -	Mr. LeRoy Holmes
Secretary - - - - -	Mrs. Marion Haugen
Treasurer - - - - -	Mrs. Merle Baker

Because Mr. & Mrs. Bob McDermott moved from the area, the vacancy for President was filled by Mr. LeRoy Holmes. The newly elected Vice-president was Mr. Bart Niemann.

The officers for the 1961-62 school year are:

President - Co-president - - - - -	Mr. & Mrs. LeRoy Holmes
Vice-president - - - - -	Mr. Helmut Widmann
Secretary - - - - -	Mrs. Owen Rees
Treasurer - - - - -	Mrs. Merle Baker

The entire community, the teachers and other members of the staff join me in expressing sincere thanks to the Board of Education, the Superintendent, assistants and department heads for their cooperation in making our school an integrated part of the Madison system.

Respectfully submitted,

Daniel J. Kirley

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

WASHINGTON SCHOOL

* * *

Presented to the Board of Education
by the Principal

Philip Lambert

June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-1961

WASHINGTON SCHOOL

GENERAL

The most significant event of the year was that the United States Office of Education granted the Washington School its first official contract for \$40,334 to evaluate an organizational pattern for instruction called "Team Teaching". Although the staff realizes this means a long-term commitment to experimental education, there is a feeling that at least the task for the next few years is clear.

STATISTICS

	1956 1957	1957 1958	1958 1959	1959 1960	1960 1961
Elementary Department Gross Enroll.	540	481	484	424	413
Orthopedic Department Gross Enroll.	63	46	46	41	44
Remedial Department Gross Enroll.	-	-	-	32	45
TOTAL GROSS ENROLLMENT	603	527	530	497	502
Out-Patients (Pupils who came for treatment only)	27	21	26	19	20
Withdrawals (Minus Orthopedic and Remedial)	47	33	46	30	34
Transfers to other Madison Public Schools (Minus Orthopedic and Remedial)	43	29	40	29	27
Transfers to Washington and other New Pupils (Minus Orthopedic and Remedial)	72	52	65	68	50

COMMUNITY

A large proportion of our pupils do not remain in the community long enough to have their complete school experience with us. This past year, only 49% of the students finishing the sixth grade had been in Washington School since kindergarten. Approximately 14% of the children were unable to complete even this current year at Washington. This condition makes it extremely difficult in terms of long-term research.

NUTRITION ROOM

	1959 <u>1960</u>	1960 <u>1961</u>
Total Pupil Enrollment (Nutrition, Orthopedic, Long-fellow, and Remedial)	120	153
Average Daily Pupil Attendance for Lunch	104	134
Total Enrollment of Nutrition Pupils	11	11
Average Daily Attendance of Nutrition Pupils for Lunch	9	9
Total Enrollment of Special Education Pupils for Lunch	52	68
Average Daily Attendance of Special Education Pupils for Lunch (Longfellow)	44	60
Total Enrollment of Orthopedic Pupils for Lunch	31	35
Average Daily Attendance of Orthopedic Pupils for Lunch	28	29
Total Enrollment of Remedial Pupils for Lunch	26	40
Average Daily Attendance of Remedial Pupils for Lunch	23	36
Average Daily Attendance of Adults on Duty *	18	20
Average Daily Attendance of Adults who Pay for Lunches	7	4
Total Average Daily Lunches for Adults	25	24
Total Average Daily Lunches for both Pupils and Adults	129	158

* Adults on Duty: 2 cooks, 1 Nutrition Matron, 3 Orthopedic Matrons, 1 part-time custodian, 1 Orthopedic Teacher, 1 Elementary Teacher to supervise pupils who bring their lunches, 6 Longfellow Adults, 2 Remedial Adults, 5 University Students who help in the Orthopedic and Remedial Departments.

CURRENT PROGRAMTeam Teaching

During 1959-60 we at the Washington School had learned a great deal about instructional teams. For our second year, 1960-61, we decided to set up a full-scale five-year project designed for the evaluation of team teaching as an instructional pattern.

We divided the school into two sections, one continuing a modified self-contained classroom arrangement, and the other working under a multi-grade level team teaching pattern. The modified self-contained classroom is similar to the traditional self-contained classroom with the exception that the children are also exposed to specialists in the fields of physical education, art, and music. In this section of the school we have one class at each grade level, first through sixth. In the other section we have two teams, each composed of a team leader, a regular teacher, two graduate interns, and an instructional secretary. The primary team serves approximately 82 primary children from Grades One through Three. The intermediate team serves 65 children in Grades Four through Six. The children were divided between the two sections by the random sampling technique.

Next we administered tests in order to make certain that the two groups of children were evenly matched in terms of I.Q., achievement, social and emotional adjustment, and socio-economic background. It was found that there was no significant statistical difference between the groups. At regular intervals throughout the five-year period, we plan to execute an intensive testing program. Comparisons of achievement, pupil attitude, relations to authority, anxiety, problem-solving ability, classroom interaction, etc., will be made between the two groups.

In the primary team, the question that was most often asked by team members at the beginning of the year concerned the advisability of having such a broad age grouping. Others were: "What content can be presented in the large group to first, second, and third graders?" "How should the groups be divided in the different content areas?" "Can first graders work with third graders in social studies? science?" etc.

Our original plan was to bring all of the children into the larger group on arrival in the morning to take attendance, receive instructions for the day, discuss current events, and so on. Then we would break down into ability reading groups. Later we would come back into the large group for a general presentation in arithmetic and then we would break down into arithmetic ability groups. In the afternoon we would concern ourselves with social studies and science in multi-age groups, each group under the guidance of a master teacher and an intern. Art, music, and physical education would be fitted into the remaining time. This arrangement seems to be working reasonably well. We have made one modification: the teachers are now meeting with the children in the ability groups in language arts at the start of the day and then coming together in the large room for current events, discussion, singing, etc. The rest of the schedule remains the same.

Although the primary team members recognize some of the advantages of team instruction, they continue to feel that the first-grade children are not ready to go into a multi-grade-level class, although they agree that three sections of second and third graders could work very well together. They have no objective evidence that the first graders in the project are not doing as well as those in the self-contained classroom; it is very possible that they are, but we will have to wait for the results of our tests to be sure.

In the intermediate team all groupings are made according to the demands of each subject, and each child's individual potentialities and interests are considered. In social studies and science, for example, there is a great deal of large-group instruction, with student panels, debates, movies, and visiting resource speakers. In addition there are smaller follow-up, special interest, discussion and work groups which vary in composition according to the material which has been presented. The major concern of this team at present is the adaptation of the Madison social studies curriculum into a multi-grade team teaching format.

Individualized Reading

During 1959-60 the Washington School staff explored the whole field of individualized reading and laid the basis for an experimental study which is now in progress. This study will analyze the developmental method of reading as compared to the individualized method. Six teachers drawn from Marquette, Longfellow, and Lowell Schools are providing the control groups for the six teachers in self-contained classrooms at Washington School who are following a completely individualized reading method.

VISITORS

The Washington School program has already attracted attention, and we have had many visitors. During 1960-61 we welcomed not only principals, teachers, and educators from the public school systems of Wisconsin and other states, but also distinguished people in the world of education here and abroad. Out of town visitors numbered approximately 85, Madison schools and University people approximately 140, and the number of inquiries from out of the city regarding team projects and individualized reading program totaled about 145.

OUTLOOK FOR THE FUTURE

We plan to maintain our team teaching research design for at least three more years, adding a Control Group No. 2 at the Longfellow School. One project in connection with this study will be the production of a film on team teaching in cooperation with the Wisconsin Improvement Program.

Our individualized reading project will continue for another year. We hope to expand our teaching machine project in 1961; at present we are trying to purchase 100 write-in machines designed by Professor James Archer of the Wisconsin Psychology Department, for a research project in the area of spelling. We expect to receive these machines in 1961-62; during the second semester of this year we had an electronic classroom installed at Washington School which will allow us to test the latest electronic teaching devices.

END

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
Art Department

Presented to the Board of Education
by the Director
Ruth Allcott
June, 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-1961

An art staff of 34 teachers,--six of them on a part-time basis, serve Madison's elementary and secondary schools.

An art program is provided which endeavors to help each child better understand and express himself and develop most fully his individual abilities.

In the elementary school, art is an important part of the entire curriculum. Emphasis is placed on the child and his individual growth and development--his ability to express ideas, his understanding and intelligent use of materials.

- * Opportunities are provided for expression of the child's own observation of his world--how he feels, thinks, reacts in a creative way to his environment.
- * A variety of media such as clay, paint, wood, paper, etc., are used in order that children may grow in understanding and ability to handle materials intelligently.

In the junior high schools, a varied program is offered and pupils choose art experiences from areas in which their interests lie. Greater emphasis is placed on the development of skills and techniques in order that ideas may be expressed to an individual's satisfaction. Exploration rather than specialization is the aim of the program.

- * Pupils model in clay, carve in wood, construct with a variety of materials, as well as paint and draw.

In the senior high school, provision is made in the program to develop an awareness of art principles, to stimulate an understanding of the way those art principles influence us. In this way we are better able to make intelligent choices in clothing, home planning and furniture selection and choice of paintings to 'live with,' and other places where visual arts may play a part. We seek specifically:

- * To provide a sound foundation for those who wish to specialize in art;
- * To discover talent and to encourage and provide for the gifted pupil;
- * To enrich living through courses planned for those who seek understanding and appreciation;
- * To provide evaluation at all levels, based on accomplishments at all levels in relation to the age level and individual development.

Art is not a completely free, spontaneous overflowing of emotion in painting, modeling, or construction, as is sometimes believed. Art activity demands effort. The child must think clearly and plan carefully as he works. Thus the art experience encourages and enriches mental growth and development.

Madison teachers hold this broad concept of art. They place emphasis on a flexible and diversified program which provides an opportunity for every child to work in a number of different media.

The trend in Madison can be identified as the experimental approach to art activities. Along with the experimental approach, however, there is concern for activities which involve an observation and recording of it. Teachers strive to achieve a balance in the total program.

All kinds of materials are used which never before were considered to have expressive qualities. New depths of the imagination are being stimulated into creativity by such things as plastics, fire bricks, colored glass, drinking straws, and many other materials.

Besides drawing and painting, pupils engage in print making, ceramics, enameling, jewelry making, three-dimensional constructions, and a wide variety of crafts. There is a strong emphasis on sculpture, using any material which can be carved, chipped, or molded.

All of these activities encourage discovery, experimentation, and imagination. Pupils learn to select and arrange for individual satisfaction.

Another trend in art education involves the multi-activity program. The art room is divided into several major work areas. One is for drawing and painting, another for craftwork involving special equipment, and still another for general crafts involving the use of small tools, various types. These areas are condensed or expanded as the need arises. As many as four or more activities may be in operation simultaneously. Children move singly or in groups from one activity to another as work is completed.

Attention is given to the pupil with special aptitudes in the arts. Teachers provide enriching experiences so that he is encouraged to perform in keeping with his ability.

Today the student assumes greater responsibility in the selection of his art activities and their resulting products. With the exploratory attitude toward art media, there is a growing need for evaluation. Although both pupil and teacher take an active part, the weight of emphasis is on self-evaluation.

In all areas of the art program, the art teachers try to bring only the best experiences to children. Through workshops they experiment with and evaluate old and new art media. They make known what is desirable and valuable and promote only the best from a sound educational point of view.

THE ART PROGRAM AIMS TO DEVELOP----

- * the imagination.
- * individual thinking and expression.
- * powers of observation.
- * ideas into tangible forms.
- * confidence in ability to create objects for self and for others.
- * an understanding of basic art principles.
- * esthetic standards and sensitivity to art for the enrichment of life.
- * an appreciation of great art of the past and of the present.

AND TO----

- * help pupils know themselves better.
- * provide an atmosphere where dreams can come true.

Special emphasis this year has been on curriculum improvement, as well as teacher improvement. A committee was formed at the beginning of the school year with representatives from all levels of teaching: elementary, junior high, and senior high. Meetings were held evenings throughout the year. Reports were given periodically to the rest of the art staff. Suggestions were received. We hope this will culminate in a new curriculum guide which will be helpful to class room teachers as well as to art personnel.

We think this has been a very good school year.

Respectfully submitted,

Ruth Allcott
Director of Art

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1960-61
Department of Child Study and Service

One of the major problems to be solved in making best use of pupil personnel workers is that of providing either centralized or decentralized plans for their services. In 1941, Madison adopted a plan for a centralized operation at the elementary level with decentralized services at the secondary level. It was anticipated that members of the Department of Child Study would be assigned to work at specific elementary schools serving children and parents, with teachers and principals intimately involved. This plan makes it possible to provide the kinds of guidance services needed in varying types of school communities, using itinerant guidance personnel.

At the high school level, the plan is decentralized with counselors serving as regular staff members of a given school. The advantage lies in having guidance workers readily available to work with pupils and staff when readiness is manifest. The counselor working in the particular high school is in a good position to understand the problems of pupils and teachers since he will know the general climate set by the community and the administration. It is hoped that under such a plan the guidance point of view will be more likely to permeate all aspects of the educational setting in that school, as guidance counselors are full time members of the local school staff and share in the concerns, duties, triumphs, and limitations of the specific school. Counselors will be in a better position to influence local curriculum and administrative decisions in a way that will enhance the personnel point of view. Counselors will be regarded by the student body as part of the school and the educational process, and hence their services should be sought more readily, naturally, and with fewer unrealistic expectations.

The more centralized plan for serving the elementary schools seemed feasible because it was felt that elementary schools were less complex in organization, that pupil needs were more generally the same--educational, social-emotional in nature--and that specialized workers could relate with self-contained classroom teachers more easily in a smaller school, thus becoming a part of the school even when working on an itinerant basis. It also seemed more desirable to employ a few well trained special workers in a central department--psychologists, social workers, psychometrists--to assist all schools at a more sophisticated level than could be accomplished if workers were to be provided in many schools. Such a decision seems advisable since working with the problems of the elementary school age child invariably involves working with the child's parents as well as his teacher.

In 1941 there were only 11 elementary schools. The schools were generally smaller, the distances between schools and the Department of Child Study much shorter. Now Madison has reached a dilemma at the elementary level

common to large cities. Can the present plan of centralized service continue to function effectively? There are many arguments favoring the centralized plan.

1. It makes for uniformity in child study procedures.
2. It eliminates the need for space and clerical staff in scattered schools.
3. It enables employment of highly qualified staff in specialized fields--psychology, social work, psychometry.
4. It simplifies supervision of specialized staff and makes possible the pooling of staff resources in working with complex cases.
5. It gives specialized personnel a broader perspective of the differences and similarities of children and schools throughout the city and enables the worker to interpret these matters to various schools and discourages autonomy in specific schools.
6. It is less costly.

If it is possible to secure qualified staff and budget permits, the present centralized plan should be continued.

Guidance Services at the Secondary Level

During the year the high school counselors gave special attention to the usefulness of group guidance materials which were developed in 1958-59 for grades seven, eight, and nine. It is apparent that teachers need more specific aids in carrying out the group procedures suggested for these levels. This is particularly true in grades seven and eight. More resource materials for these grades will be provided for multiple period teachers. At grade nine, the text "Growing Up" appears too elementary in certain areas, so more material on educational planning will be designed to augment the text material.

Additional work in coordinating occupational planning materials for senior high pupils will be planned, in order to provide continuity between junior high school and senior high school occupational study. Counselors have been spending increasingly more time in assisting teachers and principals in the selection of pupils for different sequences of programs. In two schools at least one parent of each ninth grade child was counseled relative to the pupil's choice of program for grades 10, 11, and 12. In all schools, parents of slow learning and accelerated pupils have been contacted in order to have them understand the implications of course elections for the pupils' future plans.

Consideration of scholarships and awards has resulted in the decision to contact various donors in an effort to simplify a task which is consuming as much as one-third of the counselors' time at the senior high school level during the second semester.

Additional counseling power is needed in some schools where the ratio of counselors to pupils is running as high as one to over 700. It is felt that it is imperative that the goal of providing one counselor to each 400-500 pupils be reached as soon as possible. Providing at least one counselor some additional time at the end and beginning of the school year is in keeping with policy practiced in a large majority of schools. This plan, started last year at Central, East, and West, has made it possible to test and program pupils who will be new to the system as well as to prepare materials needed by colleges on graduates and get records ready for teachers when school opens in the fall.

Considerable time has been spent in meetings with teachers and principals on the standardization of reports and records. There is need to develop a uniform philosophy on reporting pupil progress to parents. A committee to make recommendations at the high school level will be convened early in the coming school year to devise a reporting system.

Psychological Services at the High School Level: A total of 252 pupils grades 7-12 was referred to the department this year. These pupils continue to be those who are experiencing considerable difficulty of a social-emotional order, or those whose behavior is so disruptive that their continued school attendance is questionable. A complete, individual study, including parental contacts, is done on all these pupils and frequent contacts with community agencies are made in an effort to help them. It has not been possible to replace the part-time services of a psychiatrist, since Dr. Arenowitz resigned in April of 1960.

High School Credit for Returning Veterans: This is the sixteenth year the department has been approved by the USAFI and the American Council on Education as a qualified agency for the administration of the General Educational Development tests. The number of these tests given is related to the number of veterans being separated from the Armed Forces. This year 150 tests were administered as compared to the low of 60 given in 1959-60. This is the first increase since 1946-47 when 765 tests were administered. Recruitment offices and some specialized schools use the test results for entrance qualification purposes.

Work Experience Program: The work experience program in the Madison schools aims to aid each individual on the program to get first-hand contact with jobs and to earn money while attending high school. The program reflected the general downward trend of employment over the nation at large when the number participating dropped from 217 in 1959-60 to 174 this year. All guidance counselors are more than willing to aid employers in locating and hiring young people because they believe early work experiences are especially important when accomplished in accordance with child labor laws. Young people who withdraw from school to work early in life are inadequately prepared to carry their own family responsibilities as they grow up, and frequently become a drain on community welfare funds and social services.

Record of Work-Experience Program for Five Years

<u>School Year Semesters</u>	<u>Applications for Credit</u>	<u>Accepted Into Program</u>	<u>Number of Places of Employment</u>	<u>New Employers</u>	<u>Cumulative Places of Employment</u>
1956-57					
1st Semester	129	72	57	21	730
2nd Semester	89	81	68	14	744
1957-58					
1st Semester	88	85	59	17	761
2nd Semester	87	75	24	12	773
1958-59					
1st Semester	53	45	38	15	788
2nd Semester	87	66	57	16	804
1959-60					
1st Semester	122	100	72	21	825
2nd Semester	147	117	91	18	843
1960-61					
1st Semester	117	94	70	21	864
2nd Semester	103	81	61	10	874

For cumulative record previous to 1956 see previous reports.

Guidance and Psychological Services at the Elementary Level
(Written by Myron Seeman)

A perusal of annual reports relative to the services of this department over the past several years reveals a constant preoccupation with the role of the psychologist in the school setting. It is felt that this preoccupation stems in part from the fact that the psychologist, unlike most other members of the school staff, really owes allegiance to two disciplines. Such being the case, this raises the spectre of divided loyalties. In essence, then, the school psychologist has to restructure his academic background as a psychologist to fit the educational milieu. One might indicate that these are strategical considerations involved in definition of role. Here we concern ourselves with such factors as a discussion of the diagnostic and therapeutic functions of the school psychologist.

From a tactical standpoint, one must also consider how one can best produce an efficiently functioning service. What this entails is consideration of an almost infinite number of variables stemming on the one hand from the individual factors that go into the makeup of each school, and on the other hand from the background and capabilities of staff personnel. Herein we become concerned with such factors as the value of a referral system as opposed to regular visitation. Beyond this, we are also concerned with the specific methods to be used in each situation that is presented to us for evaluation.

Ethical Considerations: One of the most persistent themes has been the effort to struggle with the boundaries of the role of the psychologist. Given the proper clinical background, he comes into the school setting prepared to offer a wide variety of services both diagnostic and therapeutic in nature. This background comes up against an educational philosophy which aspires to the education of the so-called "whole child," at the same time recognizing that the function of the school essentially entails the passing on of bodies of information. The need to grapple with the problems of "individual children" and "whole children" stems essentially from the fact that information is dispensed in an interpersonal setting. Problems arise at least in part because of the difficulty that some children experience in functioning within such a setting. In this connection, it has been suggested that, with the arrival of the teaching machine, some severely disturbed youngsters will at least be able to "learn" more effectively since the teaching machine, to some extent at least, factors out the interpersonal variable.

It is, then, the school itself which sets the ultimate boundary for the psychologist functioning under its banner. The psychologist essentially becomes involved in environmental-type manipulations aimed at restructuring the general environment that surrounds the child. Over and over again it has been stressed that the psychologist, as he functions within the school, cannot ethically aim at the broad restructuring of personality that one encounters in the typical extra-school psychotherapeutic setting.

This entails a persistent level of operation which implies a coping with attitudes. It has been noted previously that, essentially, the psychologist brings into the school situation the unique capacity for reviewing objectively the relationship between teacher and child, and parent and child, as this latter bears upon the school functioning of the child. In another sense, the psychologist can present a fresh point of view since he does not have the long history of involvement with the child that the specific teacher, the school in general, and of course, the parents have.

There is the danger in all this, of course, that the psychologist can shroud himself or be enshrouded in the robes of the expert. In such situations, psychology can become enthroned as some mystical fatted calf, aloof not only from criticism, but, more importantly, aloof from the objective realities of the day-to-day school situation. In essence, then, it becomes the function of the psychologist to balance off the varying views of the child obtained from those around him in order ultimately to improve the functioning of that child within the school setting.

In order to accomplish this aim, the school psychologist has at his command several specialized techniques, particularly in the way of diagnosis and therapy, and many generalized techniques for the observation of human relationships. As the psychologist has functioned within the Madison schools, a somewhat regularized routine has evolved. Referrals start with the principal of the school who, typically, has received a request for help from the teacher. Subsequent to this, the teacher is consulted. At this point, a decision is made as to whether further evaluation is indicated. Such evaluation then entails essentially one of three routes or a combination thereof, including observation of the youngster within the classroom, psychometric evaluation, or a complete psychological evaluation. In the latter instance, we have always felt it necessary to obtain parental approval

and, in turn, the complete evaluation always includes at least one or more conferences with the parents. Finally, regardless of the evaluation track chosen, follow-up conferences with the teacher are always part of the picture.

Operating as we do within the framework of environmental and attitudinal manipulations, it is felt that this kind of formalized operation makes for the most efficient functioning. In counseling with the teacher, it is most important to come to a conclusion as to the problem as he or she sees it. Without this kind of aim, we run the danger of engaging in a shotgun type of operation. For instance, requests for evaluation often come to us in the guise of specifics such as, "I want a Binet on this child." It would be easy to fulfill this request and, indeed, school psychologists in many systems are dedicated to the grinding out of test results. In the long run, however, it is our feeling that the service is rendered much more valuable and valid by virtue of a thorough exploration of the nature of the problem as it pertains to the teacher. Help in solving this problem may, indeed, entail the administration of a Binet, but it may also involve something far different from this.

Another facet of our routine includes the obtaining of parental clearance. Theoretically, and perhaps more important legally, the psychologist functions within the school system as a means of aiding in the proper placement of children. Within this kind of vague framework, the psychologist is allowed considerable room for operation, of course. Our feeling, however, is that in order to help elementary school children most effectively, it is imperative to enlist the support of parents, and we aid in the fulfillment of this aim to no end by starting out the operation on a voluntary basis.

The past year witnessed a restructuring of the formal contacts by members of our staff with the schools. This was necessitated by the addition of supervisory and administrative responsibilities. While this eventuated in an over-all decrease in contacts with children, it is felt that the actual quality of the service improved.

A breakdown of the broadened supervisory functions reveals that formal weekly meetings were held with the psychologists and psychometrists on the staff. In addition, weekly meetings were also held with the attendance workers and social worker. Meetings were also held on a twice-a-month basis with the junior high school counselors. It is felt that this kind of operation aided immeasurably in sharpening up the functioning of the various individuals at the school level. It should also be noted that regular contacts with other community agencies were increased. This resulted in a greatly improved level of communication between the schools and these agencies, and bore particular fruit not only in terms of our ability to refer youngsters to these agencies, but also in terms of the schools' ability to profit from these referrals.

A review of the number of cases referred for evaluation reveals that once again some 400 youngsters were discussed by teachers with the school psychologists. This figure remained consistent with figures reported in the past, despite the addition of one person to serve as a school psychologist on a half-time basis. The addition of this person essentially served, then, to pick up on some of the slack incurred as supervisory responsibilities were broadened. Of these 400 youngsters, individual contacts were consummated

on 216. This kind of evaluation includes use of the interview and specialized psychodiagnostic techniques, and necessitates anywhere from one to three meetings with each child. In addition to this, opportunity for consulting with the school psychologist is also opened to the parents, and in about 160 cases, parents did indeed request such assistance. Once again, the parents were seen on anywhere from one to five occasions.

A comparison of these figures with those of the past reveals a decrease of approximately one-fourth in the over-all number of youngsters seen for purposes of evaluation. This decrease is in large part attributable to the increase in supervisory responsibilities. In this area, the addition of a half-time psychologist was not sufficient to make up the difference. The relative decrease in service is seen even more graphically when contrasted with the growing number of schools and children within the system. Even more pertinent is the fact that we were forced to continue to cut back on regular visits to schools. This has the effect of increasing the distance between the psychologist and the teacher and, over time, results in poorer service, since regular contact between teacher and psychologist is undoubtedly the most valuable aspect of our service.

This report has an admittedly pessimistic tinge to it. This pessimism is derived essentially from what appears to be the beginnings of an eroding away of service. In the past, we have justifiably been proud of the services offered to the schools. Indeed, Madison has been in a somewhat unique position in this respect, since we have always tried to gear our operations on both a practical and realistic level. At this point, however, we begin to have a feeling of being outdistanced. As this happens, the usual cry for additional help assumes the qualities of a weak and somewhat helpless lament.

Testing Service

Psychometric Services: During the 1960-61 school year, psychometric services were available for the first time on a full-time basis. Here, at least, one can point to an increase in service with a feeling of some gratification. 457 individual intelligence tests were administered in those instances where there appeared to be discrepancies within test records and between test results and actual performance. In addition, 764 youngsters were evaluated by means of group intelligence tests. These were primarily youngsters who were new to our system. A somewhat smaller number than in the past was evaluated by this means because of the elimination of formal intelligence test procedures at the kindergarten and first grade levels.

Pre-School Testing: Once again we carried on a program of evaluating youngsters seeking early entrance to kindergarten. As in the past, final decisions on admission, based on the recommendations of the department, are made by the principals of the school the child plans to attend. Of the 73 youngsters tested this past summer, 21 were recommended for admission and subsequently enrolled. It continues to be gratifying that such a large percentage of parents amiably accept recommendations on their children's readiness for school.

Research: During the past three years, considerable time has been devoted to evaluating the usefulness of various tests and test procedures at the kindergarten level. As a result of this program, the Row Peterson Readiness test was used this year for the first time. It is felt that this test offers essentially the same information as former tests at considerable savings in time and money. We plan to continue to follow up on this investigation.

Statistics on Tests Administered:Intelligence Tests:

10,420

Supervision of group Row Peterson Readiness tests to all kindergartners	2,551	
Supervision of group California Mental Maturity tests to all 2nd graders	1,900	
Supervision of group California Mental Maturity tests to all 3rd graders	1,737	
Supervision of group California Mental Maturity tests to all 5th graders	1,526	
Supervision of group California Mental Maturity tests to all 6th graders	1,484	
Group Pintner-Cunningham tests to kindergartners or 1st graders	16	
Group Metropolitan Reading Readiness tests to kindergartners or 1st graders	47	
Group California Mental Maturity tests to 2nd and 3rd graders for placement purposes and other reasons	311	
Group California Mental Maturity tests to 4th, 5th, and 6th graders for placement purposes and other reasons	390	
Individual Otis intelligence tests	2	
Individual Wechsler-Bellevue tests	1	
Individual Wechsler Intelligence Scale for Children	153	
Individual Binet tests	304	
Rorschach Association tests (individual)		118
Educational achievement tests		91
Specialized aptitude tests		59
USAFI General Educational Development tests to 3/4 individuals		150

Audiometric and Vision Testing: Since 1957, the City Health Department has done the hearing and visual testing. Selected parents have assisted nurses in this testing. Statistics on the survey testing may be obtained from the City Health Department.

Other Services

Nutrition and Rest Program: This is the tenth year that all children recommended by physicians for this service have been served at Washington School. The types of disabilities represented were as follows:

Polio residuals	3	Diabetes	1
Malnutrition	2	Asthmatic	1
Rheumatic fever	1	Pertthe's Hip	1
Cystic fibrosis	1	Respiratory infection	1
Nephrosis	1		

The enrollment of six boys and six girls probably warrants the full-time matron who, in addition to supervising the program, acts as supervisor of cooks and menus for the school lunch program.

Remedial Reading: The past year the remedial reading teacher's schedule was changed to permit her to spend three half days per week in aiding teachers from schools requesting services for selected children. The remaining time was spent as in the past, in giving remedial assistance to individuals or small groups of children in Longfellow, Franklin, Lapham, and Schenk schools.

The number of children served in each of the four schools was as follows:

Franklin	25	Longfellow	15
Lapham	43	Schenk	32

It is the policy of the system to assume that, particularly at the elementary level, teachers provide remedial help to their pupils. With but one specially trained reading teacher, it seems logical to schedule increasingly more of her time to assist the teachers to carry on remedial work rather than assign this person to specific schools to do actual pupil remediation. Every school feels the need for remedial reading help, and with increased enrollments it seems desirable to add another specially trained reading teacher in the near future.

The regularly scheduled part of the program involved working with 117 children. The selection of children was based on past participation and continuing need for remedial reading and on teacher recommendation of these people and of new pupils.

The pupils were worked with in groups of 4 to 6 except in the extreme cases where individual work was necessitated by unique problems. The program emphasized word attack and comprehension skills. The children's attitudes were an important factor because the majority of them come from a limited home environment in which the importance of reading is not stressed and because the children have experienced feelings of failure and inadequacy in school in many areas due to their reading difficulty. For these reasons, a special effort was made to provide reading experiences which they could handle successfully and enjoy and to recognize and praise small gains.

Because the children were seen relatively infrequently, emphasis was placed on reinforcement of skills newly acquired. In six cases, the remedial reading teacher and the classroom teacher felt that dismissal was warranted.

A comparison of the results of tests given at the beginning and at the end of the year indicates satisfactory over-all progress. Teacher observation of oral reading and comprehension checks of silent reading agree with the progress indicated. The amount of progress varies with relatively lower intellectual potential or emotional problems inhibiting it in some cases. The children were encouraged to continue their reading during the summer to maintain the gains they have made. This can be done at the summer reading program or summer library program.

The consultation part of the program was a new facet. It developed along several lines. It involved seeing pupils for silent and/or oral reading tests, consulting with teachers and guidance counselors, having parent interviews, working regularly with some children referred by the psychologists, discussing self-help in reading with junior high classes, and talking to faculty meetings about reading. There were 85 children individually involved.

Seeing a child individually for tests after reading the cumulative record allows a diagnosis of the specific problems and an evaluation of the factors which have contributed causally to the problem. These, in turn, indicate the methods or approaches which the classroom teacher can use and the probable degree of success. In some cases, the need for a parent conference is indicated.

The parent conferences have provided an opportunity to reinforce the classroom teacher's opinions and observations to the parents. The conferences have been successful in helping parents to understand many factors involved in their child's reading. Parents have been helped to establish reasonable standards for their child in the work he does with their help. The well-meant attempts of parents to help children frequently result in further frustration for both parents and children because the reading material used may be beyond the child's ability. Familial tensions are increased by the child's reactions of listlessness, restlessness, or disinterest. If the family is causally involved initially, the unsuccessful tutoring aggravates rather than alleviates the problem.

Parent conferences have helped to promote good practices in home help for children. The majority of cases referred from Cherokee and Van Hise junior highs by the guidance counselors were prompted by parent concern. They were interested in learning what they could do at home and what the child could do on his own to improve his reading.

Some children were seen regularly on an individualized basis because their very serious reading problems made it difficult for the classroom teacher to be familiar with materials at their level or to have the time to help the child progress. This work provided an opportunity for the child to succeed without reference to the level of his peers. The detection of these children who seriously need summer work in reading was another phase of consultation.

The response to the consulting facet of the program has been good with the principals, guidance counselors, and teachers being cooperative, interested, and receptive to ideas. This year the program has involved the following schools: Central Junior High, East Junior and Senior High, West Junior and Senior High, Emerson, Lowell, Marquette, Dudgeon, Orchard Ridge, Randall, Samuel Gompers, Spring Harbor, Van Hise, Cherokee, and Washington, in addition to consulting work done in the schools served regularly.

Transportation: The Board of Education transports children as provided under Sections 40.53 and 40.55 of the laws of Wisconsin (1959) relating to public schools.

At the present time there are two buses on the west side (route numbers 1 and 2) making double runs; twelve buses on the east side, four of which make double runs (route numbers 4 and 5; 6 and 7; 8 and 9, and 12). Two routes (10 and 11) make triple runs. On the south side there are three buses and two cabs; one (route 3) makes a double run. In addition, the bus owned by the Board of Education transports pupils in the Crestwood School area (formerly Highlands Mendota Beach) to that school. This makes a total of 18 buses transporting pupils to regular classes.

For handicapped children the Checker Cab Company operates 4 buses, 3 cabs, and 8 limousines, as follows:

- 4 buses - to Lapham, Longfellow, Washington, and East High
- 8 limousines and 3 cabs - to Lapham, Longfellow, Lowell, Washington, trainable classes, and for outpatient physical therapy treatments.

Rules governing "The Behavior of Children Who Ride Buses and Cabs" are revised annually and approved by the Board of Education. These are mimeographed and distributed to parents and all pupils who are transported.

Summary: A total of 22 buses, 3 cabs, and 8 limousines were used to transport approximately 1,957 pupils, 275 of which are special education pupils. Some were transported four times a day while others were transported twice daily. The figures presented below from the ninth transportation report may vary slightly from reports of different periods, but give an over-all picture of the transportation, exclusive of that for the handicapped:

<u>Route No.</u>	<u>Area Served</u>	<u>School and number riding</u>
<u>East Side - Checker Cab Company</u>		
1	Truax	Lapham 32 - Lincoln 29
2	Truax	Lapham 43 - Lincoln 18
3	Truax	Lapham 43 - Lincoln 17
4	Burke Heights and Mendota Street	East Jr. 21 - East Sr. 15
5	Burke Heights and Mendota Street	Sunnyside 42
6	Norman Acres and MacArthur Road	East Jr. 40 - East Sr. 21
7	MacArthur Road and Mendota Street	Sunnyside 42
8	Superior Street and Sherman Apartments	Lapham 13 - Lincoln 53
9	Vieth Park	Mendota 45
10	Oak Park trailers-Berkley-Lakeview	Gompers 66
10	Oak Park trailers-Berkley-Lakeview	Gompers 59
10	Oak Park trailers-Berkley-Lakeview	Gompers 52
11	Oak Park trailers-Berkley-Lakeview	Gompers 61
11	Oak Park trailers-Berkley-Lakeview	Gompers 28
11	Oak Park trailers-Berkley-Lakeview	Gompers 59
12	Wedgewood - Kingston	Herbert Schenk 37
12	Wedgewood - Kingston	Herbert Schenk 63
13	Woodvale - Buckeye Road	Schenk Jr. 18 - Lowell 41
14	Woodvale - Buckeye Road	Lowell 49 - East Jr. 6, Sr. 7
<u>West and South Side - Badger Bus Company</u>		
1	Marlborough Heights and Rosedale	Nakoma 64
1	Marlborough Heights and Rosedale	Nakoma 58
2	Marlborough Heights and Rosedale	Dudgeon 42
2	Marlborough Heights and Rosedale	Dudgeon 55
3	Waunona Way	Franklin 52
3	Waunona Way	Franklin 51
4	Waunona Way and Burr Oaks	Franklin 52
5	Waunona Way	Franklin 20, West Jr. 14, West Sr. 15
<u>South Side - City Car</u>		
2 cabs	West Badger Road	Franklin 9
<u>West Side - Board of Education Bus</u>		
1	Crestwood	Crestwood 55
2	Crestwood	Crestwood 55
3	Crestwood	Crestwood 54
4	Crestwood	Crestwood 55

Homebound Instruction: Homebound instruction is provided for physically handicapped pupils unable to attend school. Up to one-half of the first \$400 expended for each child who receives homebound instruction is reimbursed by the State Department of Public Instruction. Children must be recommended by physicians and be confined to home or hospital for a minimum of 30 school days.

During the year, 23 pupils from 12 schools received out of school instruction either by tutorial teachers or home-to-school telephone instruction. Each child's case is evaluated to determine the type of instruction he is to receive. This past year, home-to-school telephone instruction was provided for two junior high school children. From the information available, it appears that the telephone plan is very acceptable for children of average or better ability.

On the 9th through 12th grade level, four University high school extension courses were purchased by the Board of Education for pupils able to cope with correspondence instruction.

Emergency Fund: For the past twelve years, a number of local service clubs--Rotary, Kiwanis, Lions--have provided money to be used for needy children not served by public assistance agencies. The fund is used for such items as clothing, shoes, summer school tuition, glasses, etc. The City Health Department assists in evaluating cases involving the need for glasses or refraction, and the local welfare agencies on the need for clothing.

This emergency fund has met a real need, and the schools are most grateful to the clubs which provide financial help.

Parent-Teacher Meetings and Committees: Members of the department have spoken for many Parent-Teacher meetings and other civic groups on topics related to child guidance. Membership on various committees and boards such as Dane County Guidance Clinic, Community Welfare Council, Kiddie Camp, Neighborhood Houses, Roundy's Fun Fund, Councils for Retardation, Deaf, and Mental Health has consumed much outside time. It is estimated that the director of the department spends 20 percent of his time working with school and agency committees. This function increases from year to year and is a liaison type of activity which cannot be curtailed.

Records and Accounting: Enrollment records that were formerly housed in the various elementary schools are catalogued and kept in the Department of Child Study and Service. The government has seen fit to recognize such records as valid when no birth certificate is available. Each year many people make use of them in establishing proof of date of birth for old age pensions, social security, visas for travel abroad, obtaining citizenship, and veterans' pensions.

Services for Exceptional Children (Written by Mrs. Helen Holcombe)

With the establishment of classes in the University to train teachers in the field of Special Education, Dr. Rick Heber requested placement of students (juniors, seniors, and graduates) in the public schools three hours a week to observe and participate where possible. Twenty such students were placed for the second semester in classes of deaf, visually handicapped, and mentally retarded children.

It is hoped that this local training of future teachers will provide more special teachers to meet our needs.

General Speech Correction: A heavy load of speech defects was handled this year with several of the larger schools resorting to a waiting list. Usually the more severe cases are taken at once. At times, a minor case will be scheduled for quick correction and dismissal early in the year.

Emphasis was given this year to preparation of bulletins which will be ready for distribution next fall to be of help to the teachers and parents. The bulletins will explain the nature of articulation problems and stuttering and give information on treatment. Suggestions regarding ways in which parents and classroom teachers can assist in correction are given as well as cautioning remarks regarding things they should not attempt with the children. The staff of speech therapists feels that having this material in printed form for easy referral will be valued by both teachers and parents.

1,338 pupils were enrolled for correction this year. This count was taken in November and does not include cases worked with later in the year after early dismissals. The count is kept in this way at the request of the Bureau for Handicapped Children so the accounting procedure will be the same for all therapists in the state.

Of our total, 567 were considered dismissed as corrected; 710 were improved, and 61 were unimproved.

This year, more time was allowed for speech correction for the mentally retarded and results were satisfying.

Cerebral Palsied Speech: Eleven children in the orthopedic department received speech therapy, four to six times each week. Cadet teachers working under the direction of the therapist made added periods of work possible. The classroom teacher, physical therapists, and matrons were advised regarding each child's speech problem. In this way, all workers concerned were able to assist in strengthening the speech patterns established.

School for the Deaf: The department for the deaf and hard-of-hearing for the current year included 36 children, with three classes at Lapham School and one at East Junior High School. Class loads have been the most satisfactory they have been in many years, and pupils could be well grouped for age and ability. The high school class of nine students is much better placed in a junior high setting, although the room is very small and poorly ventilated. With the crowded condition in the school, it is the best arrangement which can be made at present, and what the situation lacks in physical accommodations is compensated for by the splendid cooperation given by the administrators and teaching staff. Some of the high school group are not able to integrate with regular classes, but of those who do, one made the Honor Roll. Grades of the integrating group ranged from C to A. The same amount of work and the same tests were expected of them as of the normally hearing students.

It is hoped that the addition to East High School will allow for a more suitable room for the deaf.

The intermediate group had two demonstrations for parents at Lapham during the year to show the school routine, methods of teaching speech and language, and to illustrate ways in which the children could be helped at home. Since a large proportion of the deaf enrollment is made up of non-resident children and little contact with parents is possible, these group meetings are helpful in developing understanding and good will.

The hiring of a matron to help in supervising the children during the noon lunch hour has raised the morale of all the special teachers at Lapham, as each one now has at least a part of the noon hour free each day.

Partially-Sighted: There were 14 children enrolled in the class during the year. Seven children worked at a primary level with no specific grade designated, four at 4th grade level, two at 5th, and one older boy with multiple handicaps at an ungraded placement.

These children are under the care of 10 different ophthalmologists, and nine of the children are non-residents. One-half of the class have vision of 20/200 or less and are therefore legally blind. They are still using printed material in large type, but must naturally read at a slow pace. There is some controversy on the part of authorities regarding the exclusion of Braille teaching where any usable vision remains. Some think that Braille should be taught as an added skill even when print can be used. Others feel that until printed material no longer can be used will the child feel the need for Braille, not try to read it with his eyes, and begin to make real progress. This difference of opinion presents something of a problem in placement for a few children who have some but severely reduced vision, as the teachers of the two groups do not share the same view.

The visually handicapped children have been well accepted in classes with the normally sighted, and all have an opportunity to spend part of the time in such placements.

Class for the Blind: For the sixth year, blind children have been taught in Lapham School. All of the eight children enrolled are using Braille as a tool of learning. Besides the emphasis placed on the developing of this important skill, the children are offered work in all the other areas such as social studies, arithmetic, language, spelling, art, music, and gym.

The blind all participate a part of each day in classes with sighted children.

The classroom is very well equipped though somewhat small. Several civic groups are interested in blind children and want to contribute materials and pleasure for them. Through their generosity, some expensive pieces of equipment have been added, and summer camp experience has been made possible.

Mentally Handicapped Classes: Administering a program for the retarded demands the most in time, tact, and sympathetic understanding of any program in special education. There are many problems and frustrations, not because of the children, usually, but because of the emotional involvement of the parents.

A number of parents have violent objections to the placement of their children in classes for the retarded. In spite of complete, patient, and simply worded explanations of the benefits of such placement to the child it seems impossible, sometimes, to reach some parents. If they can be persuaded to visit the classes they usually feel differently, and after the child has been enrolled for a time parents often have a complete acceptance of this placement. They then offer information that the child is happier, more relaxed, and easier to live with than before.

More time was allotted to the retarded children this year in physical education, art, music, and gym, and this improved the program considerably. More time for speech therapy was also provided with good results.

A new report card is now in use for the younger children (age 7-9) and is considered an improvement.

Some special projects in various groups this year were:

1. The teaching of social dancing during the noon hour with the help of University students from Dr. Hutchins' class.
2. A simple course in sewing for older girls at Longfellow School under the direction of University students.
3. The making of a puppet stage and puppets. The pupils' dialogue was taped so that several fairy-tale programs could be given for other rooms.
4. The study of space at a simple level.
5. A visit to the School Forest.
6. Inviting outside speakers to bring information on weather, birds, and lighting.
7. Radio listening to "Wonderful World of Nature" by Professor Ellarson.

An experiment was tried this year by introducing a "team-teaching" approach with two intermediate groups combined in the Washington School science room, with two teachers. The children were mostly 10-13 year olds and all of the children were working at 2nd to 4th grade levels. It was possible to group for ability in different subjects, regardless of age, without duplication of effort. The teachers were enthusiastic about the results. They felt that by sharing supervision, each had more time for planning and individual work.

What appeared to be the only weakness of the program was that 30 retarded children are too many for one person to handle for any activity. There was more looseness in order and discipline and more time wasted by the children at their seats when both teachers worked with small groups. This may have been because what is "shared responsibility" can be "overlooked responsibility."

With the annexation of new areas to the city it was expected that another class of retarded children might have to be added. The schools annexing, however, have identified only three retarded children. It is expected that further testing will locate more.

The older retarded girls who have been enrolled in Central Junior High School, but who have been in a room rented from the Vocational School for the past seven years, are to be moved to a room in the new wing of West Junior High School. This should be a tremendous improvement in the program. It is expected that the girls will be willingly accepted as a part of the school with an opportunity to take part in school activities and to eat lunch with other students.

It has been agreed that if the public schools care for the retarded pupils to age seventeen, the Vocational School will provide for them after that. This policy has been agreed upon in writing between Mr. Mitby and Mr. Waller and should clarify placements for the older pupils.

Trainables: Because of the need for more services for trainable children one more half-time class was started this past fall, with a teacher in charge of the class who had been serving the trainable nursery school. These children formed a group which was the least able of the three trainable classes, being the youngest, having the lowest I.Q.'s, and never having been in school before. Seven children were enrolled in this new class, and sixteen in the other two half-day classes.

It is our plan to keep the distinction between educable and trainable flexible enough so that children may be moved from one group to the other. This coming fall it is planned to transfer two children from an educable to a trainable group and one was moved during the past year.

At the close of the year, three trainable children who had reached the age of sixteen were dismissed from further service. This is a definite disappointment to parents who wish that the children might be kept for a longer period but the numbers waiting to enroll do not at this time allow for keeping the older children past the age which was first agreed upon as an upper age limit.

Orthopedic Classes: The pupils enrolled in the orthopedic classes increased from 40 to 44, and out-patient services increased by one from 19 to 20, for the school year 1960-61. The cerebral palsy group again heads the list of regularly enrolled. In over-all numbers including regularly enrolled and out-patients, the cerebral palsy cases and poliomyelitis cases were again equal. Muscular dystrophy cases increased by one and the patients have regressed physically becoming more helpless as each year passes. The spina bifida number doubled. This year again two leg fracture cases were served. In our enrollment we also had two paraplegics. Other cases remained the same.

Three children entered hospitals for corrective surgery during the year and two others have appointments for surgery this summer. One youngster went to Warm Springs Foundation, Georgia, for a two months' stay for evaluation and equipment repairs. Plans are now being made for him to return this summer for further hospitalization. Those children having surgical care will return to school in the fall.

Eight counties were served by our school this year. Over half of the children regularly enrolled in school were of non-resident status and one-fourth of the out-patients were non-resident.

The children being served have involved and chronic disabilities requiring much assistance. In both the special classroom and the upper orthopedic classroom 50 percent of the children were confined to wheelchairs. 37.5 percent of the children in the primary room were in wheelchairs and 33 1/3 percent of the other children in this room needed considerable extra adult help though they were ambulatory. 25 percent of the children in the special room and 22 percent of the children of the upper orthopedic room needed this extra help too. Of all regularly enrolled children 47.8 percent were confined to wheelchairs and 27.3 percent required a great deal of extra help.

A flexible instructional program is necessary in order to include prescribed physical therapy, speech training, and rest. Teachers make multiple preparation for ungraded groups and do much individual instruction because of the extreme differences socially, educationally, and physically. Socialization and the development of desirable attitudes are stressed in physical therapy and the classes. Group projects, plays, field trips, and parties--sponsored by local organizations--help the physically handicapped children to gain social poise and healthy attitudes. The special room started in 1958 has made it possible to schedule with more homogeneity. A "team" plan between the special and primary-intermediate groups has made possible more remedial work and provided some children greater stimulation in certain areas.

Three muscular dystrophy clinics and two orthopedic examinations were conducted at the school. This arrangement has worked most satisfactorily for parents and staff.

Transportation problems have continued to persist due to the caliber of some bus and cab drivers and the fact that the school is used as a transfer point for a number of handicapped children. A new plan will be initiated next year in an effort to improve the transportation service.

Many visitors, professional and lay groups, have been in the school during the year. Members of the staff continue to give talks regarding the services and have worked with various organizations interested in and concerned about physically handicapped children.

Sincere gratitude is expressed to the many organizations who have provided gifts and services to the department and the children. The Madison Shrine, Madison Orthopedic School Services Fund, Roundy's Fun Fund, East and West Side Business Women, Lions' Club, and sororities and fraternities have all contributed service, time, and/or money to help make the children happy.

Consideration of several problems related to University of Wisconsin students in training for teaching exceptional children and physical therapy is in order for next year.

The mental abilities of the regularly enrolled range from retarded to very superior. Each year they become an increasingly heterogeneous group from a physical standpoint. The tables following indicate the children served in physical therapy on a regular and out-patient basis as well as the distribution of children by grades.

Orthopedic Enrollment
1960-1961

Type of Case	Regularly Enrolled	%	Out- Patient	%	Total	%
Cerebral Palsy	13	29.5	6	30	19	29.7
Poliomyelitis	10	22.7	9	45	19	29.7
Muscular Dystrophy	8	18.2	1	5	9	14.0
Spina Bifida	3	6.8	1	5	4	6.2
Perthe's Hip Joint Disease	3	6.8			3	4.6
Fractures	2	4.5			2	3.1
Hemophilia			2	10	2	3.1
Amputee (Quadruple)			1	5	1	1.6
Infectious Neuritis	1	2.3			1	1.6
Ollier's Disease	1	2.3			1	1.6
Paraplegic (Traumatic)	1	2.3			1	1.6
Psychomotor Epilepsy	1	2.3			1	1.6
Rheumatoid Arthritis	1	2.3			1	1.6
Total	44	100.0	20	100.0	64	100.0

Wheelchairs and Special Help

	Special	Primary	Upper Ortho	Out-Patients
Percentage of Children in Wheelchairs	50%	37.5%	50%	15%
Percentage of Children in Need of Special Help	25%	33 1/3%	22%	

47.8 percent of all regularly enrolled children are confined to wheelchairs.
27.3 percent need a great deal of extra help though ambulatory.

Attendance and Home Visitation
(Written by John B. Thrower)

To what extent Madison's relatively well-behaved juvenile population is considered by her citizens to be one of her several major assets is not known. Certainly school adjustment problems with Madison's teenagers are not often unusually severe nor unusually large in number. The percentage of this community's youngsters who fail to get along acceptably appears to remain about constant, but the number of such problem children increases yearly with our general population growth. Those children who do not get along well are primarily the responsibility of their parents, but often the first professional assistance they or their parents receive comes from our schools. In severe cases, other child-welfare agencies may be requested by our department to help with the child who cannot be effectively managed by his parents or his school.

The effectiveness of our department's work with the child whose problem appears to be significantly school-centered is dependent upon our staff's early availability to the child, his parent, and his teacher. Despite Madison's good position in the area of well-directed and well-behaved youngsters, the city's rapid increase in area and population has brought heavier and heavier loads to our individual staff workers. To learn the extent to which our present staff can continue to offer a realistic service to our ever-enlarging school population is our most pressing concern. The attendance department's annual reports of the past seven years document the various implementations and changes that have been necessary in order to try to do an adequate job with the larger and larger number of referrals. Next year, an attempt will be made to serve 28 elementary schools, 7 junior high schools, and 3 senior high schools with the same staff of three who served less than one-half as many individual schools only seven years ago. In other words, three attendance and home visitation workers attempted this year to serve a school population of approximately 22,000 compared to the 14,000 served in 1954.

Three years ago, we began withdrawing home visitation staff time from our larger junior and senior high schools in an effort to offer more service in the increasing number of elementary schools. Even with this reapportionment of time, our staff has found it impossible to effectively implement some of our plans in our elementary schools. Last year, when 23 of our 25 elementary schools began using a new attendance chart, it was anticipated that time would be available at least twice yearly to review with each elementary principal the general attendance pattern of each elementary school. This has not been accomplished this year, and there appears little possibility that it can be accomplished regularly with a staff of three persons in future years.

As has been the trend for the past several years, more and more of the school social worker's time has been needed to work with our larger and more adequately staffed community agencies. This has been necessary for two reasons:

1. The lack of our own staff time to work intensively with but a few of our school referrals has resulted in our seeking more and more assistance from our community agencies.
2. The requests from the several community agencies (primarily from Dane County Probation Department with 11 workers and Dane County Public Assistance and Child Welfare with 22 workers) for ever-increasing numbers of school reports on children with whom they are working often concerning problems other than those directly related to school.

This increased demand on the social worker's time as a liaison person has made it unrealistic to work directly with but a very few problem children and their parents. Thus, little opportunity to do social case work has been available so that the major effort of the school social worker has been toward effecting communications with the several schools and community agencies prior to and following referrals. Often a referral to a social

agency does not necessarily relieve the school social worker of time involvement nor of his responsibility in the case referred. In many instances, immediately after a referral is made to an agency, almost as much or more time is needed to keep the agency and school informed of the progress being made and the need for additional special planning by the agency or school.

This year much more time has been needed to appear at formal Juvenile Court hearings. This has partially been brought about by the establishing of the Family Court which made much more time available to the judge and his several court workers. As a result of more and longer hearings, the one social worker representing the schools felt increased pressure to prepare the necessary school reports for the court hearings as well as to appear in court when requested. A total of 172 school reports were prepared this year. This demand for the school social worker's time in court was not limited to cases which were primarily school based. The court found it necessary and helpful to plan with the school social worker in a large number of cases where the child's problem was only partly school related.

We found it necessary to refer 74 pupils to the two agencies attached to the Juvenile Court while only 12 of these were finally brought to court for strictly school problems. There were 34 pupils whom the school would have referred to the court had these pupils not been involved in community difficulties which resulted in a formal hearing in Juvenile Court. In such cases, the school problem was also brought to the attention of the court during the hearing, usually resulting in gaining the court's authority to assist the school. In most instances, the court tried to work with the child's problem while he remained in his own home. When this was not feasible, either individual foster homes or state or church affiliated institutions were used to provide adequate care and control. In addition to the use of formal hearings, 137 conferences with various community agencies were used to assist children with school related problems.

Although we have continued to receive much assistance from the community's various child-serving agencies, some of our schools have been quite pressured by the problems presented in a number of the more difficult cases. However, had this service not been available, many of our more disturbing school problems would have remained unimproved or insoluble for a much longer period.

Our department's changing role in the last several years appears to be evolving into one in which a greater proportion of our time is used working closely with various community agencies and preparing school information for them. With the increasing number of schools and agency personnel, the liaison work of the school social worker is becoming his primary task. More time will be needed to continue this service.

The visiting teachers have been doing the major part of the home visits and have attempted to give more service to the elementary schools by using two days weekly for this work. It is felt that the time spent at the elementary grade level is most helpful. There has been less need each year to make repeat calls to the homes of younger children whose primary symptom of school difficulty is questionable absences.

A primary goal for the 1961-62 school year will be to further clarify and interpret to the various social agencies the public school's limitations in providing an education for the very difficult or nearly unmanageable child. Also, there is probably a continued need to interpret to the schools the limitations of the social agencies in making appropriate plans for problem or emotionally disturbed children as expeditiously as may be desired. Such reciprocal clarification and interpretation can be accomplished only when and because both the schools and the community's social agencies are well aware of the other's important role in working with these kinds of children and their families.

A summary of calls made by the attendance and home visitation workers is as follows:

Home calls	2,325
School calls	894
Unclaimed programs	<u>94</u>
Total	3,313

The calls may be further examined through the percent of use by the following divisions:

Elementary schools	17.46%
Junior high schools	41.63%
Senior high schools	40.65%
Parochial schools	<u>.26%</u>
Total	100.00%

1961 Census Summary
(Written by Lloyd Benson)

The annual enumeration of the child population of the city of Madison has recently been completed by a staff of 41 workers who gathered data from 45 census areas in the city. All the data has been carefully checked and the following report summarizes some of the findings of this year's census.

Census takers' cards are checked against pupils enrolled in Madison's public and private schools. All children must be accounted for and those who are missed are added to the official census by the staff. All census workers must submit their reports by June 1 and as a result miss some births in May and all births in June. Lists of births are obtained from the City Health Department for these months and are checked and added to the census totals if they are legal residents of the city. Births added to this year's census totaled 427. Other age groups added to the census totaled 604.

The total child population of 45,472 exceeds the 1960 report by 1,709 or approximately 3.91 percent. The 1961 births totaled 3,052 which is 77 below the 1960 total of 3,129 and 142 below the 1958 high of 3,194, which is the highest ever recorded in any school census.

With the opening of the new Lake View School this fall, there are 26 elementary school areas set by the Board of Education. In the areas where school boundaries were not changed, five areas showed a substantial population increase when compared with the 1960 census, namely; Orchard Ridge 403, Van Hise 290, Odana 125, Woodvale (Buckeye Road) 90, and Crestwood 86. Orchard Ridge and Van Hise also showed the greatest gains in 1960 over the 1949 census. Areas showing the greater over-all decline are Washington with 326 and Longfellow with 87. It is also interesting to note these two areas showed the greatest birth loss, 88 and 40 respectively. Areas showing the larger gains are in the outlying sections of the city where extensive building programs have continued; and because large areas of land remain undeveloped, further building expansion is possible.

Areas showing large losses lie in the central part of the city. One area is being gradually absorbed for University expansion and in the other area the Madison Redevelopment Program is under way. With the Board of Education having to alter school boundaries periodically because of the ever-increasing child population, new building construction, and annexation of land to outlying areas of the city, it becomes most difficult to accurately determine changes in some areas.

The school age population, 4 through 19, shows an increase of 1,657 or approximately 5.4 percent. (See Table VI, page 38.) This is 431 below the 1960 yearly total increase of 2,088 and 565 below the all time 1958 yearly record increase of 2,222.

The larger increases in births occurred in Mendota with 42, Orchard Ridge with 18, Randall with 17, and Woodvale with 16. However, it must be noted that all these are in areas where annexations to the city or school boundary changes have occurred within the last three years.

The pre-school population, ages birth through three years, shows a decrease of 47 or a loss of a little over one-third of one percent. This is the first time this age group has shown a loss since 1946 when there was a loss of 197 below the previous year, or approximately 3.8 percent. Table V, page 37 shows the general changes in the birth to 3 year, 4 to 19 year, and 20 year age groups as they occur from year to year.

Areas which showed decidedly more gains than losses in all age classifications are: Dudgeon, Odana, Orchard Ridge, Herbert Schenk, and Van Hise. Again it must be noted that all these areas are where annexations to the city or school boundary changes have been made within the last two years. Areas showing decidedly more losses than gains in most age classifications are: Truax, Marquette, Lapham, Randall, Longfellow, Washington, Sunnyside, and Emerson. Truax had boundary changes in 1959 while Randall had changes in 1956 and again in 1958. Truax and Marquette had losses in all age classifications.

Tables VIII through XI show the changes in the child population on an over-all basis by census districts, going back as far as 1947, or to such time as the area became a school district or was officially annexed to the city.

The following charts in the respective school areas take children of a given age and a given year and project them over a period of years up to the current year, thereby showing gains and losses.

For example, refer to Table VIII for the Cherokee School. Note that in 1956 there were 42 births (children under one year of age) in the area but in 1961 when these children would be five years old, only 27 were still living in the area. Therefore, we had a loss of 15 children in this age range group.

Another example, refer to Table VIII for the Lincoln School. Note that in 1952 there were 46 births in the area but in 1961, when these children would be nine years old, only 11 were still living in the Lincoln area which means a loss of 35 in this age range group. Again another example, note in 1947 there were 20 children five years of age in the area but in 1961 when these five-year-olds had reached 19 years of age, the number had increased to 80 children, or a gain of 60 in that age range group.

Therefore, these charts are informative because they demonstrate stability or mobility of population in a given area. However, due consideration has to be given to each school area because from time to time the Board of Education has to alter school boundaries due to large enrollments, new building construction, or in the outlying areas annexations may present circumstances that can alter the picture considerably.

Cherokee Heights: For the fourth successive year this area showed more losses than gains in the various age groups. However, this may be partially due to the boundary changes made in 1958 when the Marlborough-Rosedale area was put into the Nakoma school district. There was a small over-all increase in the 1961 census over that of 1960 and some new building is taking place in the area.

Crestwood: This area continues to show sizeable gains in comparison to the time when it was annexed to the city in 1958. The 1961 census totals show an over-all gain of 270 over the 1958 total and 86 over the 1960 total. In the respective age groupings there are more gains than losses. There has been considerable new construction in the area and large tracts of land within the district remain to be subdivided and developed.

District No. 8: Table VIII, page 42 shows more losses than gains in the various age groupings for the second successive year. In the 15 years of gathering census data in the area, there has been a total over-all gain of only 22. Those living in the Gallagher Plat area have always attended Lowell School but with the opening of school in September 1961 they will attend Hawthorne.

Dudgeon: The area continues to show a predominance of gains in the respective age groupings and an over-all gain of 635 when compared to the 1947 census totals. These gains are undoubtedly due to the boundary alterations made in 1959 when the Board of Education assigned the territory, formerly in Midvale, bounded on the north by Mineral Point Road, on the east by Glenway Drive, on the south by Glen Drive, and on the west by Toepfer Avenue, to the Dudgeon School.

Emerson: The area continues to maintain consistent gains in over-all totals when any one year is compared to the 1947 total. However, the respective age groupings have shown a consistent decrease from year to year. For example, in 1947 there were 185 children who were under one year of age, but when they reached fourteen years of age in 1961 there was a decrease of 35. As a further clarification, it should be noted that almost invariably any given age group is greater in 1961 than it was in 1947. For example, in 1947 there were 96 children 8 years of age, but in 1961 we find 123 children who are 8 years of age living in the area.

Table IX, pages 69 and 70 provides an added breakdown separating roughly the area known as Eken Plat from the remaining Emerson area. Table IX, section A, page 69 shows consistent gains in the totals whenever compared to the 1947 totals. When a comparison of gains and losses is made in the respective age groupings, we find 13 areas showing losses and 7 areas showing gains. Table IX, section B, page 70 shows consistent losses in the totals whenever compared to the 1947 totals. When a comparison is made in the respective age groupings we find all showing a loss.

Franklin: The Franklin census, including Waunona Way, shows a consistent increase since 1953. The annexation of Waunona Way ruled legal by the court on September 7, 1954, the Burr Oaks Golf Course annexation, and the assignment of these two areas to the Franklin district make it easy to account for the steady increase shown in the area. Table VIII, page 45 shows the census growth from year to year in the various age groupings. It also shows losses and gains which are equally divided in the respective age groupings.

Comparison of Census Figures for Waunona Way Area Since its Annexation in 1954
(Included in Franklin Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1955	14	12	17	13	10	7	13	8	14	10	9	7	11	9	12	6	5	2	6	4	3	192
1956	13	15	12	18	10	12	11	11	11	13	9	12	8	12	10	10	6	6	1	5	4	209
1957	17	14	16	9	18	11	13	13	12	8	16	11	8	10	13	11	13	4	4	1	5	227
1958	19	24	17	17	14	17	17	15	12	13	8	15	11	11	9	12	11	10	6	4	1	263
1959	27	25	23	20	20	17	13	16	13	15	15	11	17	12	9	8	10	6	8	6	2	293
1960	28	31	30	29	30	27	22	19	18	16	21	19	13	15	14	9	10	9	9	4	3	376
1961	27	33	28	31	31	30	31	20	19	14	15	20	19	11	17	11	9	11	8	4	7	396

Census takers report over 40 vacant family units in the area along with over 50 new family units under construction. Recent annexations present added possibilities for further increases in the area.

Gompers: The Board of Education on February 6, 1961 established the following boundary between Gompers and Mendota schools effective September 1961:

"Beginning at the intersection of Northport Drive and Sherman Avenue proceeding northwest along the center of Northport Drive to the west boundary of the Lake View Sanatorium property, then north along the west boundary of the Lake View Sanatorium property to a point at the rear of the residences along the north side of Havey Road extended, then west along the rear of the residences on the north side of Havey Road to a point west of the residences along the west side of Barby Lane, then north along the rear of the residences on the west side of Barby Lane, generally north at the rear lot line of the residences on the west side of Barby Lane to a line located at the rear of the residences on the south side of Northland Drive and extended generally northwest to the Cherokee Marsh; all area north and east of this line to be Gompers School district, and all area south and west of this line to be Mendota School district." The previous boundary set in 1960 had been the west boundary of Lake View Sanatorium to Havey Road and down the center of Havey Road, extended to Knutson to the western city limits. Table VIII, page 46 shows the distribution of those from birth through 20 years of age. Even though some of the Gompers area was reassigned to Mendota the over-all totals showed a small increase. The census takers report 35 vacant family units available for immediate occupancy and five new units under construction. There is additional land available for expansion in the area and this gives possibilities for further increases.

Hawthorne: This school area was established by taking some of the territory formerly in the Sunnyside district and the children in the Truax apartments who had been attending Lapham and Lincoln. Table VIII, page 47 shows the distribution from birth through 20 years of age, with a predominance of losses showing when a comparison is made in the respective age groups. The 1961 census totals show a slight loss when compared to the 1960 over-all totals.

Hoyt: The area continues to show small increases in the respective age groupings when comparisons are made with the 1956 census. This may be partly due to optional boundary changes made in 1958 and again in 1959. The Board of Education on May 15, 1961, placed the 1959 optional territory between Hoyt and Van Hise, which is bounded by University Avenue, Hill Street, Palamino Road, Owen Parkway, Hillcrest Drive, Owen Drive, and Blackhawk Avenue, in the Hoyt district beginning September, 1961.

In 1958 an area east of the school, bounded on the north by University Avenue, on the east by Highland Avenue, on the south by Regent Street, and on the west by Farley Avenue, was made optional. This was formerly in the Randall area, but pupils living in the area may now attend either Hoyt or Randall. A breakdown by ages of those living in the area is given in the following table.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	13	16	14	17	11	12	8	15	14	16	8	10	9	16	19	9	15	10	16	11	6	265
1959	14	13	13	9	13	8	10	7	13	16	19	10	13	11	17	22	7	16	11	12	10	264
1960	17	17	11	11	9	16	6	10	7	14	23	14	10	13	13	16	24	7	16	11	13	278
1961	16	20	17	7	14	11	15	5	9	8	17	18	15	9	12	12	16	22	7	17	9	276

In 1959 an area west of the school bounded on the north by University Avenue, on the east by Hill Street, Palamino Road and Owen Parkway, on the south by Hillcrest Drive, and on the west by Owen Drive and Blackhawk Avenue was made optional. This is the area assigned to Hoyt district September 1961. The distribution by ages of those living in the area is given in the following table.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1959	20	12	20	15	15	12	19	14	14	10	13	17	15	16	16	15	11	13	7	7	6	287
1960	15	13	10	16	15	12	8	17	11	10	12	11	17	12	15	14	12	12	11	9	4	256
1961	12	13	14	13	17	15	15	8	14	12	10	9	11	22	10	14	14	11	10	10	8	262

Table VIII. page 48 shows the distribution in the respective age groupings. Possible additional boundary changes from an optional area and land available in the Plymouth Circle present possibilities for increases.

Lake View: This is a new elementary school to open in September 1961. It will serve the Lake View, Berkley Heights, and Oak Park Trailer Camp areas which were transported to Gompers this past year. Table VIII, page 49, shows the age distribution from birth through 20 years of age. There is a total of 1,253 children in the area with 429 of them between 5 and 11 years of age (kindergarten through 6th grade).

Comparison of the figures for the Oak Park Trailer Camp appear in the table below:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1951	36	17	26	25	26	15	14	6	9	7	5	4	7	1	5	2	2	1	4	2	2	216
1952	17	16	15	21	21	26	14	17	11	8	7	5	4	5	2	8	5	5	7	13	5	232
1953	33	20	18	17	22	24	28	9	15	8	5	7	3	6	5	2	1	5	2	3	6	239
1954	37	30	18	13	14	21	13	20	9	10	8	2	7	5	3	6	1	3	6	8	6	240
1955	30	33	22	25	12	14	11	10	10	7	8	6	3	7	7	3	3	1	5	8	6	228
1956	35	32	29	20	17	8	14	8	8	10	6	7	5	2	4	3	5	3	4	5	11	238
1957	55	29	21	22	15	17	8	10	6	9	8	5	5	3	2	4	3	5	2	2	3	234
1958	50	46	28	16	22	11	15	11	10	5	9	8	5	4	3	3	3	3	4	7	1	264
1959	75	47	39	29	27	16	6	8	7	8	6	9	7	6	1	3	1	1	2	0	1	299
1960	78	65	63	34	21	20	12	6	5	8	7	6	7	6	6	1	1	2	2	5	12	367
1961	74	66	63	47	30	16	9	11	6	4	5	5	5	5	9	5	1	4	2	3	8	378

Lapham: This area continues to show a predominance of losses when comparisons are made in respective age groupings, which has been the pattern for the past several years. The over-all 1961 total shows a loss of 148 when compared to the 1947 total. The Sherman Terrace area, which is included in the Lapham census, continues to show general over-all reduction in numbers, birth through 20, living in the area. Although there is an increase of 5 over the 1960 totals, it continues to hold around a total of 180 with well over 100 of them being below the kindergarten (5-year-old) group.

Comparison of Census Figures for Sherman Terrace Since Its Construction in 1949
(Included in Lapham Area)

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1949	2	1	3	1	1	0	2	1	0	0	0	0	1	0	0	0	0	1	0	0	1	14
1950	30	28	24	21	21	12	8	13	11	8	7	7	8	7	3	2	1	2	2	2	1	218
1951	34	32	46	30	31	23	12	8	11	9	4	6	5	8	6	4	2	2	0	3	7	283
1952	34	45	28	29	27	20	21	16	8	10	10	6	5	5	13	5	4	4	1	2	4	297
1953	35	35	36	23	22	22	17	9	9	4	8	7	7	4	5	9	6	2	5	8	4	277
1954	31	33	23	33	13	17	12	12	7	5	2	8	10	6	6	4	6	7	4	3	5	247
1955	38	26	23	25	24	13	18	13	12	8	11	4	9	10	3	5	4	4	4	4	3	261
1956	31	36	28	22	18	13	16	13	9	12	8	3	4	6	5	2	2	5	11	3	5	252
1957	34	33	27	25	19	11	8	11	6	2	7	7	5	1	5	5	2	4	4	5	3	224
1958	41	33	26	20	13	21	6	8	14	5	1	7	5	2	2	4	5	4	4	7	8	236
1959	41	36	23	13	15	6	5	4	3	7	3	0	2	2	1	0	3	4	2	4	4	178
1960	32	33	21	15	10	8	7	7	2	1	7	3	1	2	2	1	1	4	5	3	7	172
1961	36	30	18	19	9	7	9	7	9	4	1	7	2	1	1	2	1	1	4	4	5	177

Lincoln: For the fourth successive year this area has shown losses in all age groupings except the upper age groups--18, 19, and 20-year-olds. The total for the area is 67 below the 1959 total and only 44 above the 1947 total. The increase in totals is maintained by the increase in the 18, 19, and 20-year-old group. In 1947 there was a total of 113 in the 18, 19, and 20-year-old group, and in 1961 there are 177. The census totals for those in elementary school age group 5 years old through 11 years inclusive (kindergarten through 6th grade) living in the area is 102. Table VIII, page 51, shows the totals in the various age classifications, with the losses or gains in the respective age groupings.

Longfellow: From 1947 through 1951 the area showed increasing over-all losses. In 1952, the area bounded on the north by Haywood Drive, on the east by Park Street, on the south and west by Wingra Drive, was added to Longfellow, and then it showed increases up to 1958. The area has shown an over-all increasing loss for the fourth successive year when compared to the 1947 totals or to the totals of the preceeding year. Despite the addition of the Wingra area in 1952, the 1961 over-all total shows a loss when compared to any one total from 1947 through 1951. This year's over-all loss of 87 is the second highest for 1961, and the birth loss of 40 is also the second highest when compared to 1960 totals.

Table VIII, page 52, shows losses or gains in the respective age groups with 18 areas showing losses and 2 showing gains. The 19 and 20-year-old group were the only ones showing gains. The nurses in training at Madison General Hospital make up the major portion of this group.

Lowell: The area had a gain of 20 when the 1961 census total is compared to the 1960 census total and a gain of 431 when the totals of the 1961 census are compared to the 1948 totals. However, it continues to show a predominance of losses in the various age groupings. There continues to be a fluctuation between the losses and gains in births when any particular year is compared to the immediately preceding year.

Marquette: The Marquette area continues about the same as in previous years with losses showing in all the various age groupings for the fourth successive year. The 1961 totals show a gain of 39 over the 1960 census total. However, when compared to the 1947 total, it continues to show a consistent loss. Table VIII, page 54, shows the changes in the respective age groupings.

Mendota: The boundary changes in the area make it difficult to accurately determine what are definite changes. In this area boundaries were changed in 1956 when the Oak Park trailer area was added, and again in 1960 when the total area was divided making Gompers and Lake View school districts. Now in 1961 the boundaries are again changed. For definite details see Gompers report. Table VIII, page 55, shows the losses or gains in the respective age groupings from year to year.

Midvale: Table VIII, page 56, shows the distribution of children in the various age groupings with the losses or gains. The boundaries for Midvale were changed in 1958 with the assigning of areas to Odana and Van Hise. They were changed again in 1959 when an optional area was assigned to Dudgeon and the boundaries will again be changed beginning September 1961 when the provisional optional area bounded by Hillcrest Drive, Owen Drive, Mineral Point Road, and South Midvale Boulevard (Bulletin 99, May 19, 1961) will be placed in the Midvale district and not be optional with Van Hise.

Nakoma: This area is another which has had several boundary changes, the first coming in 1956 when part of the area was assigned to the Cherokee Heights School, again in 1958 when the Orchard Ridge area was removed from Nakoma. Also in 1958 areas in the Marlborough-Rosedale district were transferred from Cherokee to Nakoma and the area west of South Midvale Boulevard and south of Odana Road was transferred from Nakoma to Cherokee Heights. The total census for the area shows an increase of 54 over the 1960 census total. Table VIII, page 57 shows the distribution in the various age groupings with 15 areas showing gains and four areas showing losses.

The Rosedale-Marlborough totals are included in the Nakoma totals. A breakdown of the census figures for the area south of the Beltline (Rosedale and Marlborough Heights area) is as follows:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	43	57	46	39	51	35	31	28	34	24	16	20	19	15	10	13	9	6	4	3	5	508
1959	49	46	69	49	32	43	37	24	30	25	20	20	19	16	14	9	13	9	2	4	2	543
1960	40	41	42	58	42	31	40	38	22	25	28	17	23	20	17	13	11	10	8	2	5	533
1961	42	38	43	37	48	38	24	41	35	22	28	25	17	21	21	17	17	9	13	8	2	546

Odana: The area is one of five in which the various age groupings showed 19 with gains while one showed a loss. This is equal to the record of last year. It continues to show a consistent gain from year to year in the totals, and the 1961 census total shows a gain of 536 over 1958. With a number of dwelling units under construction in the area, and with additional land available for expansion along with adjacent land for annexation, there are possibilities for further increases.

Orchard Ridge: This area showed an increase of 18 births over the total received in 1960, which is the largest increase for any of the areas. It also showed an over-all increase of 403 over the 1960 census total, which is the largest over-all increase for any area. This was one of the five areas showing 19 gains in the individual age groupings, thereby giving it the distinction of the area showing greatest gains in all categories. The census taker reported 68 new dwelling units either under construction or completed. With considerable land available for expansion or additional lands that could be annexed to the city, there is a great possibility for continued increases. Table VIII, page 59, gives a complete breakdown of the rapid expansion and growth in the area.

Randall: The area has had many boundary changes from time to time with the most recent being in 1956 when the Hoyt district was taken from the Randall area; then, again in 1958 when Spring Harbor took over Mohawk Park, Blackhawk Park, and Indian Hills areas. For the fourth consecutive year Randall shows a predominance of losses when comparisons are made in the respective age groupings. However there was a gain of 57 over the 1960 census total, with a loss of 467 when compared to the 1947 census total. A breakdown of the optional area between Randall and Hoyt is given under the review of Hoyt.

Herbert Schenk: This area shows an increase of 252 above the 1960 census total even though the totals for the Woodvale (Buckeye Road--Kohl, Anderson, Hauser, Droster Road area) are not included as they were in 1960. Part of this increase is due to the rapid development in the Wedgewood-Kingston area east of the beltline and south of Milwaukee Street, and included in Herbert Schenk census totals for the past few years.

The breakdown for the Wedgewood-Kingston area is as follows:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	0	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	6
1959	4	2	3	3	7	5	3	4	3	2	3	3	1	1	1	0	3	2	0	0	0	50
1960	14	19	10	13	17	13	11	7	6	3	5	4	5	5	3	1	2	3	1	1	0	143
1961	33	30	40	28	35	26	18	20	14	8	9	11	7	15	9	5	0	5	4	4	1	322

Table VIII, page 61 shows the distribution in the various age groupings with 19 areas showing gains and one area, 20-year-olds, showing a loss. The census taker reported 79 family dwelling units either under construction or completed. Areas of land awaiting development provide for continued expansion.

Sherman: The shifting of the Oak Park trailers census to Mendota in 1956 changed the Sherman boundaries. The area showed a small increase in the 1961 census totals over the 1960 totals and a small loss in those under one year of age. It is about equally divided between gains and losses when comparisons are made in the respective age groupings. There is a gain of 1,191 in the 1961 census totals over the 1947 totals. Some areas of land remain to be subdivided and developed which give possibilities for continued small increases in the area.

Spring Harbor: A comparison in the respective age grouping breakdown continues to show decidedly more losses than gains. The 1961 census total showed an increase of 20 over the 1960 census total and 100 over the 1958 census total. There were four fewer births in the area when 1961 births are compared to those of 1960. The census taker reported 36 family dwelling units either under construction or ready for occupancy.

Sunnyside: The 1961 census total showed a gain of 47 over the 1960 census total, but a loss of 105 when compared to the 1956 census total. This area has continued to show losses ever since part of the area was assigned to Hawthorne in 1959, but each succeeding year this loss has decreased. When a comparison is made in the respective age groupings, we find 18 areas showing losses and two showing gains; but this is brought about because part of the area was assigned to Hawthorne. The census taker reported 19 family dwelling units either under construction or ready for occupancy. This along with large areas of land available for development provides possibilities for growth in the area.

Truax: The area has continued to show losses in the over-all census totals from year to year since 1957. The big loss in 1959 was due to the assignment of some of the area formerly in Truax to the Hawthorne school. The 1961 census total is 201 below the 1948 census total and three below the 1960 census total. When a comparison is made in the respective age groupings, we find this one of the two areas in the city where all age groups show losses. Table VIII, page 65, shows the distribution in the various age groupings with the changes.

Van Hise: The area shows an over-all increase of 290 over the 1960 census total. This is the second successive year that it showed the second largest increase of any area in the city. In the respective age groupings in Table VIII, page 66, it duplicated last year's record with 19 areas showing gains and one showing a loss. This year as well as last the loss occurred in the 20-year-old group. The 1961 census total shows an increase of 862 over the 1958 census total. Sizeable areas of land have paved streets and sidewalks installed, and the census taker reported 46 family dwelling units either under construction or ready for occupancy in the area. Besides these areas under development, there is additional land available for future development which provides for possible additional increases within the area.

Washington: The decreasing trend which has persisted in this area over the past ten years continues. The decrease of 88 in the number of births in the area, when compared to the 1960 census figures as well as the over-all loss of 326 in the total for the area when compared to the 1960 census, is the largest in either category for any one of the city censused areas. There was a loss of 1,058 when the 1961 census totals are compared to the 1947

census totals. In this area the University has been gradually acquiring properties for expansion and the census taker reports eight vacant family dwelling units. When a comparison is made in the respective age groups we find 18 groups showing losses and two showing gains. Those showing gains were the 19 and 20-year-old groups.

Woodvale: In 1960 the totals for this area were included with the Herbert Schenk census. However, pupils living in the area attended the Lowell School. The 1961 census totals show an increase of 90 over the 1960 census totals. Census takers report 15 family dwelling units in the area either under construction or ready for occupancy. Areas of land are available for further development, which provide possibilities for continued growth in the area.

Comparative Tables

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Table I

Summary of Census Returns for the Year Ending June 30, 1961

School Districts	Age Group Birth to 3 Inclusive			Age Group 4 to 19 Inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Cherokee Heights	67	62	129	224	222	446
Crestwood	173	138	311	443	454	897
District #8	54	58	112	127	121	248
Dudgeon	125	128	253	583	522	1105
Emerson	370	316	686	970	959	1929
Franklin	310	274	584	653	613	1266
Gompers	119	105	224	221	242	463
Hawthorne	237	219	456	416	425	841
Hoyt	144	132	276	479	494	973
Lakeview	261	252	513	398	330	728
Lapham	306	276	582	681	665	1346
Lincoln	50	50	100	115	227	342
Longfellow	261	244	505	672	734	1406
Lowell	367	325	692	908	797	1705
Marquette	424	408	832	973	924	1897
Mendota	223	213	436	505	462	967
Midvale	164	178	342	912	867	1779
Nakoma	177	167	344	687	693	1380
Odana	165	146	311	373	376	749
Orchard Ridge	276	259	535	598	579	1177
Randall	232	211	443	1005	923	1928
Herbert Schenk	497	393	890	1329	1168	2497
Sherman	236	201	437	701	714	1415
Spring Harbor	194	169	363	456	365	821
Sunnyside	96	87	183	208	200	408
Truax	112	103	215	158	145	303
Van Hise	246	259	505	914	897	1811
Washington	263	256	519	599	681	1280
Woodvale	60	78	138	86	87	173
Totals	6209	5707	11916	16394	15886	32280

Age Group Birth to 3

1960 - 11,963

1961 - 11,916

47 - Decrease

Age Group 4 to 19

1960 - 30,623

1961 - 32,280

1,657 - Increase

Table II

Madison Census 1961, Age Groups Birth Through 20 Inclusive by School Districts

School District	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Cherokee Heights	39	34	33	23	38	27	33	34	27	30	36	29	25	29	37	20	29	24	15	13	13	588
Crestwood	74	79	79	79	81	81	85	83	80	64	57	53	50	49	56	36	38	33	26	25	12	1220
District #8	29	32	30	21	23	23	22	21	16	15	15	13	14	17	17	11	9	11	14	7	12	372
Dudgeon	53	55	70	75	73	67	65	79	77	67	64	72	77	64	100	57	63	57	66	57	45	1403
Emerson	201	178	157	150	131	132	123	121	123	110	126	111	115	132	150	98	108	126	126	97	105	2720
Franklin	164	150	142	128	115	99	94	102	90	76	83	74	81	75	86	71	65	65	55	35	70	1920
Gompers	43	54	62	65	64	61	60	48	37	41	26	25	27	20	17	7	7	9	9	5	2	689
Hawthorne	120	113	112	111	110	86	79	68	80	65	57	50	39	44	59	16	24	18	26	20	18	1315
Hoyt	71	78	69	58	78	65	54	68	61	59	61	71	59	52	70	52	62	64	50	47	37	1286
Lakeview	142	122	133	116	120	87	71	67	61	48	47	48	32	34	39	19	12	17	11	15	12	1253
Lapham	186	161	117	118	105	86	89	101	81	80	85	80	88	86	94	55	69	73	87	87	99	2027
Lincoln	33	25	24	18	22	12	19	16	13	11	15	16	17	12	18	15	15	13	48	80	49	491
Longfellow	131	141	124	109	97	106	95	100	86	74	100	80	75	84	94	70	68	83	84	110	161	2072
Lowell	182	168	177	165	145	112	133	110	131	100	109	107	109	94	118	89	97	93	84	74	69	2466
Marquette	240	214	185	193	129	136	134	127	125	105	109	108	119	114	124	109	100	114	122	122	112	2841
Mendota	104	110	91	131	95	95	119	86	77	77	69	49	68	55	47	26	28	33	28	15	6	1409
Midvale	67	74	86	115	113	129	138	138	134	143	111	130	134	113	121	88	86	65	77	59	59	2180
Nakoma	84	82	95	83	109	84	88	99	105	87	117	83	82	91	99	78	81	62	68	47	42	1766
Odana	61	80	93	77	80	80	72	67	61	60	45	52	35	42	43	18	29	20	27	18	7	1067
Orchard Ridge	119	144	135	137	145	137	134	134	110	91	82	61	61	54	50	23	29	29	20	19	8	1720
Randall	126	110	102	105	112	117	100	129	126	131	119	123	148	115	151	114	116	109	125	93	71	2442
Herbert Schenk	193	215	219	263	242	271	226	222	231	204	177	179	137	140	148	90	61	61	67	41	24	3411
Sherman	120	112	107	98	116	112	115	103	116	104	80	83	98	89	89	72	70	65	61	42	28	1880
Spring Harbor	89	94	94	86	91	80	71	80	74	60	52	45	61	42	43	27	31	23	28	13	9	1193
Sunnyside	41	42	46	54	46	44	30	27	37	34	21	29	24	22	24	15	12	17	14	12	5	596
Truax	49	51	54	61	49	37	48	22	28	26	20	24	12	11	12	2	5	2	4	1	1	519
Van Hise	99	126	139	141	151	154	148	160	135	153	134	119	115	110	104	72	72	76	62	46	26	2342
Washington	153	143	124	99	81	82	72	75	83	67	60	67	59	55	84	67	67	68	133	160	172	1971
Woodvale	39	34	34	31	36	27	23	15	9	10	13	9	9	4	5	3	4	1	5	0	2	313

Table III Summary

Age Group		Age Group		Age Group	
Birth to 3 Inclusive		4 to 19 Inclusive		20 Years	
Total	1960 - 11,963		1960 - 30,623		1960 - 1,177
	1961 - <u>11,916</u>		1961 - <u>32,280</u>		1961 - <u>1,276</u>
Decrease	47	Increase	1,657	Increase	99

Table III

A Graph Showing Age Totals of Children from Birth Through Twenty - 1961

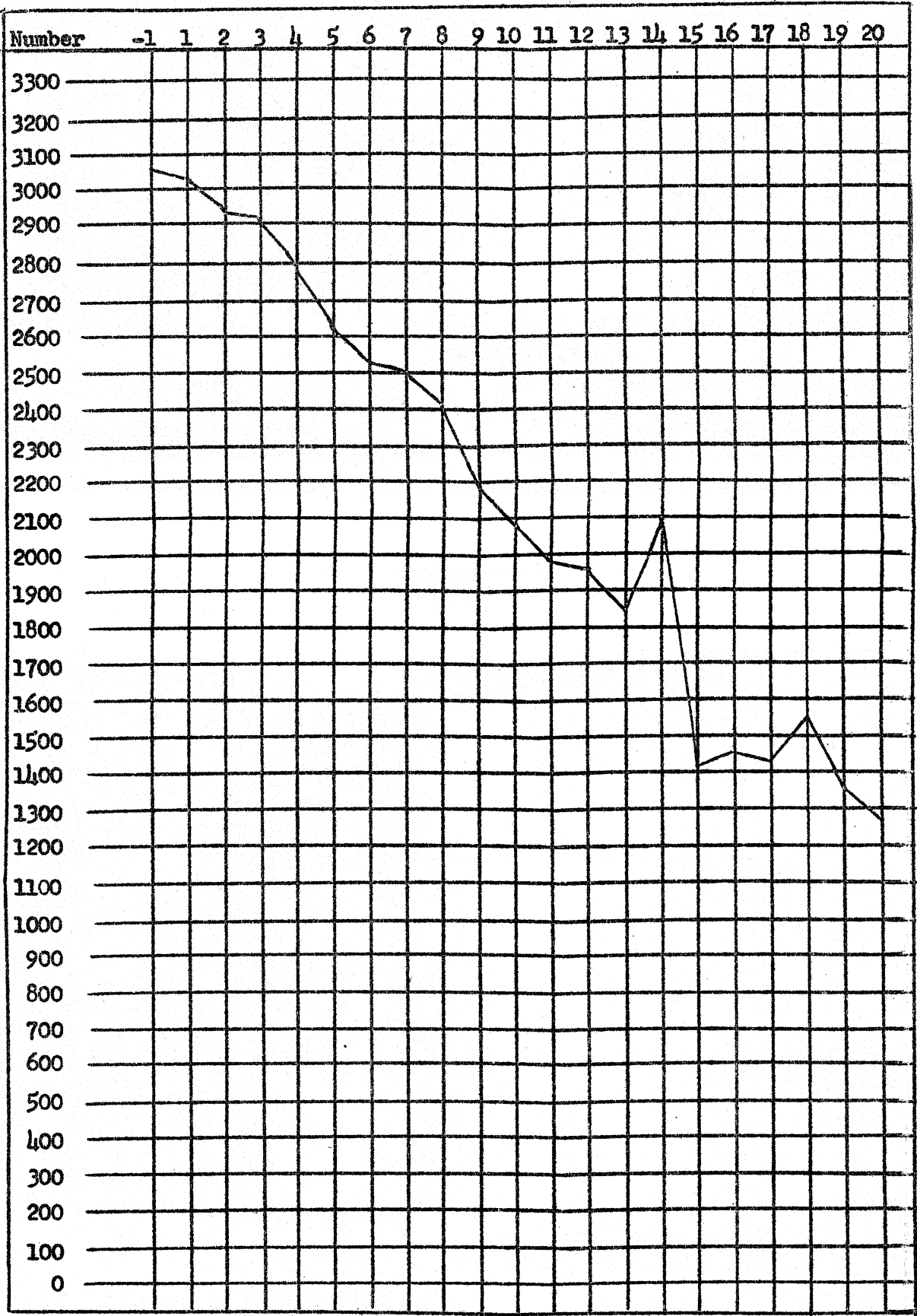


Table IV

Comparison of Child Population Tables for June, 1939 through June, 1961 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139
1960	3129	3039	2965	2830	2609	2537	2503	2436	2167	2076	2004	1944	1858	2060	1434	1428	1433	1416	1338	1380	1177
1961	3052	3021	2933	2910	2797	2629	2540	2500	2414	2192	2090	1990	1970	1849	2099	1420	1457	1431	1542	1360	1276

Table V

Comparison of Age Group Totals by Years
From June, 1939 through June, 1961

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834
1951	7,594	17,888	999	26,481
1952	7,935	18,686	823	27,444
1953	8,245	19,839	887	28,971
1954	8,654	20,455	890	29,999
1955	9,163	21,931	940	32,034
1956	9,624	23,048	955	33,627
1957	10,197	24,849	992	36,038
1958	11,235	27,071	1,093	39,399
1959	11,343	28,535	1,139	41,017
1960	11,963	30,623	1,177	43,763
1961	11,916	32,280	1,276	45,472

Table VI

Percentages of Census Increases and Decreases Since the Year 1916
Age Group 4 to 19 Inclusive

Year	Totals		Increase or Decrease in Number		Per Cent of Increase or Decrease
1915	7,868				
1916	8,461		593		7.5
1917	8,787		326		3.9
1918	8,742	Decrease	45	Decrease	.51
1919	8,753		11		.12
1920	9,164		411		4.7
1921	9,373		203		2.21
1922	9,801		428		4.6
1923	10,723		922		9.4
1924	11,402		679		6.3
1925	12,102		700		6.13
1926	12,507		405		3.34
1927	13,280		773		6.18
1928	13,884		604		4.5
1929	14,390		506		3.6
1930	14,735		345		2.39
1931	14,959		224		1.52
1932	15,366		407		2.72
1933	15,413		47		.31
1934	15,746		333		2.16
1935	16,032		286		1.82
1936	16,087		55		.34
1937	15,949	Decrease	138	Decrease	.87
1938	15,728	Decrease	221	Decrease	1.39
1939	15,728		0		0
1940	15,565	Decrease	163	Decrease	1.04
1941	15,458	Decrease	107	Decrease	.69
1942	15,713		255		1.65
1943	15,846		133		.85
1944	15,866		20		.13
1945	16,012		146		.92
1946	15,524	Decrease	488	Decrease	3.05
1947	15,264	Decrease	260	Decrease	1.67
1948	16,479		1,215		7.96
1949	16,841		362		2.14
1950	17,275		882		5.24
1951	17,888		613		3.54
1952	18,686		798		4.46
1953	19,839		1,153		6.17
1954	20,455		616		3.1
1955	21,931		1,486		7.3
1956	23,048		1,117		5.1
1957	24,849		1,801		7.8
1958	27,071		2,222		8.9
1959	28,535		1,464		5.4
1960	30,623		2,088		7.3
1961	32,280		1,657		5.4

Table VII

Comparison of Child Population by School Districts for the Years
1960 and 1961

School Districts	<u>Age Group Birth to 3 Incl.</u>			<u>Age Group 4 to 19 Incl.</u>		
	Totals 1960	Totals 1961	Increase or Decrease	Totals 1960	Totals 1961	Increase or Decrease
Cherokee Heights	138	129	- 9	419	446	+ 27
Crestwood	284	311	+ 27	838	897	+ 59
District #8	115	112	- 3	255	248	- 7
Dudgeon	268	253	- 15	1102	1105	+ 3
Emerson	695	686	- 9	1913	1929	+ 16
Franklin	576	584	+ 8	1250	1266	+ 16
Gompers	258	224	- 34	421	463	+ 42
Hawthorne	493	456	- 37	810	841	+ 31
Hoyt	284	276	- 8	958	973	+ 15
Lakeview	559	513	- 46	633	728	+ 95
Lapham	572	582	+ 10	1361	1346	- 15
Lincoln	111	100	- 11	330	342	+ 12
Longfellow	571	505	- 66	1450	1406	- 44
Lowell	706	692	- 14	1661	1705	+ 44
Marquette	827	832	+ 5	1884	1897	+ 13
Mendota	250	436	+186	674	967	+293
Midvale	380	342	- 38	1750	1779	+ 29
Nakoma	346	344	- 2	1321	1380	+ 59
Odana	295	311	+ 16	637	749	+112
Orchard Ridge	440	535	+ 95	867	1177	+310
Randall	419	443	+ 24	1888	1928	+ 40
Herbert Schenk	862	890	+ 28	2274	2497	+223
Sherman	483	437	- 46	1369	1415	+ 46
Spring Harbor	383	363	- 20	777	821	+ 44
Sunnyside	171	183	+ 12	371	408	+ 37
Truax	258	215	- 43	263	303	+ 40
Van Hise	475	505	+ 30	1555	1811	+256
Washington	646	519	-127	1468	1280	-188
Woodvale	98	138	+ 40	124	173	+ 49
Totals	11,963	11,916	- 47	30,623	32,280	+1657

Table VIII

Showing Child Population Movement 1956-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Cherokee 1956	42	50	53	40	37	46	38	26	38	26	23	18	18	21	14	15	12	8	12	10	7	554	
1957	58	45	50	51	33	44	44	35	27	31	27	26	20	19	21	13	14	12	7	8	7	592	+ 38
1958	33	33	27	33	34	29	29	31	32	25	28	30	19	24	17	20	12	17	12	11	12	508	- 46
1959	30	27	38	23	32	33	26	28	34	35	25	30	31	22	27	22	21	13	17	10	11	535	- 19
1960	40	34	26	38	23	33	32	29	27	36	32	24	28	33	21	29	25	18	14	15	11	568	+ 14
1961	39	34	33	23	38	27	33	34	27	30	36	29	25	29	37	20	29	24	15	13	13	588	
			-6	+3	-10	-20	-15	-17	-19	-13	-7	-10	-9	-1	-9	+11	-3	+11	+6	-6	-1	-2	+ 34

Table VIII

Showing Child Population Movement 1958-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Crestwood	1958	54	73	69	69	79	75	57	52	58	49	51	50	36	35	28	32	24	16	12	20	11	950	
	1959	61	59	76	71	79	74	79	63	53	59	51	47	55	39	35	29	31	22	16	14	11	1024	+ 74
	1960	63	83	66	72	66	80	86	79	66	54	58	55	52	58	38	38	35	31	26	16	12	1134	+184
	1961	74	79	79	79	81	81	85	83	80	64	57	53	50	49	56	36	38	33	26	25	12	1220	
				+16	+18	+25	+8	+12	+16	+4	+5	+7	+5	-5	+1	-2	+6	0	+3	+5	-6	+1	-4	+270

Table VIII

Showing Child Population Movement 1947-1961

District		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
		29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350	
	1947	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350	
	1948	21	33	27	19	25	30	19	18	20	18	15	18	15	15	12	12	19	12	12	15	11	386	+ 36
	1949	29	22	35	20	20	24	27	15	15	15	15	11	15	17	9	10	13	16	11	11	8	358	+ 8
	1950	27	24	24	30	19	19	20	26	16	14	16	15	10	12	14	8	11	10	16	12	8	351	+ 1
	1951	28	21	26	20	29	24	19	16	24	15	14	13	14	10	15	15	9	10	9	12	9	352	+ 2
	1952	24	25	19	26	22	28	19	18	14	22	16	14	17	13	9	13	14	7	8	9	10	347	- 3
	1953	20	17	23	16	19	15	15	10	8	11	14	10	12	10	11	6	9	10	3	4	3	246	-104
	1954	14	14	20	22	13	23	16	15	9	9	11	15	11	12	9	13	5	9	7	2	4	253	- 97
	1955	15	17	18	20	23	15	20	18	16	12	9	12	15	11	12	9	12	7	10	6	4	281	- 69
	1956	19	18	18	22	20	26	15	22	17	14	15	10	11	13	11	12	11	11	6	10	6	307	- 43
	1957	16	25	15	16	21	13	23	12	19	16	14	11	10	10	14	9	9	9	5	4	8	279	- 71
	1958	31	18	28	18	14	17	16	21	13	16	17	12	12	11	10	13	8	7	9	5	17	313	- 37
	1959	38	16	28	24	20	16	15	16	17	12	16	14	16	9	11	12	11	6	4	9	6	316	- 34
	1960	34	35	14	32	25	22	22	22	21	19	16	18	16	17	11	11	13	12	6	4	6	376	+ 26
	1961	29	32	30	21	23	23	22	21	16	15	15	13	14	17	17	11	9	11	14	7	12	372	
				-2	-8	-10	+7	+4	+7	+7	-4	-9	-13	-14	-15	-4	-12	-8	-4	-11	-17	-17	-8	+ 22

Table VIII
Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Dudgeon</u>	1947	41	26	33	30	39	31	36	33	39	29	31	49	36	32	32	35	50	48	34	47	37	768	
	1948	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945	+177
	1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949	+181
	1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990	+222
	1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997	+229
	1952	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997	+229
	1953	52	53	53	55	62	44	90	46	58	39	44	61	43	44	46	43	38	54	39	37	31	1032	+264
	1954	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	41	37	49	40	46	1052	+284
	1955	48	58	58	55	48	64	68	39	84	41	56	45	48	51	49	41	45	43	34	47	35	1057	+289
	1956	48	49	56	64	61	46	62	66	48	83	37	52	43	50	46	47	40	43	43	36	44	1064	+296
	1957	54	45	53	56	69	64	49	61	67	47	81	36	49	42	53	47	48	40	45	40	29	1076	+308
	1958	45	56	47	60	55	67	60	51	68	65	45	82	33	53	44	50	50	45	37	45	30	1088	+320
	1959	62	70	67	64	65	74	78	75	66	78	81	59	102	50	65	53	69	62	54	45	40	1379	+611
	1960	56	68	73	71	65	71	76	81	74	70	74	81	64	99	50	66	54	71	56	50	37	1407	+639
	1961	53	55	70	75	73	67	65	79	77	67	64	72	77	64	100	57	63	57	66	57	45	1403	
			-1	+8	+30	+19	+19	+17	+26	+25	+12	+21	+35	+33	+11	+59	+31	+30	+27	+27	+26	+9	+635	

Table VIII

Showing Child Population Movement 1947-1961

Emerson

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1947	185	114	125	123	124	118	117	83	96	91	95	92	86	82	96	106	112	105	102	115	96	2263	
1948	205	197	127	138	131	146	127	138	98	103	94	102	102	92	95	98	108	107	105	91	100	2504	+241
1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577	+314
1950	169	179	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633	+370
1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605	+342
1952	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595	+332
1953	201	176	156	149	133	146	170	107	120	118	131	112	126	102	96	105	101	102	87	88	75	2601	+338
1954	174	170	148	153	153	132	148	152	107	112	116	124	106	123	99	103	103	105	99	88	79	2594	+331
1955	175	162	151	152	141	141	142	146	162	121	122	126	120	111	126	98	94	102	103	93	80	2658	+395
1956	181	176	172	141	144	139	134	143	131	157	104	106	125	113	107	124	99	91	109	93	105	2694	+431
1957	170	184	152	153	135	131	133	124	139	140	159	106	100	124	120	104	128	93	96	101	96	2688	+425
1958	226	174	164	153	147	143	134	133	128	144	136	154	110	112	124	118	103	118	99	112	113	2845	+582
1959	190	177	170	150	145	142	139	130	131	123	132	121	139	105	104	110	116	103	105	76	95	2703	+440
1960	205	167	170	153	137	131	126	130	119	121	109	116	119	152	97	110	117	118	102	109	77	2685	+442
1961	201	178	157	150	131	132	123	121	123	110	126	111	115	132	150	98	108	126	126	97	105	2720	
		-27	-33	-76	-39	-49	-52	-53	-78	-67	-79	-58	-81	-73	-35	-16	-17	+3	+2	-21	-12	+457	

Table VIII

Showing Child Population Movement 1947-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Franklin</u> 1947	115	70	63	66	53	48	57	55	53	*42	52	51	44	46	46	42	44	54	52	41	58	1152	
1948	127	123	77	68	79	67	55	68	61	62	47	53	58	51	54	53	50	51	59	68	44	1375	+223
1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398	+246
1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	48	1348	+196
1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326	+174
1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174	+ 22
1953	72	59	68	58	80	63	70	59	63	53	47	46	55	51	52	44	51	45	46	34	36	1152	0
1954	85	76	69	80	63	78	67	69	53	58	56	46	49	51	51	48	43	47	42	57	35	1233	+ 81
1955	93	101	87	85	88	66	88	70	82	70	70	60	57	60	64	58	52	47	50	48	48	1444	+292
1956	87	92	91	88	80	88	65	81	69	84	69	76	66	57	60	59	52	56	42	45	37	1444	+292
1957	118	98	93	94	79	83	85	65	81	59	84	68	68	70	53	61	57	48	52	46	36	1498	+346
1958	116	120	102	90	91	79	92	86	67	85	66	86	69	69	67	56	59	61	52	48	47	1608	+446
1959	134	114	121	100	90	93	85	88	79	78	89	74	90	77	65	61	61	55	54	44	40	1692	+540
1960	155	158	139	124	110	96	101	91	79	77	79	87	81	89	71	65	62	61	50	51	39	1865	+713
1961	164	150	142	128	115	99	94	102	90	76	83	74	81	75	86	71	65	65	55	35	70	1920	
			-5	+8	+12	-3	+12	+1	+17	+18	-6	-16	-32	-30	-52	-29	+1	+2	-1	+2	-13	+13	+768

* 9 year old corrected to 42 instead of 52.

Table VIII
Showing Child Population Movement 1960-61

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Gompers	1960	57	62	77	62	62	50	56	44	30	36	27	30	22	21	9	9	11	7	4	3	3	682
	1961	43	54	62	65	64	61	60	48	37	41	26	25	27	20	17	7	7	9	9	5	2	689
				-3	0	-12	+2	-1	+10	-8	-7	+11	-10	-2	-3	-2	-4	-2	-2	-2	+2	+1	-1

Table VIII

Showing Child Population Movement 1959-61

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Hawthorne	1959	119	120	126	106	101	90	81	72	62	60	42	44	56	22	26	25	28	13	15	4	10	1222	
	1960	126	128	120	119	98	93	75	76	70	61	59	41	45	64	18	21	23	26	15	25	19	1322	+100
	1961	120	113	112	111	110	86	79	68	80	65	57	50	39	44	59	16	24	18	26	20	18	1315	
			-13	-7	-9	-16	-20	-22	-22	-1	-7	-5	-10	-3	0	+3	-6	-2	-7	-2	+7	+3		+ 93

Table VIII

Showing Child Population Movement 1956-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Heyt	1956	41	37	49	46	60	54	43	49	40	39	38	41	41	41	28	32	31	31	38	25	24	828	
	1957	64	64	48	61	58	59	54	44	49	51	42	34	38	43	40	32	34	39	31	32	24	941	+113
	1958	82	85	69	64	73	67	63	63	55	67	51	52	44	57	61	54	49	44	56	40	36	1232	+401
	1959	83	81	66	65	61	67	65	66	57	60	65	49	56	49	61	66	56	49	43	43	33	1241	+413
	1960	88	74	61	61	63	62	71	66	65	61	70	59	55	64	49	60	67	51	52	43	42	1284	+456
	1961	71	78	69	58	78	65	54	68	61	59	61	71	59	52	70	52	62	64	50	47	37	1286	
			-10	-14	-24	+14	+24	+17	+19	+15	-1	+7	+28	+10	+12	+31	+14	+21	+23	+9	+19	+5		+458

Table VIII
Showing Child Population Movement 1960-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Lakeview	1960	159	139	136	125	85	87	66	64	45	54	45	35	32	37	21	15	14	11	11	11	18	1210
	1961	142	122	133	116	120	87	71	67	61	48	47	48	32	34	39	19	12	17	11	15	12	1253
			-37	-6	-20	-5	+2	-16	+1	-3	+3	-7	+3	-3	+2	+2	-2	-3	+3	0	+4	+1	+ 43

Table VIII

Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lapham	1947	212	136	114	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2175	
	1948	179	161	121	122	111	104	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2138	- 37
	1949	152	143	147	100	118	103	106	90	104	70	89	90	90	72	97	74	80	73	92	88	81	2059	-116
	1950	184	147	149	151	102	124	103	103	93	102	76	79	93	89	83	86	75	71	84	80	80	2154	- 21
	1951	191	151	164	156	153	110	93	107	100	90	89	73	75	88	83	73	89	67	74	76	85	2177	+ 2
	1952	191	169	129	146	151	146	95	104	101	101	95	93	75	79	89	82	69	83	64	73	63	2198	+ 23
	1953	208	167	163	112	123	144	122	88	95	84	86	88	84	68	78	93	79	66	87	86	60	2181	+ 6
	1954	211	166	135	139	91	106	113	124	74	97	78	85	83	83	84	85	82	83	74	91	79	2163	- 12
	1955	201	181	146	118	124	90	105	113	117	75	106	77	83	82	76	79	89	82	94	83	69	2190	+ 15
	1956	204	182	152	129	108	109	104	97	110	108	70	95	80	83	83	86	72	84	87	81	69	2193	+ 18
	1957	219	162	152	131	122	90	112	98	93	96	105	77	89	74	78	80	88	66	96	138	123	2289	+114
	1958	222	180	143	111	110	121	88	115	100	102	92	109	75	79	79	76	73	86	99	145	113	2318	+143
	1959	182	171	136	117	97	102	92	82	104	90	96	96	95	64	77	80	72	69	90	92	106	2110	- 65
	1960	171	149	132	120	103	89	92	89	71	94	82	84	86	97	64	69	77	73	81	110	95	2028	-147
	1961	186	161	117	118	105	86	89	101	81	80	85	80	88	86	94	55	69	73	87	87	99	2027	
		-10	-65	-104	-114	-118	-112	-110	-127	-111	-106	-104	-64	-93	-118	-81	-45	-65	-36	-14	+9		-148	

Table VIII

Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Lincoln</u>	1947	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447	
	1948	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356	= 91
	1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338	-109
	1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	18	14	13	14	331	-116
	1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379	= 68
	1952	46	25	28	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416	= 31
	1953	43	36	26	22	19	26	26	16	15	19	16	14	10	14	10	14	8	11	24	15	14	398	= 49
	1954	48	27	28	18	21	16	23	23	23	18	14	14	14	13	15	14	11	10	13	24	14	401	= 46
	1955	46	32	25	25	21	19	15	17	21	13	13	16	17	11	11	17	14	15	24	29	32	433	= 14
	1956	52	31	22	20	25	15	14	14	22	19	16	17	14	17	17	10	14	15	32	37	30	453	+ 6
	1957	31	30	26	20	16	23	19	13	12	19	27	15	18	12	21	12	12	13	28	40	21	428	= 19
	1958	67	24	24	32	20	16	18	16	14	11	20	23	14	13	12	18	10	12	47	59	57	527	+ 80
	1959	61	33	23	17	32	20	15	21	22	12	18	19	25	9	13	15	13	11	43	81	55	558	+111
	1960	33	32	25	21	14	21	18	12	13	17	16	16	13	21	11	19	12	15	41	71	63	504	+ 57
	1961	33	25	24	18	22	12	19	16	13	11	15	16	17	12	18	15	15	13	48	80	49	491	
			-8	-37	-49	-9	-40	-27	-32	-30	-35	-21	-16	-25	-27	-37	-9	-12	-10	+24	+60	+35		+ 44

Table VIII

Showing Child Population Movement 1947-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Longfellow 1947	184	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2295	
1948	138	170	97	109	119	91	101	111	73	95	73	85	89	91	93	80	92	94	141	125	136	2203	= 92
1949	108	129	165	92	101	115	92	103	108	81	94	66	83	89	96	89	79	105	137	157	116	2205	= 90
1950	141	130	141	156	77	104	115	86	102	99	76	91	62	85	89	86	87	86	117	131	147	2208	= 87
1951	153	129	121	125	132	83	90	110	75	97	100	76	90	60	84	89	83	84	100	125	118	2124	=171
1952	163	180	140	139	137	133	91	89	106	88	97	103	75	90	65	75	88	80	125	148	124	2336	+ 41
1953	171	119	129	114	102	131	143	123	97	105	120	136	111	79	86	104	112	81	100	97	114	2374	+ 79
1954	172	168	135	152	123	122	138	131	100	87	106	80	91	90	75	81	64	83	125	154	127	2404	+109
1955	166	146	156	125	138	112	123	123	128	90	81	102	76	90	82	75	75	61	160	154	144	2407	+112
1956	195	159	161	153	122	120	105	112	116	120	93	79	106	75	87	81	74	75	103	157	154	2447	+152
1957	179	168	151	140	130	104	114	111	109	108	122	83	78	99	70	78	73	69	131	168	143	2428	+133
1958	206	168	151	135	121	123	94	104	100	95	101	111	76	72	98	62	80	77	82	93	88	2237	= 58
1959	198	161	130	123	107	99	98	82	92	83	87	98	99	77	70	89	58	77	111	131	126	2196	= 99
1960	171	154	138	108	114	98	108	90	77	97	82	71	87	96	71	67	86	58	95	153	138	2159	=136
1961	131	141	124	109	97	106	95	100	86	74	100	80	75	84	94	70	68	83	84	110	161	2072	
	-30	-74	-97	-82	-89	-71	-72	-85	-89	-53	-61	-33	-54	-90	-42	-48	-49	-19	+6	+43		-223	

Table VIII

Showing Child Population Movement 1948-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lowell	1948	115	128	92	102	90	103	99	85	80	105	87	86	90	111	89	91	105	89	93	98	97	2035	
	1949	132	116	131	95	101	106	94	99	90	87	106	84	72	102	104	98	102	86	92	88	93	2078	+ 43
	1950	88	107	124	138	92	101	114	97	103	81	90	105	84	77	101	107	94	95	84	85	103	2070	+ 35
	1951	147	120	125	127	121	93	94	109	90	93	70	89	101	78	84	94	104	92	96	82	61	2070	+ 35
	1952	135	138	120	122	112	143	78	84	100	77	94	72	88	106	72	91	95	87	88	85	76	2063	+ 28
	1953	163	115	130	117	125	122	132	85	97	101	94	105	74	89	107	79	90	90	89	67	53	2124	+ 89
	1954	147	146	127	106	111	123	101	129	87	102	106	91	92	80	84	98	80	90	86	80	62	2128	+ 93
	1955	165	145	150	135	111	114	111	100	127	76	101	105	88	85	81	81	93	79	88	84	61	2180	+145
	1956	147	140	130	151	114	112	113	102	95	117	82	90	100	87	84	82	81	90	73	67	64	2121	+ 86
	1957	136	124	133	126	137	102	111	108	105	93	117	83	86	93	85	81	73	86	81	56	52	2068	+ 33
	1958	205	154	121	135	122	129	104	110	111	109	92	121	88	81	94	82	79	73	84	81	50	2225	+190
	1959	174	178	136	118	125	122	119	98	111	102	109	96	122	87	88	94	80	79	69	67	68	2242	+207
	1960	183	183	184	156	129	146	123	127	96	109	115	108	97	111	90	91	97	82	70	70	79	2446	+411
	1961	182	168	177	165	145	112	133	110	131	100	109	107	109	94	118	89	97	93	84	74	69	2466	
				-15	+3	-40	+9	-35	-32	-37	-32	-35	-38	+19	-23	-21	-10	-3	-5	+3	-19	-25	-16	+431

Table VIII

Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Marquette	1947	291	196	153	146	169	156	125	114	119	114	101	114	117	104	111	104	122	141	134	125	103	2859	
	1948	224	241	170	140	146	155	146	108	114	109	106	90	97	110	88	111	109	119	132	130	103	2748	-109
	1949	242	202	199	159	129	140	161	134	102	103	106	102	96	91	116	79	104	109	109	113	124	2720	-139
	1950	189	185	175	190	152	123	122	145	127	101	104	108	101	86	95	111	77	100	102	112	112	2617	-242
	1951	217	175	172	176	164	141	126	117	144	119	102	111	96	94	80	86	103	78	99	92	86	2578	-281
	1952	203	199	167	135	150	165	140	107	117	130	111	99	92	103	93	88	88	97	80	83	67	2514	-345
	1953	241	180	178	146	148	154	156	122	105	111	129	113	87	96	100	90	88	92	87	65	80	2568	-291
	1954	246	180	148	158	111	141	140	143	125	107	115	125	105	93	102	90	93	82	90	89	61	2544	-315
	1955	200	211	191	148	157	104	140	129	130	120	93	116	129	103	102	98	93	87	89	79	82	2601	-258
	1956	216	193	160	162	112	138	114	130	134	126	125	94	123	132	104	99	100	95	96	85	80	2618	-241
	1957	260	205	182	158	146	122	127	109	131	124	125	119	91	118	122	101	97	101	101	88	113	2740	-119
	1958	274	209	172	173	156	122	113	124	102	128	119	120	117	98	111	122	103	100	108	110	110	2791	-68
	1959	251	243	198	162	158	135	135	106	129	102	117	113	118	121	97	113	122	106	97	90	106	2819	-40
	1960	237	217	220	153	133	146	132	124	110	113	105	122	118	118	114	105	111	122	109	102	91	2802	-57
	1961	240	214	185	193	129	136	134	127	125	105	109	108	119	114	124	109	100	114	122	122	112	2841	
			-23	-66	-81	-131	-80	-66	-119	-116	-98	-108	-81	-123	-110	-167	-87	-53	-32	-47	-34	-13	-18	

Table VIII

Showing Child Population Movement 1953-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Mendota</u> 1953	27	32	35	18	33	28	34	20	20	23	22	20	10	18	12	13	15	12	15	23	22	452	
1954	35	48	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505	+ 53
1955	69	59	66	56	60	40	50	37	40	26	24	26	26	25	15	14	15	11	11	7	10	687	+235
1956	111	120	111	99	92	84	68	70	53	65	32	38	36	32	32	19	20	20	15	15	17	1149	+697
1957	132	111	122	112	107	102	89	70	76	55	71	33	35	38	34	34	20	21	19	14	21	1316	+864
1958	151	139	131	131	111	116	100	93	75	74	63	72	36	36	42	33	35	23	20	16	11	1508	+1056
1959	202	203	180	168	189	156	140	128	109	105	102	75	92	44	40	59	36	32	22	19	8	2109	+1657
1960	62	54	70	64	60	82	64	57	62	50	48	57	44	37	19	22	28	21	17	6	7	931	+479
1961	104	110	91	131	95	95	119	86	77	77	69	49	68	55	47	26	28	33	28	15	6	1409	
		+48	-111	-20	-37	-16	+50	+51	+50	+45	+34	+31	+35	+27	+13	+6	+8	+10	+6	-5	-4		+957

Table VIII

Showing Child Population Movement 1948-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Midvale</u> 1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1023	
1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	24	32	33	25	1264	+ 241
1950	98	118	125	128	110	119	99	117	75	83	63	56	48	46	34	35	33	24	24	35	31	1501	+ 478
1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706	+ 683
1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	1960	+ 937
1953	144	191	180	178	186	173	168	121	123	122	135	89	90	65	66	54	50	40	41	37	31	2284	+1261
1954	175	169	232	202	207	203	187	188	133	133	123	140	100	86	70	69	57	50	38	41	36	2639	+1616
1955	187	233	207	252	218	233	234	195	199	153	134	131	149	103	86	65	73	60	56	46	39	3053	+2030
1956	152	187	211	194	205	185	193	193	167	176	143	119	101	120	88	76	55	54	49	46	38	2752	+1729
1957	182	195	212	225	220	218	191	194	205	172	188	140	122	106	117	95	88	60	60	52	37	3079	+2056
1958	129	125	134	164	153	166	164	148	151	167	130	143	106	105	71	92	69	75	45	48	44	2429	+1406
1959	87	113	114	123	146	135	149	140	123	129	134	118	120	91	87	61	75	63	64	34	40	2146	+1123
1960	62	86	116	116	126	136	141	146	138	119	129	134	124	121	88	82	67	74	63	62	26	2156	+1133
1961	67	74	86	115	113	129	138	138	134	143	111	130	134	113	121	88	86	65	77	59	59	2180	
		+12	-1	-14	-69	-23	-49	-37	-10	-26	-8	+32	+23	+27	+28	+4	+2	-13	-8	0	-5	+1157	

Table VIII

Showing Child Population Movement 1947-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Nakoma</u> 1947	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730	
1948	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838	+ 108
1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861	+ 131
1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	949	+ 219
1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086	+ 356
1952	66	71	59	63	67	91	60	63	61	59	46	64	46	45	49	46	42	45	50	42	43	1178	+ 448
1953	77	87	95	78	77	85	94	70	75	67	65	52	61	46	54	51	48	50	47	51	37	1367	+ 637
1954	82	92	99	115	86	84	89	103	73	81	68	73	63	59	50	54	51	47	53	44	51	1517	+ 787
1955	98	110	112	116	133	107	101	104	123	82	86	84	82	68	74	62	58	61	48	54	41	1804	+1074
1956	138	151	155	181	150	156	134	111	132	137	94	95	86	90	76	72	59	64	64	54	45	2244	+1514
1957	155	156	159	172	157	174	168	140	120	143	134	106	105	86	92	79	76	67	63	60	37	2449	+1719
1958	129	134	118	117	141	120	117	146	120	114	114	130	100	103	77	96	66	78	65	56	56	2197	+1467
1959	89	77	118	91	79	95	99	83	116	79	80	95	100	75	79	62	75	52	56	50	43	1693	+ 963
1960	80	82	78	106	90	83	95	106	82	112	87	79	93	95	79	79	63	71	54	53	45	1712	+ 982
1961	84	82	95	83	109	84	88	99	105	87	117	83	82	91	99	78	81	62	68	47	42	1766	
			+2	+6	-46	-46	-54	-10	+17	+28	+21	+58	+48	+53	+61	+78	+52	+56	+35	+43	+15	+9	+1036

Table VIII
Showing Child Population Movement 1958-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Odana	1958	45	56	55	51	37	43	41	28	26	21	28	23	10	11	8	16	13	8	8	2	1	531	
	1959	66	64	66	72	62	52	55	47	37	41	27	36	33	14	17	10	21	13	8	10	1	752	+221
	1960	55	86	71	83	82	70	68	59	60	44	46	31	40	37	17	21	13	25	15	9	10	942	+411
	1961	61	80	93	77	80	80	72	67	61	60	45	52	35	42	43	18	29	20	27	18	7	1067	
			+25	+27	+32	+24	+25	+21	+30	+18	+19	+17	+26	+14	+14	+20	+8	+18	+12	+11	+5	-1		+536

Table VIII

Showing Child Population Movement 1958-1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total		
Orchard Ridge	1958	45	61	54	70	53	57	56	35	44	27	34	33	16	15	18	15	16	8	6	7	12	682	
	1959	71	80	83	78	84	78	75	67	44	54	38	39	40	21	19	26	15	16	10	9	1	948	+266
	1960	101	109	108	122	107	110	103	97	77	53	59	49	51	45	22	19	28	16	20	11	10	1317	+635
	1961	119	144	135	137	145	137	134	132	110	91	82	61	61	54	50	23	29	29	20	19	8	1720	
				+13	+64	+92	+84	+83	+64	+79	+53	+35	+47	+17	+34	+20	+17	+7	+14	+11	+5	+3	0	+1038

Table VIII

Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Randall</u>	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909	
	1948	263	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3117	+ 208
	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	3168	+ 259
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	3143	+ 234
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	3235	+ 326
	1952	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	3602	+ 693
	1953	295	275	248	219	239	205	220	191	178	176	175	138	138	138	150	136	136	123	118	117	130	3745	+ 836
	1954	299	300	262	241	231	240	215	229	183	173	177	188	144	136	137	139	142	140	119	114	143	3952	+1043
	1955	308	292	283	269	228	243	224	215	242	177	188	179	183	152	140	144	145	143	144	119	113	4131	+1222
	1956	293	245	289	276	254	215	241	240	214	238	153	184	171	173	145	125	128	132	124	114	80	4034	+1125
	1957	286	285	250	288	257	248	220	227	236	203	230	174	177	174	169	133	123	127	125	111	98	4141	+1232
	1958	137	105	111	93	113	119	119	102	114	129	115	146	109	114	105	112	90	85	90	63	67	2238	- 671
	1959	134	104	105	99	99	114	119	116	117	109	128	111	144	108	118	99	119	89	83	88	72	2275	- 634
	1960	109	104	100	106	106	106	132	128	130	126	117	135	114	151	119	117	108	122	99	78	78	2385	- 524
	1961	126	110	102	105	112	117	100	129	126	131	119	123	148	115	151	114	116	109	125	93	71	2442	
			+1	-32	-32	-174	-176	-208	-170	-169	-206	-130	-123	-98	-148	-111	-46	-33	-56	-37	-19	-24		- 467

Table VIII
Showing Child Population Movement 1948-1961

Herbert
Schenk

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1948	27	37	35	34	31	26	31	25	16	14	24	13	18	15	19	18	12	13	14	10	6	438	
1949	35	49	52	33	36	37	26	35	20	18	18	22	19	15	15	17	20	13	15	10	8	513	+ 75
1950	77	68	69	78	47	38	38	34	40	29	19	24	26	21	14	14	19	23	16	18	13	725	+ 287
1951	81	113	88	92	98	56	36	47	48	44	30	20	27	25	26	17	19	21	24	16	17	945	+ 507
1952	140	106	139	96	100	114	57	40	50	50	46	25	21	26	20	20	17	20	23	22	10	1142	+ 704
1953	140	146	119	138	100	96	126	57	41	45	47	46	27	19	30	18	26	20	20	22	17	1300	+ 826
1954	127	137	157	120	145	102	94	128	58	43	48	45	47	27	22	31	21	22	22	17	19	1432	+ 994
1955	147	150	169	178	144	163	109	121	137	69	48	59	57	50	28	27	39	19	23	23	13	1773	+1335
1956	207	206	200	196	213	177	177	126	132	158	89	61	69	64	55	39	32	38	25	22	20	2306	+1868
1957	202	244	229	218	210	231	179	196	136	134	160	96	65	71	74	54	39	34	36	20	20	2648	+2210
1958	239	209	247	246	230	226	230	191	190	131	137	152	94	60	72	65	55	36	31	32	25	2898	+2460
1959	179	237	219	244	241	234	219	221	190	187	132	140	152	93	60	69	76	46	31	32	28	3030	+2592
1960	208	228	266	258	273	249	231	237	224	189	184	144	146	149	96	61	72	66	48	29	24	3382	+2944
1961	193	215	219	263	242	271	226	222	231	204	177	179	137	140	148	90	61	61	67	41	24	3411	
			+7	+40	+24	+40	+64	+79	+95	+91	+64	+96	+102	+102	+113	+111	+55	+27	+30	+41	+10	-1	+2973

Table VIII

Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Sherman	1947	64	42	54	40	45	43	41	34	38	36	28	21	23	26	22	30	23	27	18	16	18	689	
	1948	76	64	49	57	49	52	54	43	38	42	43	25	26	24	25	28	24	25	27	22	18	811	+ 122
	1949	72	75	77	49	62	52	60	54	46	31	46	39	22	27	25	27	30	41	27	27	17	906	+ 217
	1950	74	101	100	98	60	70	66	69	54	49	38	50	43	25	28	23	24	34	30	24	20	1080	+ 391
	1951	112	80	120	112	103	79	78	66	70	57	52	38	55	48	29	29	26	27	31	29	19	1260	+ 571
	1952	119	99	80	120	107	121	80	76	82	71	55	50	34	50	47	34	29	27	35	39	25	1380	+ 691
	1953	136	124	103	94	116	115	128	73	74	80	76	59	48	41	54	47	30	31	26	31	25	1511	+ 822
	1954	157	134	132	106	94	124	108	115	75	71	86	71	58	51	41	52	39	34	32	33	32	1645	+ 956
	1955	130	140	134	141	102	95	116	105	109	73	73	81	77	57	49	39	47	43	34	30	28	1703	+1014
	1956	101	120	115	113	121	89	82	101	93	94	76	69	66	71	55	39	42	37	43	22	22	1511	+ 882
	1957	124	107	119	107	117	115	91	85	94	95	93	70	74	64	67	57	46	33	38	35	12	1643	+ 954
	1958	116	117	120	123	105	119	108	85	89	95	96	97	68	66	66	72	53	41	33	34	28	1731	+1042
	1959	110	100	118	124	106	116	119	114	79	83	90	93	96	69	67	70	72	52	41	27	26	1772	+1083
	1960	124	119	118	122	118	113	108	120	99	81	78	99	95	92	72	63	74	71	49	37	21	1873	+1184
	1961	120	112	107	98	116	112	115	103	116	104	80	83	98	89	89	72	70	65	61	42	28	1880	
			-12	-3	-18	-8	+11	-15	-54	-20	-15	-32	+9	+26	+13	+25	+30	+16	+25	+16	-1	-13	+1191	

Table VIII

Showing Child Population Movement 1958-1961

Spring
Harbor

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1958	77	98	112	81	93	83	66	57	55	54	60	53	31	36	28	31	21	18	19	10	10	1093	
1959	102	79	97	110	77	95	82	70	52	57	51	59	51	30	38	22	31	19	19	18	7	1166	+ 73
1960	93	93	90	107	85	74	82	74	62	51	50	62	48	50	30	32	20	29	14	14	13	1173	+ 80
1961	89	94	94	86	91	80	71	80	74	60	52	45	61	42	43	27	31	23	28	13	9	1193	
			+1	-8	+9	-7	-32	-10	-13	-9	-6	-5	-10	+7	-18	-10	-4	-5	-5	-3	-8	-9	+100

Table VIII
Showing Child Population Movement 1956-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Sunnyside	1956	56	60	61	62	44	40	40	35	42	43	27	23	34	27	27	20	16	15	23	6	0	701	
	1957	68	57	70	61	70	50	51	46	43	45	50	28	27	37	29	24	21	13	12	15	3	820	+119
	1958	109	83	75	81	76	78	66	62	54	48	58	49	31	25	42	29	24	20	20	11	14	1055	+354
	1959	32	40	37	39	33	29	37	23	26	24	24	28	21	16	10	17	14	13	7	9	1	480	-221
	1960	36	45	50	40	45	27	24	39	33	22	29	22	25	24	15	15	17	15	14	5	7	549	-152
	1961	41	42	46	54	46	44	30	27	37	34	21	29	24	22	24	15	12	17	14	12	5	596	
			+6	+14	-55	-22	-12	-30	-34	-25	-10	-19	-11	-11	-20	-19	-12	-11	-17	-13	-15	-15	-105	

Table VIII
Showing Child Population Movement 1958-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Van Hise</u>	1958	78	107	107	100	115	97	106	94	86	81	71	69	62	48	66	49	41	29	26	25	23	1480	
	1959	110	108	113	127	108	132	112	121	122	97	93	78	74	65	56	70	55	40	29	24	21	1755	+275
	1960	114	117	119	125	147	130	149	128	134	127	113	110	86	94	64	68	71	62	42	30	22	2052	+572
	1961	99	126	139	141	151	154	148	160	135	153	134	119	115	110	104	72	72	76	62	46	26	2342	
				+12	+29	+63	+44	+47	+48	+45	+38	+47	+40	+33	+34	+39	+35	+10	+24	+10	+13	+5	-3	+862

Table VIII

Showing Child Population Movement 1947-1961

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
<u>Washington</u>	1947	385	200	191	192	160	132	109	124	105	114	99	93	88	87	99	136	120	122	146	173	154	3029	
	1948	329	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	180	3160	+131
	1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095	+ 66
	1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051	+ 22
	1951	332	248	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898	-131
	1952	313	207	182	186	134	167	119	114	113	119	101	88	80	104	85	104	77	97	130	178	110	2808	-221
	1953	313	232	193	157	153	130	170	111	99	114	115	82	104	72	103	78	98	79	134	156	151	2844	-185
	1954	240	213	188	156	119	136	117	145	97	83	104	120	82	102	76	95	69	107	124	120	95	2588	-441
	1955	274	183	194	163	132	123	116	101	135	90	84	92	105	69	92	77	97	71	138	178	140	2654	-375
	1956	239	208	149	143	122	116	108	102	78	127	74	82	85	96	64	81	68	83	117	134	120	2396	-633
	1957	263	180	153	127	121	105	116	97	98	74	116	70	84	79	97	68	80	80	150	181	117	2464	-565
	1958	304	208	153	121	104	99	91	99	79	91	69	105	73	72	73	75	67	83	108	167	129	2370	-659
	1959	259	169	138	120	87	83	90	89	78	77	75	68	100	70	72	67	80	76	135	188	183	2304	-725
	1960	241	162	138	105	99	85	91	90	79	66	70	65	64	81	73	71	65	87	170	212	183	2297	-732
	1961	153	143	124	99	81	82	72	75	83	67	60	67	59	55	84	67	67	68	133	160	172	1971	
			-98	-135	-205	-182	-157	-202	-165	-230	-246	-272	-229	-273	-274	-301	-133	-124	-124	-27	+28	+63		-1058

*9 year old corrected to 114 instead of 104.

Table VIII
Showing Child Population Movement 1960 - 1961

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Woodvale 1960	23	27	19	29	22	16	14	9	7	15	8	10	4	3	3	2	3	4	2	2	1	223
Kohl-Anderson- Hauser-Droster 1961	39	34	34	31	36	27	23	15	9	10	13	9	9	4	5	3	4	1	5	0	2	313
Road Annexation (Buckeye Road Area)			+11	+7	+12	+7	+5	+7	+1	0	+3	-2	+1	-1	0	+2	0	+2	-2	+1	-2	0 + 90

Table IX
Emerson District Census Comparisons 1947-1961

Section A Showing Child Population Movement in Area Extending from East Washington and Commercial to Johnson Street and continuing along Johnson to North Street and along North Street to Commercial Avenue. Also included are Eken Flat Area North of Commercial Avenue to Sewage Disposal Plant, Superior Street Area and 2100 to 2500 blocks on Sherman Avenue.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
A. 1947	63	41	48	50	48	38	47	26	32	35	34	34	28	28	27	29	38	27	24	26	18	741	
1948	106	100	63	71	64	76	48	67	37	39	43	40	40	31	36	28	32	36	30	25	20	1032	+291
1949	105	112	103	68	65	65	77	52	65	44	49	49	43	41	36	42	29	41	28	34	24	1172	+431
1950	81	105	108	117	58	70	61	76	52	62	45	43	52	42	43	36	44	38	40	38	21	1232	+491
1951	94	85	101	93	113	55	66	58	74	46	63	46	40	47	43	38	38	43	35	34	33	1245	+504
1952	82	83	85	93	88	103	51	69	59	72	45	65	49	44	48	41	45	31	36	24	17	1230	+489
1953	99	92	87	81	82	88	98	51	64	54	68	45	63	46	38	50	38	40	26	30	17	1257	+516
1954	77	88	87	83	84	80	82	92	54	58	53	68	43	62	47	40	50	43	36	27	27	1281	+540
1955	77	73	79	91	74	73	86	83	96	55	58	58	63	50	68	45	37	47	42	35	30	1320	+579
1956	79	90	81	79	82	73	67	83	76	91	46	52	60	57	42	63	38	31	47	36	39	1312	+571
1957	74	90	83	81	71	77	70	59	80	74	93	50	51	60	59	37	65	41	33	41	32	1321	+580
1958	118	87	84	92	80	80	75	69	59	82	76	86	52	61	59	59	38	59	41	39	42	1438	+697
1959	99	99	89	75	87	70	72	68	65	56	72	65	75	50	59	53	58	40	53	38	40	1383	+642
1960	94	85	89	77	70	77	62	63	70	55	52	62	65	80	47	58	57	59	38	66	42	1368	+627
1961	102	87	83	69	67	65	72	61	63	56	60	54	60	65	81	45	56	62	61	42	60	1371	
			-7	-16	-49	-7	-14	-5	-16	-36	-26	-34	-27	-45	-41	+18	+4	+8	+12	+13	+4	+13	+630

Table IX

Section B Showing Child Population Movement in Remaining Emerson Area

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
B.	1947	122	73	77	73	76	80	70	57	64	56	61	58	58	54	69	77	74	78	78	89	78	1522	
	1948	99	97	64	67	67	70	79	71	61	64	51	62	62	61	59	70	76	71	75	66	80	1472	- 50
	1949	91	86	94	59	63	65	71	75	59	59	62	52	59	65	57	63	63	72	67	66	57	1405	-117
	1950	88	68	80	76	62	62	71	70	75	63	56	60	47	62	63	60	67	69	65	65	72	1401	-121
	1951	111	83	66	65	78	57	60	64	64	72	65	54	57	48	58	60	51	67	71	60	49	1360	-162
	1952	95	85	77	63	62	73	61	56	65	63	70	61	57	61	59	56	59	53	65	70	54	1365	-157
	1953	102	84	69	68	51	58	72	56	55	64	63	67	63	56	58	55	63	62	62	58	58	1344	-178
	1954	97	82	61	70	69	52	66	60	53	54	63	56	63	61	52	63	53	62	63	61	52	1313	-209
	1955	98	89	72	61	67	68	56	63	66	66	54	68	57	61	58	53	57	55	61	58	50	1338	-184
	1956	102	86	91	62	62	66	67	60	55	66	58	54	65	56	65	61	61	60	62	57	66	1382	-140
	1957	96	94	69	72	64	54	63	65	59	66	66	56	49	64	61	67	63	52	63	60	64	1367	-155
	1958	108	87	80	61	67	63	59	64	69	62	60	68	58	51	65	59	65	59	58	73	71	1407	-115
	1959	91	78	81	75	58	72	67	62	66	67	60	56	64	55	45	57	58	63	52	38	55	1320	-202
	1960	111	82	81	76	67	54	64	67	49	66	57	54	54	72	50	52	60	59	64	43	35	1317	-205
	1961	99	91	74	81	64	67	51	60	60	54	66	57	55	67	69	53	52	64	65	55	45	1349	
				-20	-17	-27	-32	-35	-47	-37	-42	-41	-45	-31	-36	-32	-53	-20	-25	-9	-11	-25	-25	-173

Table X
Schools Attended in Hoyt Area

<u>Elementary</u>			
<u>Public</u>		<u>Parochial, Private and Others</u>	
Hoyt	303	Blessed Sacrament	46
Lapham	2	Edgewood	16
Midvale	1	Holy Redeemer	1
Randall	19	Madison Lutheran	4
Washington	2	Queen of Peace	58
Other	<u>5</u>	St. Benedict	1
	332 or 72.3%	St. James	<u>1</u>
			127 or 27.7%

<u>Junior and Senior High</u>			
<u>Public</u>		<u>Parochial and Private</u>	
Central Jr.	1	Edgewood	38
Central Sr.	2	Wisconsin High	<u>8</u>
Cherokee Jr.	2		46 or 15.2%
East Jr.	1		
East Sr.	1		
Van Hise Jr.	1		
West Jr.	123		
West Sr.	125		
Vocational	<u>1</u>		
	257 or 84.8%		

Table X

Schools Attended in Midvale Area

ElementaryPublic

Hoyt	4
Lapham	1
Longfellow	3
Midvale	623
Odana	1
Van Hise	1
Washington	3
Other	<u>4</u>
	640 or 65%

Parochial or Private

Blessed Sacrament	3
Edgewood	42
St. James	1
St. Joseph	1
Holy Redeemer	1
Madison Lutheran	4
Queen of Peace	285
St. Bernard	1
St. Raphael	<u>2</u>
	340 or 35%

Junior and Senior HighPublic

Central Jr.	1
Central Sr.	2
Cherokee Heights	153
East Sr.	1
Van Hise	97
West Jr.	10
West Sr.	185
Other	<u>9</u>
	458 or 88.8%

Parochial or Private

Edgewood	53
Wisconsin High	<u>5</u>
	58 or 11.2%

Table X

Schools Attended in Van Hise Area

ElementaryPublic

Crestwood	2
Franklin	1
Hoyt	19
Lapham	2
Longfellow	1
Midvale	41
Van Hise	784
Washington	3

853 or 84.7%

Parochial, Private and Others

Blessed Sacrament	5
Edgewood	15
Madison Lutheran	3
Queen of Peace	130
St. James	1

154 or 15.3%

Junior and Senior HighPublic

Central Jr.	1
Central Sr.	3
Cherokee Heights	6
Van Hise	238
West Jr.	10
West Sr.	195

453 or 94.5%

Parochial, Private and Others

Edgewood	19
Wisconsin High	7

26 or 5.4%

Table XI

Table Showing Child Population Movement from June, 1940 through June, 1961 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075		
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722	19,890
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932	20,098 + 208
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	20,743 + 850
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	21,243 + 1353
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	21,697 + 1807
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	22,167 + 2277
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	21,499 + 1609
1947	1279	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	21,911 + 1201
1948	1917	1964	1345	1306	1269	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	24,077 + 4187
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	24,921 + 5031
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085	25,834 + 5944
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999	26,481 + 6591
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823	27,444 + 7554
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887	28,971 + 9081
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890	29,999 +10109
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940	32,034 +12144
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955	33,627 +13737
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992	36,038 +16148
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093	39,399 +19509
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139	41,017 +21127
1960	3129	3039	2965	2830	2609	2537	2503	2436	2167	2076	2004	1944	1858	2060	1434	1428	1433	1416	1338	1380	1177	43,763 +23873
1961	3052	3021	2933	2910	2797	2629	2540	2500	2414	2192	2090	1990	1970	1849	2099	1420	1457	1431	1542	1360	1276	45,472 +25582
	-108	-151	-284	+3	+91	+117	+121	+31	-117	-47	+120	+45	-68	+120	+160	+93	+105	+316	+252	+310		

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
ARTHUR H. MENNES
July, 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1960-1961

CURRICULUM DEPARTMENT

I. Curriculum Study

Curriculum improvement in the Madison Public Schools depends upon the active participation of teachers and administrators, and has one common objective, that of improving the learning experiences of Madison young people. Curriculum study through group and committee work helps teachers to evaluate their classroom teaching and to establish their own goals for effective teaching. Our curriculum study and activities for the past year could be summarized as follows:

1. A city-wide curriculum planning council of thirty teachers and administrators acted as a steering committee, offering suggestions and pooling ideas concerning curriculum needs.
2. Four curriculum subject areas have been studied for scope and sequence, effective learning activities and resource materials for all grade levels. Four hundred teachers participated in these studies, and published teachers' guides in language arts, social studies, home economics and industrial arts.
3. Forty-eight teachers evaluated supplementary textbooks to be recommended for use in the Madison schools.
4. Twelve committees totaling 78 teachers selected new basic textbooks in twelve subject areas.
5. Junior and senior high school principals and members of the administrative staff met every other week all year to discuss and make suggestions for further improvement in the program of studies for the Madison junior and senior high schools.
6. A series of ten in service meetings were available to all staff members on reading and children's literature. There were teacher study groups in the teaching of "new" mathematics, modern languages, conservation, and social studies.
7. Many of the teacher committees have continued their curriculum study during the summer work program. Last summer fifty teachers, organized in fourteen committees, prepared materials for publication for all grade levels in social studies, language arts, arithmetic and mathematics.

8. During the summer of 1960, seventy Madison teachers participated in the Wisconsin Improvement Program sponsored by the University of Wisconsin. These teachers developed materials and plans for team teaching and the use of television as a resource for enrichment teaching. These groups also prepared teaching materials for language arts, arithmetic, mathematics, science, and reading.
9. Achievement and reading tests were given to all pupils in grades one through ten.

II. New Curriculum Materials

New curriculum resources added to the Curriculum Office during the past year are shown in Table I.

TABLE I

Materials Added During 1960-61

Courses of Study	290
Textbooks	418
Workbooks	75
Professional Books and Pamphlets	246
Professional Magazines (total 35)	1
Filmstrips, New Titles	41
Filmstrips, Replacements and Duplicates	95
Sixteen Millimeter Films, New	27
Sixteen Millimeter Films, Replacements and Duplicates	20
Sixteen Millimeter Films - Replacement Footage	104

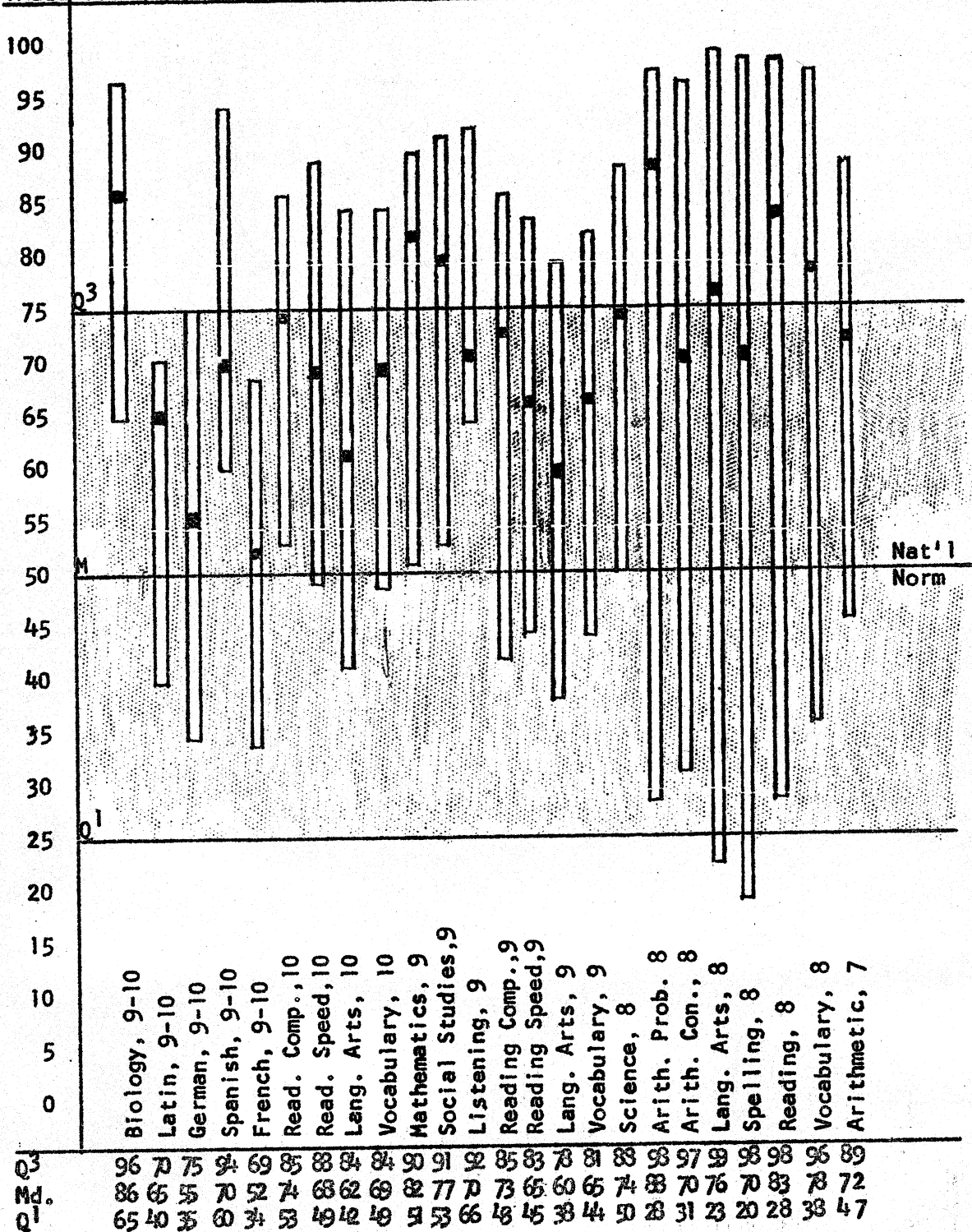
III. Evaluation of Pupil Achievement

The results of the annual fall and end of first semester testing for 17,444 pupils in grades one through ten were summarized in Bulletins 35, 36, 47, 64, 71, 78, 79, 80. See tables II and III.

STANDARDIZED ACHIEVEMENT TEST RESULTS - GRADES 7-11
Madison Public Schools
School Year 1960-61

The standardized achievement test results shown in this Table were taken from tests administered in grades seven through eleven during the past school year.

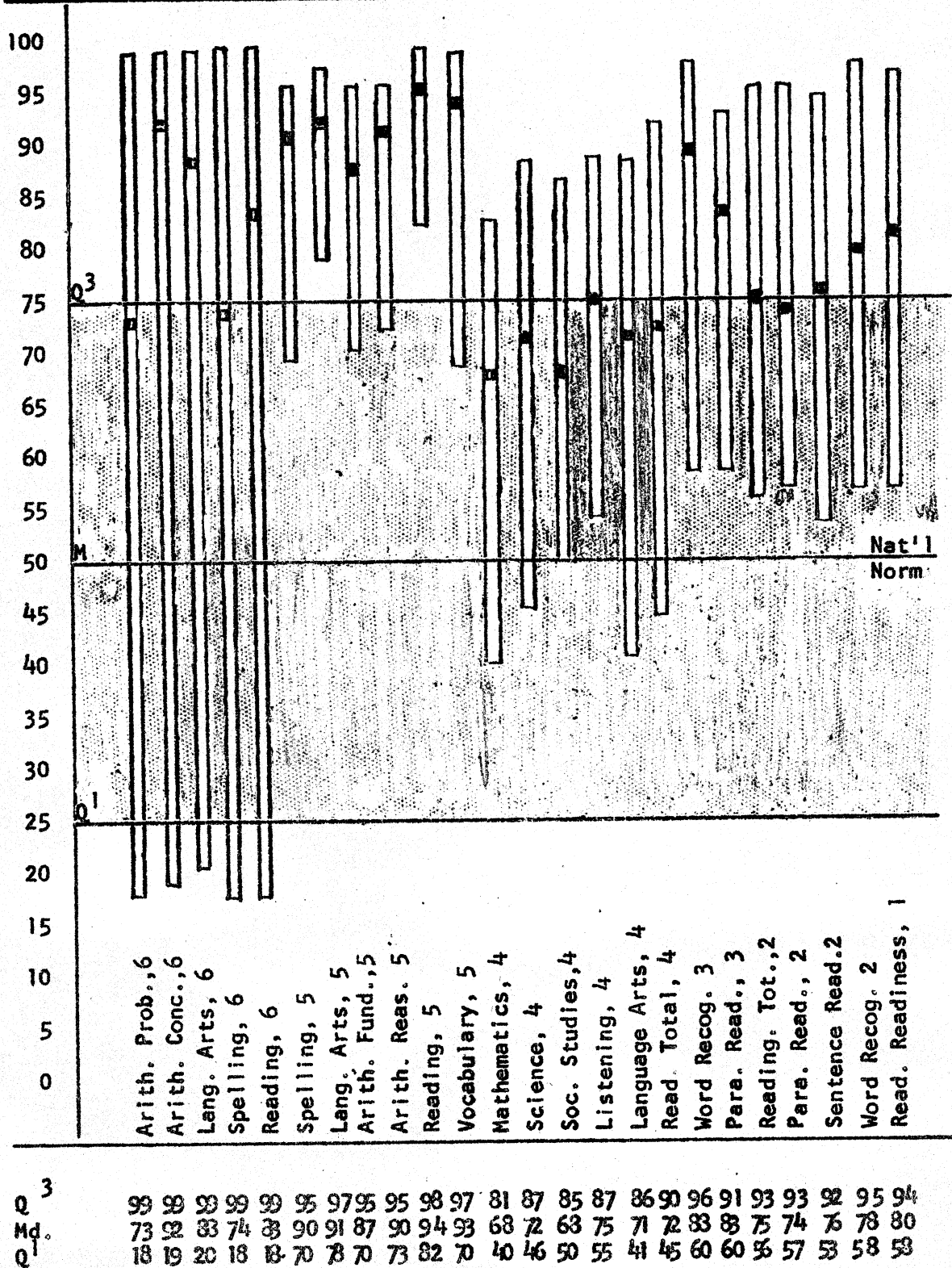
TABLE II. INTERQUARTILE DISTRIBUTION OF SCORES, ACHIEVEMENT GRADES 7-11



STANDARDIZED ACHIEVEMENT TEST RESULTS - GRADES 1-6
Madison Public Schools
School Year 1960-61

The standardized achievement test results shown in this Table were taken from tests administered in grades one through six during the past school year.

TABLE III. INTERQUARTILE DISTRIBUTION OF SCORES, ACHIEVEMENT GRADES 1-6



A. Interpreting the Chart for Tables II and III.

The shaded background for Tables II and III represents the expectancy area for the middle fifty per cent of the pupils tested nationally. The vertical bars indicate the range and distribution of test scores actually made on each section of the test by the middle fifty per cent of the pupils being tested.

Using the shaded background and the national median (50th percentile) line as indications of normal achievement for the middle fifty per cent of the group being tested, it is rather easy to interpret variations of achievement indicated on the chart. Such variations include vertical bars which might extend above or below the shaded background and a median achievement not consistent with the national norm.

The top of the vertical bar represents Q^3 , or that point above which twenty-five per cent of all scores fall; the short horizontal line on each bar represents the median, or that point which one-half of the scores fall above and one-half of the scores fall below. The bottom of the vertical bar represents Q^1 , or that point below which twenty-five per cent of the scores fall. The horizontal line labeled National Norm, represents that point at which to expect the median scores to fall. This is the line showing the position for the median according to the national norm (50th percentile).

If a vertical bar extends above the top limit of the shaded background, it indicates a distribution of some scores higher than normally expected. If, on the other hand, a vertical bar extends below the lower limit of the shaded background, it indicates that some scores were not as high as normally expected. If the median line on each bar is above the National Norm (50th percentile), it indicates that the median achievement of the group being tested is higher than expected. If the median line is below the National Norm it indicates that the median achievement of the pupils being tested is lower than normally expected.

Our median Madison pupil measures above the national norm on all standardized tests listed in Table II and III.

A properly planned and well organized testing program can help the pupil, parent, and teacher to identify strengths and weaknesses in pupil progress, and in the curriculum and instructional program.

Instruction according to pupil individual differences gives breadth and depth to education.

B. Use of Test Results

1. Plans for Instructional Development

- a. By examination of test results, Madison teachers can see not only how the instruction program is now operating in some areas, but also where it can be strengthened to greatest advantage. By setting up such points for special emphasis during the school year, progress can be achieved through concerted staff action.

- b. An analysis of the written work of the pupil and the results of his achievement test should help the teacher to find out what the specific difficulties are and to develop helps that will make it possible for him to overcome those difficulties.
- c. Identification for individualizing instruction
 - (1) Helping to determine whether the pupil is doing as well as he could be expected to do.

IV. Use of Curriculum Resources

- A. Table IV gives the borrowings of books and magazines by the Madison teachers as determined by library cards. No record is kept of materials used in the Curriculum Office.

TABLE IV

Printed Materials Borrowed During 1960-1961

Professional Books and Courses of Study	933
Textbooks	644
Pamphlets	492
Magazines	261

- B. Table V gives a summary of the orders for visual aids.

TABLE V

Orders for Visual Aids 1960-61

	59-60		60-61	
	Requested	Filled	Requested	Filled
Sixteen Millimeter Films	3,320	2,352	3,878	2,951
Filmstrips	7,503	6,944	7,967	7,309
Kodachrome Slides	26	23	20	20
Flat Pictures	94	80	20	20
Recordings	58	54	15	15

Seventy-six percent of the requests for 16 millimeter films and 92 percent of the requests for filmstrips were filled. The total use of films to schools increased 599 and filmstrips 365 over last years circulation.

Teachers and secretaries have had a chance to use the new ordering system instituted in the spring of 1960. This new plan has been most helpful for quicker and more accurate distribution of visual materials. When a problem in flow of materials occurs, it is usually in the delivery system and when teachers do not return materials on time.

The past two years have seen the up dating of science films due to NDEA. Revised films and new materials have been added. During the fiscal year of 1962, the film library will obtain up to date visual materials on the troubled areas of the world in hopes the material will help present an understanding of cultures and the dynamic world revolution now taking place.

Equipment in the curriculum office such as the opaque projector, the overhead projector and the tape recorder are available to the schools at times for demonstrating, experimenting and in-service training. A further recommendation to help make the visual aid program more effective is the addition of darkening equipment in some schools and the addition of a projector in schools having heaviest use of visual materials.

C. Materials, bulletins, and courses of study produced by the Madison School Staff.

The major function of the Curriculum Office is to assist teachers and principals in the solution of curriculum and instructional problems. The office helps in planning curriculum studies, working usually through curriculum committees. The products of the teachers' committee work are usually mimeographed and then printed after try-out in classroom situations. These bulletins include: (1) service bulletins dealing with specific teaching problems; (2) resource units from which teachers' units may be drawn for various grade levels; and (3) tentative outlines of subject matter.

The material produced and extensively used by our teachers is also in demand in other school systems. This year forty-four states and three foreign countries ordered our materials. A listing of Madison publications is issued each year and covers the following areas: reading and other language arts, arithmetic, science, social studies, health, visual aids, and book lists. This totals ninety publications.

V. Special Projects and Activities for 1960-1961

A. This past school year considerable in-service education of teachers was given on the following projects:

1. Continued revision of Program of Studies for Madison Junior and Senior High Schools

- a. A high school course sequence for the superior student, college preparatory, the general, and the basic learner.

- b. Revision of the ninth grade program to include five subjects as follows: multiple period English-social studies, mathematics, biology, physical education, and an elective.
- c. The multiple period arrangement in grades seven, eight and nine, in which the same teacher instructs the students for two periods in English and social studies.
- d. A program of studies for the slow learner--these courses are "basic" and are taught by specially trained teachers.
- e. The use of multiple criteria in sectioning students in various classes.

2. New Procedures for Teaching Modern Languages

- a. During the past school year beginning French has been taught to seventh and ninth grade pupils by use of television. These two fifteen minute broadcasts each week introduced the students to authentic French patterns of speech, and taught them to hear, understand and speak, largely by means of repetition. The television program was also planned to bring variety and enrichment to the instruction by providing some experiences beyond the bounds of the classroom.
- b. In the biweekly meetings of the planning and production staff with the committee of teachers using the French program, the problems of integrating the programs with the classroom instruction have been thoroughly discussed. Criticisms of techniques, materials, timing, etc., have been made in order to improve the quality of the instruction. Much effort has gone into the planning of the advance programs and there has been a great improvement in their quality.

3. Instructional Team Teaching Multiple Period Social Studies-English, Cherokee Junior High School, Grade Eight.

- a. During the past school year an instructional team of five teachers in Social Studies-English, participated in a team teaching experiment. The classes sometimes met as a large group taught by a single teacher or they met in small groups. The teachers wrote the following comments about this experiment:

"Some of the objectives we hoped to achieve were: Making effective use of the particular background and interest of each individual teacher, providing more time for professional preparation, working together to prevent duplication of effort, correlating language arts and social studies more effectively, helping new teachers to function more efficiently in their positions, and the improved use of audio-visual aids."

"Our feeling is that our attempt at a form of 'team teaching' has been a successful venture. The program gave teachers opportunities for in-service training and time for cooperative planning."

4. Instructional Team Teaching English 10, Central High School

- a. In September, 1960, Central High School programmed six sections of tenth grade students in English 10. The instructional team consisted of four teachers. Students were divided into two large sections of ninety. These sometimes met as large groups taught by a single teacher and frequently were divided into small groups according to individual needs.
- b. The teachers of the instructional team wrote these comments at the close of the school year:

"The plan allows for sharing of teacher ideas and talent, and for dividing responsibility, avoiding much duplication of effort, and increasing the preparation time for each individual unit of work. A daily planning period is an essential to this scheme. In addition, close cooperation and association of teachers makes it necessary that they be interested and enthusiastic as well as able to work well with others, willing to compromise and adjust, and not too unhappy about being observed."

"The most obvious accomplishment of the project this year has been in the stimulation of teacher interest and learning. Rarely do teachers have occasion to share ideas as they do in planning together for this instruction, nor are they usually stimulated to do so well because what they do is observed by colleagues. They take much criticism from each other and take it well. No program of supervision could do so much."

5. Testing Basic Arithmetic Concepts, Kindergarten-Grade Six

- a. A committee of ten teachers designed, for city-wide use, kindergarten, first, second and third grades, an evaluation which involves no computational exercises, but does solicit pupils' reactions to items which involve mathematical understandings and concepts. Curricular validity is assured because the concepts are all important elements as developed in our new arithmetic guide of sequentially planned arithmetic curriculum.

6. Revision and Acceleration of Elementary School and High School Mathematics

a. During the past three years a committee of high school mathematics teachers revised the mathematics curriculum, grades seven through twelve. Another committee of elementary school teachers worked with the high school committee and developed a mathematics scope and sequence, Kindergarten-Grade 12. The program gives a closely knit system of ideas, principles, and processes organized as a body of interrelated concepts. "New" mathematics with its emphasis on the structure of mathematics has been taught by use of television to about 1,000 pupils in grades four, eight and nine. The purpose of the T.V. programs is twofold; first, to introduce a modern approach to arithmetic and mathematics into the classrooms, and, second, to test the feasibility of using telecast programs as a means of in-service training for classroom teachers by giving them an opportunity to be actively involved in new methods of teaching mathematics.

b. Advantages as given by teachers in a city-wide survey:

- (1) Excellent in-service training for classroom teachers by giving them an opportunity of being involved in new methods of teaching arithmetic.
- (2) Presentation of a well-organized course giving new approaches to arithmetic..
- (3) Permitting study of areas in arithmetic which teachers did not understand before working in this area, or did not have time to prepare.
- (4) Indirectly by testing and evaluation set a city standard for grading.

c. Disadvantages:

- (1) Difficult to provide for individual differences or to have pupils go at own rate.
- (2) Long range planning by individual teachers very difficult.

d. In grade seven capable students may complete 7th and 8th grade arithmetic in one year. These students may take the advanced program listed as Track I. Track II is for the average student.

	<u>Track I (Advanced Program)</u>	<u>Track II (Normal Program)</u>
8th	Algebra	Arithmetic
9th	Geometry	Algebra
10th	Advanced Algebra and Trigonometry	Geometry
11th	College Algebra and Analytic Geometry	Advanced Algebra and Trigonometry
12th	Calculus (College Level)	College Algebra and Analytic Geometry

7. Planned Reading for the College-Bound Student

- a. This committee prepared a list of good readings available to young people. The list is designed as a long range plan for students intending to go to college. Its emphasis is on establishing a literary background and upon challenging students to read as substantial material as they are capable of.

8. A Literary Heritage for Madison Children

- a. This list of distinguished books for kindergarten through grade six is intended as an aid to teachers, librarians, and parents in encouraging children to select some of the best in children's literature as a part of their regular reading. The list is intended to be suggestive rather than prescriptive.

9. Preparation of a Social Studies Guide, Kindergarten-Grade 6

- a. A committee of thirty teachers, working in cooperation with 400 Madison teachers, prepared, over a period of two years, a Guide to Teaching Social Studies, Kindergarten-Grade Six. The new guide provides for sequential development of concepts and understandings. Nine broad social science areas were used to develop the learning experiences and social processes. The materials are organized as broad unit concepts, listing understandings, related problems, learning experiences and resource helps.

10. Testing Basic Science Concepts

- a. During the summer of 1959 a group of elementary teachers in the Madison system constructed a science curriculum guide to be used in Kindergarten-Grade Six. The following summer some of the same people who had worked on the guide attended the 1960 conference of the Wisconsin Improvement Program. During this time they selected as a special project the development of a series of science tests to be used in order to evaluate how well the elementary science curriculum guide is being used.
- b. At the completion of the conference the committee had written a series of questions that would test the concepts stated in the guide for the various grade levels. These questions were organized into three classifications: Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6.
- c. During the past semester a group of Madison teachers (the committee was enlarged to include other than the original committee) edited each of the three tests. At present a preliminary testing program is being arranged so that a question item analysis on each of the tests may be acquired. With the completion of this program we hope that the tests can be rewritten and ready to be used during the 1961-62 school year.

11. A study of the home economics program, grades seven through twelve.

The teachers of home economics have continued their meetings during the year to study the home economics curriculum in Madison junior and senior high schools. Special attention has been given to the scope, sequence and learning experiences, in grades seven, eight, and nine.

12. A study of the industrial arts program, grades seven through twelve.

The teachers of industrial arts have continued their study of the curriculum in industrial arts for grades seven through twelve. Special attention has been given to the preparation of instructional units for grades ten, eleven and twelve.

13. A study of handwriting, grades kindergarten to grade nine.

A committee of twenty teachers and administrators have re-studied the Cole handwriting plan and other methods. The committee also gave consideration to the grade level for the transition from manuscript to cursive writing. The committee will continue its study another year.

VI. Curriculum Problems and Needs

The process of cooperative curriculum study by many teachers and administrators becomes one of teamwork for the purpose of improving classroom instruction. Written materials and guides are the product of many minds working toward agreed classroom objectives. Curriculum study should help teachers to evaluate their classroom teaching and establish their own goals for effective teaching.

Madison public school teachers are working as a unit from kindergarten through grade twelve. Curriculum study groups have representatives from all grade levels and are working toward goals and values which are important for quality education in our Madison schools.

- A. A few curriculum needs for the Madison Public Schools could be summarized as follows:

1. There should be continued work toward a more unified curriculum pattern. Especially on the secondary level, this is of major importance. It involves such problems as these:
 - a. What should be the course of study sequence, instructional materials and procedures for students of high, average, and low ability? What procedures or techniques should be employed to assist teachers to develop a sound point of view concerning differentiation of learning according to need and ability?

- b. What should be considered as required courses for students of high, average, and low ability? At the present time we have committees of teachers working on advanced courses. In grade twelve the advanced course in English and mathematics for gifted students may give university credit. We also have committees working on recommendations for courses in basic and general education.
 - c. What are the best learning experiences in all subject areas? We have made excellent progress in procedures in language arts, social studies, mathematics, industrial arts, home economics, and modern foreign languages.
 - d. Should we develop a high school handbook on curriculum patterns, requirements for each course, and general administrative policy as it affects curriculum requirements?
2. On the elementary level, continued study should be made as to scope and sequence in a number of subjects. We have new guides in language arts, arithmetic and science and social studies. Committees are now working in the area of health education.
 3. There is a need to establish "pilot" schools for curriculum research projects on a building-level basis. These schools would try out various curriculum projects and materials of instruction, and report their findings to the Madison schools. Some Madison schools are working on "action research" in individualized reading.
 4. A study should be made of the possibility of using "lay readers" in the correction and evaluation of English compositions in grades 10 through 12. We have asked our language arts teachers to require each student to write one essay each week. The "lay reader" would supplement the teachers' work in the correction of student writing.

VII. Brief Outline of Plans for In-Service Education of Teachers 1961-1962

Teacher committees will develop or revise instructional guides and materials in:

1. Language Arts, Grades 7-12, with continued emphasis on writing.
2. In-service instruction in better use of the multiple period, grades 7-8-9.
3. City-wide meetings to consider instructional materials and procedures in reading, spelling, arithmetic, science, social studies, home economics and industrial arts.
4. Use of television instruction in arithmetic, algebra and beginning French.

5. Continued study of the junior and senior high school program of studies.
6. Improvement in evaluation instruments for science, social studies, language arts and arithmetic.
7. Better use of curriculum materials. --During the last decade there has been a changing concept in the use of curriculum materials. A textbook was sufficient for a curriculum that could be defined in terms of facts to be learned and basic skills to be acquired. With the broader approach to learning, resource units with ample supplementation of many types of instructional aids are being used in developing a better learning environment. The whole field of pupil-teacher planning needs further study and experimentation.
8. In-service workshops or city-wide meetings on the teaching of reading, better use of experiments in the teaching of science K-6, and grade level meetings for the best use of our new curriculum guides.
9. Continued study and appraisal of the senior high school courses of study, including ability grouping, courses for honor students and the slow learning, and quality education for the pre-college student.
10. Continued study and appraisal of the most effective program for our junior high schools. Considerable in-service education is needed for effective classroom instruction, especially in the multiple period social studies-English classes.

VIII. Recommendations

1. Continued permission to qualified teachers to work on curriculum production material as summer work projects.
2. Assignment of a resource teacher in reading for the primary grades.
3. Assignment of resource or helping teachers for the junior and senior high schools.
4. Permission to delegate special subject area supervision to a number of principals who are specialists in science, mathematics, social studies and the language arts.
5. The employment of an assistant to help with publications, statistics, and testing.

Acknowledgments

My six years in the Madison Public Schools have been most pleasant.
There are many to thank:

The Board of Education, Superintendent Falk, Assistant Superintendent Waller, the staff at the central office, principals, supervisors, department personnel and teachers, who have been resource persons and co-workers in developing the best curriculum possible for Madison's boys and girls.

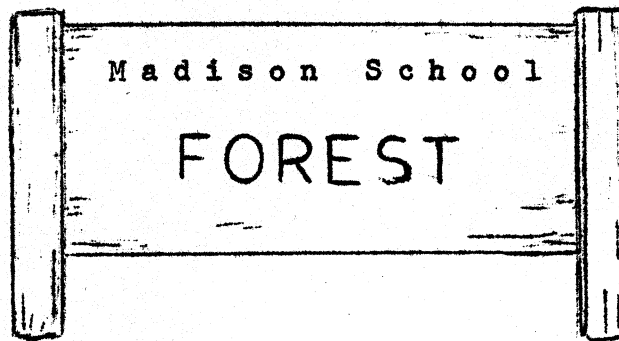
Respectfully submitted,

ARTHUR H. MENNES

MADISON SCHOOL FOREST
Madison, Wisconsin

Advisory Committee
ARTHUR W. MANSFIELD, Chairman
PAUL OLSON, Executive Secretary

Presented to the Board of Education
by KERMIT FRATER,
Member of the Advisory Committee
June 1961



Acquisition

For many years the University of Wisconsin has known of and used as an outdoor laboratory, a particularly choice area of near virgin oak woods located about 15 miles southwest of the city. In 1958 an anonymous donor financed the purchase of a block of 160 acres of this woods and had the deed transferred to the Madison Public Schools.

Few sites in the Madison area could serve as well as this. It is reasonably close. It is already one of the most studied oak woods in the country. It is also more than just another forest--it is an ideal outdoor laboratory for the study of geology as well as botany, zoology, and ecology. Some of the most dramatic events in the evolution of our little spot of earth, both before and since the advent of man, can be read from residual scars on the earth or the vegetation.

In answer to a felt need, the intermediary is attempting to obtain an additional tract of land--this time cleared land, on which can be demonstrated the formation of a new forest that boys and girls themselves can plant.

Administration

Administration is in the hands of the Board of Education which has appointed an advisory committee composed of a number of interested people representing the University of Wisconsin, school administrators, the County Agricultural Agent, and the intermediary in negotiating for the tract. One of the school principals was elected executive secretary of the committee and shoulders the bulk of the administrative problems. It is largely through his efforts that the forest has been made usable.

Preparation for use

For many years the executive secretary has pioneered in a work-study summer conservation course for high school boys. The school forest provided new work experiences. Trails were prepared and a shelter house built. Advisory and material aid was provided from a number of sources, but boys, between lessons, provided the bulk of the muscle.

Study Aids

Two teaching aids have been prepared: (I) The Madison School Forest, a handbook. "It is the purpose of this book to gather into a single volume considerable material and information about a particular piece of ground--the Madison School Forest.

It is the hope of the Madison Schools that students and teachers and other interested youth and adults may find in this study of a limited area some initial answers and conjectures which may lead to further inquiry and understandings concerning the relations between Man and the Land."

The first 9 chapters of this handbook provide background information for the use of students and teachers on soils, wildlife, birds, insects, ecology, history and description of the area.

The tenth and last chapter is an indexed and illustrated guide to the 49 woody plants and 149 herbs that have been identified in the forest.

A set of the 198 illustrated descriptions have been sealed in laminated plastic and hung from wire stands so that they may be placed by the living specimens along the trails for easy study.

(II) Reading the Landscape. A series of 19 "Signposts" have been prepared in pamphlet form. Each "Signpost" is a description of items of special interest that can be observed from 19 different specific points along the trails. Again, a set of each of the 19 descriptions was laminated and suspended from a post at the designated spot along the trails.

Helping the Teacher

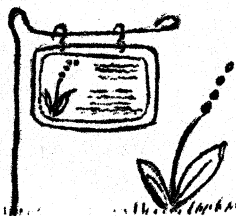
A school forest, no matter how good, is of no value unless teachers understand its potential: -- a lecture series has been provided and will be repeated. (With credit, if desired, toward satisfying salary schedule requirements.)

-- a civic minded local corporation has made available the services of a botanist who did his PhD. study in this woods for a limited number of guided tours.

-- a special tour for school principals was provided.

Down the Trail

A person visiting the forest will find:



-- three cleared and named trails.

-- up to 198 different trees, shrubs and herbs identified on the spot.

-- 19 "Reading the Landscape" signposts to call attention to interesting features.

-- A shelter house with water and toilet facilities.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
Department
of
HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

September 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the year 1960-61

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

The coordination of the health and physical education program is the responsibility of the department. In order to meet the state law of 150 minutes of physical education per week, and lacking enough teaching stations for active class work, more health classes are being organized. The law states that health instruction may be substituted for active physical education. During the past year a first aid and health class was taught at the 8th grade level in one junior high school and a similar class will be started in a second junior high school in the fall of 1961. In two senior high schools, Central and West, health education is taught for one semester in the 11th grade. These courses are taught by the physical education staff. Health education is an integrated part of the curriculum in all physical education classes, as well as in the science and home economics departments. Elementary teachers also teach health education as a part of their total curriculum. During this past year a committee has been working on a Health Curriculum guide for elementary grades.

With the rapid growth in enrollment at all grade levels and the added responsibilities of all those working out of the central office of Health, Physical Education, Recreation and Safety, it is seriously recommended that a Health specialist be employed to better coordinate all phases of health in the school curriculum. Possibly this specialist could be a person with training in both health and safety and could coordinate the safety program, as well as the health curriculum. Many of our physical education teachers are qualified to teach health at the high school level but are unable to spend enough time at it, due to a full schedule of physical education classes. On the other hand, many of them do not have an adequate background to teach health; therefore, the need for a special trained person.

As in the past, our office is the headquarters for recording physical examinations and chest x-rays of all staff members and board of education employees. With the approval of the Board of Education and the superintendent, the new state law relative to physical examinations went into effect in September 1958. Following are the regulations:

Section 40-30 (10m) (a) of the Wisconsin Statutes requires as a condition of entering or continuing employment a physical examination including a chest x-ray or tuberculin test of every employee of the district. "Additional physical examinations shall be required thereafter at intervals determined by the Board. A chest x-ray or tuberculin test shall be required once a year; if the reaction to such tuberculin test is positive, then a chest x-ray shall be required. The employee shall be examined by a licensed physician in the employ of or under contract with the district."

In accordance with the afore stated law, all board of education personnel is required to have a physical examination and a chest x-ray or tuberculin test at least once every three years. The board of education will pay the physician, not to exceed \$7.50, for this service. Most of the chest x-rays are taken in the Health Department mobile unit. Authorization may be obtained at our office to have a 14"x17" chest x-ray at three different x-ray laboratories for which the board of education will pay \$3.00 for each x-ray, providing the miniature x-ray is positive.

Previous to September 1958 a corps of local physicians and dentists has examined all high school boys who take part in the interscholastic program. The expense of this project was paid by the board of education. In the spring of 1958 the Dane County Medical Association went on record as favoring the discontinuance of these examinations and recommending that each boy be examined by his family physician. It was felt that this procedure would result in a more complete examination. As a result of this action by the Dane County Medical Association all boys must have an examination by a physician of his choice and pay the fee himself. The Dane County Dental Association is continuing to examine the boys under the previous mass procedure with four junior high schools being added for examinations. These examinations are made at Central, East and West high schools previous to the start of football in the fall.

The Board of Education requires a physician to be present at all home football games and, through the cooperation of the Dane County Medical Association, physicians were assigned to all home games.

As in previous years, we have enjoyed fine cooperation in all matters pertaining to school health from Dr. C. K. Kincaid, the City Health Director, and his staff.

Based on information received from Dr. Kincaid and the City Health Department, some of the highlights of that department that took place in our schools or involved our students are as follows:

1. 20½ different nurses plus two supervisors were assigned to all public schools. The amount of time spent in each school varied, depending upon the size of enrollment.
2. Physical examinations are no longer given in the school, but by family physicians. Teachers encourage this procedure in the third, sixth and ninth grades. Through the summer round-up all entering children are examined. Some children who do not meet the above requirement are referred to the Health Department by the school nurse and classroom teacher. The Health Department then makes arrangement for an examination.
3. A dental survey is made of all children in grades one, three, six and nine and referral to the family dentist is in order, if the need is evident.

Health, Physical Education, Recreation and Safety -3

The following statistics are taken from Dr. Kincaid's annual report on school health services for 1960.

Home visits - individuals (total)	8279
Home visits regarding infants	480
Home visits regarding pre-school children	1720
Home visits regarding school children	5955
Home visits regarding handicapped children	124
Office visits - individuals (total)	17475
Office visits regarding infants	92
Office visits regarding pre-school children	468
Office visits regarding school children	16888
Office visits regarding handicapped children	27
Medical exams of school children in school	0
Medical exams of school children in physicians' offices	8399
Exams of school children in dentists' offices	7319
Number of conferences with pupils referred by teachers	5376
Demonstrations to teachers	15
Demonstrations to volunteers	76
Teacher-nurse conferences	2629
Parent-teacher-nurse conferences	22
Planning conferences (Health Department & School)	152
First aids by professional staff	1659
Vision tests	29278
Scalp inspections by professional staff	376
Other inspections by professional staff	8990
Hearing screening tests	6452
Hearing screening re-tests	2629
Tuberculin tests given in school:	
Negative	4077
Positive	23

The following health committees, appointed by the superintendent, have been available when the need presented itself:

- Central Health
- Periodic Physical Examinations
- Follow-Up Physical Examinations
- Disease Control
- Observation of Children
- Physical Education and Recreation
- Emergency Health and Accident Care
- Elementary Health
- Health Instruction
- Sanitary, Healthful School Plant
- Health of School Employees
- School Health Committees (one for each school)
- Medical Advisory

Physical Education

The children in the Madison public schools are fortunate in having an opportunity to enjoy a very fine physical education program. We have 47.5 special physical education teachers (25.1 women and 22.4 men). All teachers are physical education majors and many of them have had a wide range of teaching experience. In addition to a fine staff of professional teachers, we are fortunate to have a superintendent and Board of Education who believe in the importance of physical education in the school curriculum. This is evident in the excellent facilities that have been provided for boys and girls at all grade levels. Much time and money have been allocated to physical education facilities such as gymnasiums, all-purpose rooms, showers and locker rooms, store rooms, hard top areas outdoors and, in general, adequate and well arranged playground space.

With a few exceptions, due to facilities, physical education is taught once a week in grades one, two and three. Boys and girls at these grade levels are not required to wear uniforms or take shower baths, and classes are combined with both boys and girls meeting together.

Grades four, five and six average physical education classes three times a week and boys and girls are required to wear uniforms and take shower baths. Classes for boys and girls are separated at this level and men teachers are in charge of the boys and women teachers in charge of the girls. Grades five and six have an extensive program of intramural activities. This program is optional and is offered twice a week from 3:30 to 4:30 p.m.

Grades seven, eight and nine have physical education classes two or three times per week (varies according to facilities in the three high schools). In addition, a well-rounded program of intramurals is offered to both boys and girls.

Grades ten, eleven and twelve have physical education classes twice a week with some time spent in health classes at the eleventh grade level. Intramurals are offered to the girls and a fine program of interscholastics for the boys.

The time allotment for special teachers in physical education conforms to the formula set up by the Board of Education; that is, in grades one, two and three one special teacher (art, music and physical education) for each twelve grades. This results in a less amount of time for each physical education teacher to spend with grades one, two and three but there has been some supplementation of the special teacher's time with the classroom teacher.

The Wisconsin state law requires 150 minutes of physical education to be taught to all pupils in first through twelfth grades. Health education may be substituted for the active physical education. This requirement has created some problems in scheduling but, in general, we are meeting the law at every grade level. In the tenth, eleventh and twelfth grades we have added health instruction in lieu of active work where we lack enough teaching stations.

Physical education skill guides for all grade levels have been completed by teacher committees as of September 1960. The elementary guide, prepared in 1958, was evaluated and revised in 1959, 1960 and 1961. The guides are used by all physical education teachers in determining their program outlines. The guides are proving to be very helpful, particularly to new teachers and are valuable aids toward a uniform physical education program in the Madison schools.

The interscholastic program for senior high school boys includes a wide variety of sports--football, basketball, baseball, track, volleyball, wrestling, golf, tennis, cross country, ice hockey and curling.

A modified program of interscholastics is also offered in the junior high schools for ninth grade boys. The sports include football, basketball, track, tennis and golf. All competition is limited to Madison schools with a strict limitation on number of contests per season and length of playing periods.

The interscholastic program is under the direct jurisdiction of the high school principal, but our department works closely with the principal and coach in the operation of the program.

While our facilities for a good physical education and sports program at the elementary school level are excellent, in general, the same thing is not true in our high schools. We are in need of more teaching stations at Central and East high schools. The addition of the pool at West High School, plus junior high school gymnasiums, add teaching stations and give us adequate facilities for a well-rounded program. The pool will not only afford an opportunity for teaching swimming but will make for a fine facility (twelve months per year) in recreational swimming.

The physical education program at Central High School varies somewhat from that at East and West High Schools in that there are no outdoor facilities at the school. To compensate for this, busses are available during the outdoor season to transport boys and girls for physical education class work at Central athletic field and Brittingham Park for outdoor activities. In addition, the YMCA swimming pool is made available to Central High School boys and girls for swimming class instruction. This has been a very fine part of its program.

The program of physical education includes many phases of health and safety, as well as specific physical education activities such as sports, games, dance, stunts and tumbling, self-testing activities and body mechanics. An attempt is made to contribute in every way possible to the total development of every child. The main objectives of the physical education program include the development of:

1. Physical fitness - strength, agility, flexibility, balance, endurance, neuro-muscular coordination
2. Intellectual fitness - rules, strategies, reasoning, judgments
3. Social fitness - attitudes, appreciations, understandings, mental health.

Soon after his inauguration, President Kennedy appointed a youth physical fitness council composed of physical education professional people to study and make recommendations as to ways and means of improving the physical fitness of our youth. This council is concerned about the need for increased attention to the physical fitness of our youth. Although the young people of today are fundamentally healthier than the youth of any previous generation, the majority have not developed strong agile bodies. Real effort is

going to be made starting at the federal level, then to the state and local levels to urge all physical educators to stress fitness for all boys and girls, especially those who are "not fit". Screening tests composed of "pull ups", "set ups" and "squat thrusts" are suggested tests and for those who do not pass the test, special emphasis is to be made to improve their performance. We shall make every effort to comply with this national movement during the 1961-62 school year. It is felt that through our fine physical education program that our youth are reasonably fit, but we shall continue to stress fitness for the "unfit".

Professional staff meetings are held once a month during the school year. These meetings are devoted to general information, professional studies, curriculum development, workshops and professional speakers.

While, in general, we have a fine physical education program at all grade levels, there is still room for improvement. As stated previously, the greatest need is for ample teaching stations for an adequate physical education program, particularly in the combination elementary and junior high schools. Other suggestions for improving the total physical education program are:

1. A better professional attitude on the part of all staff members, including a continual effort of teachers to do a better teaching job
2. Better cooperation between physical education teachers, coaches, principals and academic teachers
3. Improved supervision with more time spent on supervision from the central office staff.

Safety

For the fourteenth consecutive year the Madison public schools have made the National Safety Council's "Honor Roll" which certifies that we have met all the suggested required standards set up by the Council in our over-all safety program in our schools.

One of the main functions of this department is to process all accident reports. The Board of Education requires each school to fill out and send to the superintendent's office a report, with details, concerning each accident that occurs on school property. This office tabulates the accident with the following information at hand--school in which accident occurred, grade, part of body injured, where accident occurred, ways in which the accident occurred and suggestions for prevention of accidents. Each month a summary is made of the above information and a copy is then sent to each school. It is felt that this process is valuable to teachers, principals and students in making everyone more safety conscious.

Following is a summary of reported accidents for the school year 1960-61: There were 1602 student accidents reported for the year 1960-61. Of these accidents, 749 necessitated the loss of school time, services of a physician, or both. Based on the February 1961 enrollment this is an accident incidence of 7.6 per 100 students. Compared with the previous school year, this is an increase in accident incidence of .7 per 100 students enrolled.

Past yearly accident incidence:

1957-58 - 8.3 per 100 students enrolled
 1958-59 - 6.6 per 100 students enrolled
 1959-60 - 6.9 per 100 students enrolled
 1960-61 - 7.7 per 100 students enrolled

Accidents by schools

	Boys	Girls	Total	Feb. 1961 Enrollment	Accidents per 100 enrolled
Franklin elementary	54	44	98	506	19.4
Central junior	76	28	104	*613	17.0
Van Hise junior	75	28	103	622	16.6
Sherman junior	44	30	74	484	15.3
Central senior	76	16	92	692	13.3
Cherokee junior	42	32	74	709	10.4
West junior	17	30	47	487	9.7
Hawthorne	17	21	38	413	9.2
Schenk junior	28	12	40	446	9.0
Sherman elementary	32	23	55	610	9.0
East junior	63	25	88	*994	8.9
Franklin junior	8	1	9	113	8.0
Randall	21	25	46	584	7.9
Cherokee elementary	8	8	16	206	7.8
Dudgeon	14	14	28	370	7.6
Longfellow	19	13	32	*421	7.6
Schenk elementary	57	36	93	1256	7.4
East senior	54	46	100	1399	7.2
Lowell	28	25	53	*766	6.9
Lincoln	13	3	16	253	6.3
Washington	17	7	24	*530	6.2
Emerson	29	14	43	712	6.0
Sunnyside	4	8	12	193	6.0
Mendota	16	16	32	554	5.8
West senior	46	33	79	1419	5.6
Van Hise elementary	20	20	40	794	5.0
Midvale	19	15	34	747	4.6
Orchard Ridge	18	10	28	655	4.3
Lapham	11	11	22	*573	3.8
Marquette	13	13	26	690	3.8
Odana	8	4	12	327	3.7
Nakoma	10	2	12	416	2.9
Gompers	4	9	13	498	2.6
Hoyt	3	5	8	339	2.4
Spring Harbor	7	2	9	445	2.0
Crestwood	1	1	2	458	.4
	<u>972</u>	<u>630</u>	<u>1602</u>	<u>21194</u>	

* Specials included

Health, Physical Education, Recreation and Safety -

Accidents by grades

	<u>Total</u>	<u>Feb. 1961 Enrollment</u>	<u>Accidents per 100 enrolled</u>
Kindergarten	45	2551	1.8
First	124	2119	5.9
Second	104	1902	5.5
Third	139	1737	8.0
Fourth	128	1670	7.7
Fifth	106	1534	7.0
Sixth	125	1489	8.4
Seventh	198	1430	3.9
Eighth	162	1540	.5
Ninth	171	1455	1.8
Tenth	92	1232	7.5
Eleventh	67	1147	5.8
Twelfth	111	1131	9.8
Special	19	257	7.4

Part of body injured

Fingers, hands, arms	556
Head	514
Toes, feet, legs	372
Back	73
Neck	38
Shoulder	21
Abdomen	13
Chest	7
Groin	6
Hip	3
Coccyx	1

Where accident occurred

Playground (exclusive of apparatus)	572
Gymnasium	447
Classroom	173
Off school grounds	79
Stairs	59
Corridor	58
Building entrance	45
Shop	38
Lavatory	22
Pool	19
Cafeteria	15
Playground apparatus	14
Auditorium	13
Shower	12
Locker room	12
Sidewalk	6
On bus	4
Laboratory	3
Tennis courts	2
Street next to school	1
Library	1
Bus stop	1

Health, Physical Education, Recreation and Safety -

<u>Principal ways in which accidents occurred</u>	
Falling on grounds	238
Falling in gymnasium	183
Ball hitting person (attempting to catch, etc.)	138
Collision on grounds	102
Fighting or scuffling	98
Hurt self with a tool	79
Pushed by another	79
Falling in classroom	74
Hit by thrown object	73
Falling on stairs	59
Collision in gymnasium	59
Football practice	55
Falling from apparatus	46
Running into object in building	34
Pinched finger in door	34
Pencil puncture	30
Running into object on grounds	26
Falling in shower or locker room	15
Falling in corridor	14
Collision in corridor	13
Cut on glass of window or door	9
Collision in pool	9
Sliver in finger	5
Bitten by hamster	4
Calisthenics	4
Unknown	3
Wrestling practice	3
Paper in eye	3
Closed foot in door	2
Falling on way to school	2
Collision in classroom	2
Playing basketball	2
Mouse bit finger	2
Bicycle turned over	1
Fell down stairwell	1
Bee sting	1
Pricking finger for blood type	1
Hurt finger on drums	1
Shut hand in car door	1
Nail through shoe	1
Door hit glasses, cutting head	1
Wind blew "bus stop" sign on person	1
Pinched toe in door	1
Bitten by dog	1
Dropped typewriter on foot	1
Staples in food eaten	1
Tumbling	1
Folding tables - caught hand	1
Pushed toe in door	1
Falling in auditorium	1
Stepped on tack	1
Bumped head on table	1
Dropped rack on floor	1
Foot caught between bleachers	1

Principal ways in which accidents occurred (contd.)

Acid in eyes and face	1
Paint in eyes	1
Bitten by bat	1
Hurdle fell on foot	1
Cut self on fence	1
Overdoing set-ups	1
Collision on bus	1
Wrenched neck in game	1
Ring on finger - caught in locker door	1

It is urgently requested that in the very near future, serious consideration be given to adding a safety specialist to the central office staff. With the rapid growth in our school population and the many obligations the staff has in health, physical education and recreation, not enough personnel is available to adequately handle all the safety problems. It is possible that at the start a combined Health and Safety specialist be employed to coordinate both phases of these programs.

One of the very worthwhile projects of this department is the annual bicycle safety program conducted in all elementary schools each spring. All fourth and fifth grade boys and girls (3204) take part in this program. It is divided into four main parts as follows:

1. Sergeant Graves of the safety division of the police force visited each fourth and fifth grade, talked and showed movies to the children on bicycle safety.
2. The knowledge part of the program was presented by the fourth and fifth grade teachers and consisted of instruction in bicycle riding, city ordinance as applied to bicycle riding and general information on safe bicycling.
3. A performance test given by the physical education teacher which consisted of actually riding the bicycle, balancing, starting, stopping, hand signals, etc. (5th grade only)
4. A mechanical test given by Sergeant Graves which included care of bicycle, condition of wheels, tires, spokes, saddle, handle bars, etc. (5th grade only)

The police department has been most cooperative and it feels that the program has resulted in more careful bicycle riding on the city streets.

A number of our staff feel we should consider offering this program to third graders, due to the fact that many of them have bicycles. However, when this program was set up it was the feeling of the committee that bicycle riding should be discouraged below the fifth grade. However, the knowledge part of the program was given to both fourth and fifth graders. Continued evaluation of the program will be made by the bicycle committee.

We have had excellent cooperation from the local police department in all matters relative to school safety. This is especially true of Sergeant Robert Graves and Captain Walter Randall of the safety division. John Bunch, city traffic engineer, has also been helpful. The police department cooperation has manifested itself in the following projects:

1. Arranging for and assigning school crossing guards.
2. Working with PTA groups, principals and teachers for the best and safest route to and from school.
3. Assisting with our bicycle safety program.
4. Audio-visual presentation to students.
5. Short talks to pupils on safety.
6. Traffic control near schools.
7. Assisting with student safety patrols.

In addition to the fine cooperation from the police department, the American Automobile Association (AAA) has been helpful in working with our student safety patrols. We have also had fine assistance from PTA groups, especially the safety chairman.

School Safety Patrols

There is no way of estimating the amount of good that our safety patrols do. Not only do they assist boys and girls across busy streets near our schools, but they are active in helping to prevent accidents in the school buildings and on the playgrounds. In May of each year we hold a Patrol Recognition Day which consists of a meeting of patrol members from all elementary schools in the Central High School auditorium. The program includes short talks by Captain Randall and Sergeant Graves of the police department and Ben Precourt of the AAA complimenting the patrol members for their fine work during the year. After this short formal part of the program, an entertainment is furnished for their pleasure. Approximately 1300 boys and girls attended this meeting and 60 special pupils from the Orthopedic School were guests.

Recreation

For many reasons we are very fortunate in the administration of the public recreation program in the city of Madison. Following are some of the major advantages:

1. Superintendent of schools, Philip H. Falk, has been most interested in recreation along with the many areas of public school education. He has been understanding of the problems confronting the department and willing at all times to advise, counsel and to give constructive criticism, when needed.
2. Our Board of Education has likewise been very interested in a recreation program that serves all ages with many diversified recreational activities. It believes in recreation as an integral part of education for all the citizens in Madison.
3. The mayor and Common Council have cooperated, particularly in the approval of the recreation budget.
4. No community anywhere in the nation has finer cooperative arrangement and understanding between a recreation department and the city parks department than we have in Madison. Three-fourths of the outdoor areas and facilities used in our recreation program are on park property. These areas are serviced and maintained in an excellent manner by the parks department which include softball and baseball diamonds, football fields, playgrounds, hockey rinks, skating rinks, curling rinks, tennis courts, golf courses and other outdoor areas. We are especially appreciative of Mr. James Marshall, superintendent of parks, and his entire staff.

5. We are thankful, too, for the fine cooperation of all departments in our own school system, some of which are vital to us in the operation of our program. Those which have been particularly helpful are the business office, buildings and grounds department, the music, art, curriculum and child study departments and the superintendent's office.
6. Cooperation is also in evidence with such city agencies as YMCA, YWCA, Boy Scouts, Girl Scouts, neighborhood centers, church organizations and all PTA groups.
7. The director is especially thankful for the fine cooperation and loyal attitude of all full time department assistants. With the rapid growth and expansion of our program, an effort has been made to place more responsibility on each member of the staff for certain specific phases of our work. Following is a list of the main responsibilities of all full time assistants:

Frank Hlau - the director of the sports program which includes men's baseball, men's basketball, men's softball, men's volleyball, men's touch football, Four Lakes football, basketball and volleyball, golf, marbles and winter sports.

Jess Lyon - physical education and recreation supplies and equipment which involves ordering, inventory, delivery and repairs, planning and working with architects on physical education and recreation facilities and equipment for both new and old school buildings, parochial school athletics, supervision of physical education and all phases of the recreation program.

Shirley Anderson - women's sports which include volleyball, basketball, softball, tennis, bowling and women's afternoon recreation classes and general supervision of all phases of our recreation program and recruiting, assigning and supervising our physical education staff and program at all grade levels.

Elmer Barraclough - full time in all the activities of the Madison Theatre Guild.

Mary Ann Lockhart - six-tenths time in all the activities of our Senior Citizen Clubs.

Kermit Bliss - full time director of the Madison Community Center with responsibility for all phases of its operation.

Erin Karp - full time assistant at the Madison Community Center with emphasis on the Loft.

Eugene Wendland - full time assistant at the Madison Community Center with emphasis on the young and older adult groups; also, part time public relations work for the recreation department.

In addition to the full time program assistants, we are appreciative of the fine work of Mrs. Eva Kuhlman, Mrs. Luella Barsness and Cromer Chapman, secretaries to the staff in the central office, who have worked diligently

in the efficient operation of the central office. Jim Freeman and Joseph Meyers who handle the equipment and shop have been most cooperative.

With the tremendous growth of all phases of programs in the department a real problem is evident in providing space for any increase in the staff in the central office. As the program grows, we will need additional personnel in both the supervisory and secretarial staffs. The present office is already crowded and it is contemplated to move the sports department to the Madison Community Center in the very near future. This would make space available for the expansion of the staff in the central office.

Following are brief accounts and highlights of the program we have and will offer on a year-round basis:

Adult Baseball

The Madison baseball program continued the now six year old policy of admitting all spectators free of charge. Nineteen teams were divided into the Atlantic League of eleven teams and the Senior League of eight teams. This was a decrease of two teams from each of the Atlantic and Pacific leagues of last year. The Pacific League was dropped for lack of enough mediocre teams. The two interested teams were added to the nine who requested the Atlantic League. Two seven-inning games starting at 6:15 and 8:30 with a two hour deadline, except for league play-offs, were scheduled for each evening. This is a fifteen minute increase granted by the Commission at the request of the managers.

The 1960 Baseball Commission re-elected for the 1961 season by the team managers, consisted by Eugene Calhoun, Harold Metzen, John Roach, James Mott, Robert Harris and Clifford Kenison. Frank Blau represented the Division of Recreation and acted as secretary-treasurer. Gene Calhoun was elected president and Jim Mott vice-president.

There were 169 league and play-off games played during the season. This was a decrease of six games from last season and was due to the drop in the number of teams entered. Breese Stevens Field was used for 57 nights of baseball from June 18 through August 26. No games were scheduled on July 4. The field was used for non-department activities for the other nine nights during this period. Three nights of softball were scheduled for the Field.

Guy Lowman Field was used for the third successive year which enabled this department to again carry out a successful season of baseball. The Varsity and Freshman diamonds were used for 6:15 games until August 8 when darkness prevented the completion of games. The use of these fields was extended from four nights a week in 1959 to seven nights a week this year. The average was six nights per week during the season. A total of 85 games was scheduled on 45 nights between June 19 and August 8.

The Atlantic League consumed all of the adult teams available this year. Nine teams requested this league and only two requested the lower classified Pacific League. After a lengthy discussion, the Commission placed all eleven teams in the Atlantic League with an offer to help build up the weaker teams if they wanted it. The play of all teams improved as a result of this large league. Two rounds were played, each team playing ten games per round. Monona Grove Lakers won the first round in a play-off with the Madison Owls and the Tigers and then defeated the Madison Owls, second round champion, to win the League championship.

The Senior League, made up of eight teams, used boys who had at least one year of high school eligibility remaining. Each team played fourteen games with the Automatics winning both rounds and the championship.

Because of the length of the season and the restricted use of Breese Stevens Field, no tournament was held this year. It is hoped that it will be possible to hold a tournament next season.

The need for additional lighted baseball diamonds is urgent. The increase in the boys' baseball program indicates the "bulge" is about to reach this program and present facilities make it impossible to take care of more teams than were entered this year.

Boys' Baseball

The boys' baseball program was very fortunate in having excellent weather during the summer of 1961. With only a day and one-half of rain during its eight weeks schedule, the program was able to play 1600 ball games, playing an average of 50 games per day. The program sponsored 25 leagues in which 190 teams participated. In all, 2600 boys took part in the program.

With the normal expected growth of the program, combined with the addition of the 22nd ward, an increase from 15 to 20 teams can be expected, bringing the total up to about 210-220 teams for the summer of 1962.

Don Hafeman in his first year as director of the program did an excellent job of organizing, scheduling and supervising the program.

Men's Softball

New all-time records were broken in the 1961 men's softball program which started May 1 and finished August 26. These records included 151 teams organized into twenty different leagues playing 1534 games with over 2500 men taking part in the program. Following the regular season of league play, seventy-nine teams entered the city elimination tournament. Fifteen teams were eliminated in play-off games to cut the field to sixty-four and a 110 game schedule of tournament play included a championship bracket, a consolation bracket and a first round winners special consolation flight. Shamrock Bar finished as city champion by winning from Stadium Bar #2 in the finals. Madison Merchants were consolation champion and Zulty Sports won the special flight.

It will be recommended that only a straight elimination tournament of sixty-four teams be conducted next season. The problem of scheduling teams on available nights created much difficulty and special provision will be set up next season to cope with the situation.

The new "Sports Department", established last year, conducted the program.

The King (Ed Feigner) and his Court - 4-man softball team, played a Madison all-star team on June 18 at Breese Stevens Field. It was the second year that this show has been sponsored by the Division of Recreation and it is recommended that it be continued next year. The Madison team won the game.

The 1961 Commission, elected by the managers, was made up of Charles Carey, president, Ed Hinrichs, vice-president, Lowell LaMore, "Pat" Lynaugh, Dr. D. L. Williams and Vito Schiro. Frank Blau served as secretary-treasurer to complete the seven-man group to handle the softball program's problems in a very democratic manner.

The activity and interest in softball is growing so rapidly that more softball diamonds are a necessity. It is anticipated that in addition to facilities on new school grounds, additional diamonds will be made available to us by the parks department. We need several more lighted diamonds to keep up with the rapid expansion of this program. For the 1961 season we used school diamonds at Cherokee Heights, Hawthorne, Mendota, Midvale, Schenk, Sherman, Van Hise and East High Pennsylvania Avenue field. Several of these diamonds were also available for the boys' baseball program. It is recommended that new school areas be planned with an official softball diamond area considered which is a minimum of 275 feet from home plate to outfield obstructions.

Adult Touch Football

Seven teams were entered in the 1960 touch football program. One league, with a major and a minor section, was organized and each played each other team in its own section twice and each team in the other section once. Treasure Island won the major section and Boof's Basement won the minor section. A total of thirty games was played under the lights at Franklin and Olbrich fields.

Two officials were used and this, combined with rigid rules adopted several years ago for the safety of the players, made it possible to complete another successful, injury-free season. The rules are well accepted and officials in other cities have been using them with similar success.

Men's Volleyball

The men's volleyball program consisted of a six-team Industrial League and a six-team Open League. The Industrial League rules required each player to be employed by the company which he represented. The Open League had no restrictions except resident requirements. The Lambs team won the Open League championship and Oscar Mayer Product Control team won the Industrial League championship for the second straight year. The program was conducted at the Cherokee Heights school where the facilities are excellent.

The annual city volleyball tournament drew twenty-four teams, four more than last year, for a very successful tournament. The Madison Turners #2 team emerged the winner with the Shamrock Bar team the runner-up.

Men's Basketball

Ninety-eight teams competed in sixteen leagues in the adult basketball program. This was a drop of ten teams and one league from the previous season, largely due to the transfer of Sgt. McHarg from Truax Field. Truax dropped one league because of lack of a person with the ability to organize the program.

For the third year, East and West facilities were not sufficient to carry on the program so Schenk school was used three nights per week. The program was conducted Monday through Thursday of each week from late October until mid March.

Eligibility rules prohibit high school youth from participating and all players must be residents of Madison, work in the city or live within a $5\frac{1}{2}$ -mile radius of the Capitol. University of Wisconsin students are not eligible to play unless registered from Madison. Truax personnel was required to play on Truax teams in the league played at Schenk school. One Truax team was permitted to compete in the Major League.

More than 1300 men participated in the program and an all-time high of 860 games were played. Seventy-five officials, timers, scorers and other part time personnel aided in the program.

At the close of league play a city tournament was conducted with 64 teams entered. The city championship was won by Tipler Transfer for the second straight year, Eggiman Motors #1 was the runner-up and third place went to Middleton Plumbers. The Bethel Ushers team was consolation champion, Dizon's won the special consolation flight and the Red Arrow Sales team won the Charles J. Young Memorial Trophy for sportsmanship and performance.

A Basketball Commission of seven men met each week to handle all problems that arose. The same six members of the Commission, namely, August Vander-Meulen, president, A. J. (Hunk) Barrett, vice-president, Vito Schiro, Lowell LaMore, Dr. D. L. Williams and Phil (Ace) Schwartz were re-elected by the basketball managers. Frank Blau again represented the recreation office and served as secretary-treasurer.

Women's Basketball

Six teams played in the basketball program this year. A double round robin tournament was held at the Marquette school with about thirty women participating every Tuesday night from October until March. An elimination tournament was conducted at the end of the season.

The senior physical education majors from the University of Wisconsin assisted with the officiating of the games and their help is greatly appreciated.

Women's Softball

Seven teams participated in the softball round robin tournament followed by an elimination tournament. The age limit was lowered to fourteen years in the hope of encouraging more girls to play in the program. The enthusiasm and participation was greatly improved this summer. All teams were non-sponsored and were managed and officiated by young women.

Women's Volleyball

Volleyball continues to be the most popular sport in the women's program. Approximately 175 women participated in the fourteen team schedule on Thursday nights at the Marquette school. The University of Wisconsin senior physical education majors again assisted with the officiating of the volleyball games. Their contribution to the volleyball program was very beneficial and sincerely appreciated. Approximately 75 women attended a banquet at the end of the season at which time the winning team was honored.

Women's Golf Instruction (summer)

Golf instruction for women was given this summer at the Glenway and Odana Hills golf courses. A \$2.00 fee was charged for a 9-weeks session. This proved to be a very popular program with approximately twenty-five women enrolled in each class.

Teachers' Bowling League - Women

Eleven teams entered the teachers' bowling league for the 1960-61 season. All games were bowled at the Schwoegler Bowling Alleys on Tuesdays at 4:15 p.m. A banquet was held at the conclusion of the season at which time prizes were awarded to the winners. Over fifty women teachers participated in the bowling program.

Badminton

The co-ed badminton program was held at the Midvale school for two nine-weeks sessions under the same plan as the adult center programs. Over forty people registered for the program with an average attendance of about thirty-five per night. Instruction for beginners was given every Tuesday night from 6:45-7:30, open play for beginners from 7:30-8:00, open play for intermediates from 8:00-9:00 and open play for advanced players from 9:00-10:00 p.m. This arrangement proved to be very satisfactory, everybody having an opportunity to play.

Tennis

The WRA Milwaukee Journal Tournament for boys and girls was held in June and this department acted as headquarters for District #9 which included five counties. For lack of interest in the other counties, Madison winners were declared champions from this district and competed in the finals in Milwaukee against the winners from the other fifteen districts.

The Madison closed tennis tournament drew 149 entries. The newly organized Madison Tennis Club (not under the auspices of the board of education) assisted with the setting up of the tournament and officiating at the semi-finals and finals. The cooperation of this Club was sincerely appreciated and helped considerably in running a successful tournament.

Golf

The Madison Business and Industrial Golf League was organized on a handicap basis for the second year. Six teams played at Odana Hills golf course on Monday evenings and enjoyed a very successful season. The handicap system will be recommended for use again next season.

A second league, the Open Handicap League, was organized for the second year. Six teams entered play and were scheduled on Tuesday evenings. The handicap system was successful and will be planned for next year.

The golf leagues are self-supporting with the exception of clerical help which is needed to keep handicaps and team standings. The leagues were organized by this department and conducted in cooperation with the Parks Department employees at the Odana Hills course.

The annual city golf tournament sponsored by this department in cooperation with the Madison Parks Department, Nakoma County Club, Blackhawk Country Club, Maple Bluff Country Club and the Madison Newspapers, Inc. was again conducted on two weekends in June on the same plan as the past three years, namely, each club named twelve players and the remaining twenty-four places were qualified as a result of an open 18-hole tournament held at the Odana Hills golf course. Over three hundred participants took part in the tournament play which finished at the Nakoma course. Harry Simonson was named the champion. The awards were made at a Victory banquet at the Nakoma Club House on Sunday evening following the final round of play. This tournament is self-supporting and requires only organization work and secretarial help from this office.

A women's city tournament was held for the fourth time with play conducted at Maple Bluff, Nakoma, Blackhawk and Odana Hills golf courses. Polly Erickson of Nakoma won the championship and Kathy Severson of Nakoma was runner-up.

The Women's Municipal Association continued its fine program, playing on Tuesday mornings, alternating between the Monona and Odana Hills courses.

Marbles

The annual city marbles tournament, sponsored jointly by the Division of Recreation and the Capital Times, was again conducted by having each elementary and junior high school hold its own tournament and send the three top players to the sectional meet. The first, second and third place winners in each of the four sectional tournaments are then qualified to play in the city finals. More than 1500 boys took part in the program. The sectional tournaments and city finals were held on successive Saturday mornings on the tennis courts in the University of Wisconsin Memorial practice building.

Madison again acted as headquarters for District #9 for the State Marbles Tournament which is co-sponsored by the Wisconsin Recreation Association and the Milwaukee Journal. The Madison champion, David Lease of Hawthorne school was declared district champion and competed in the state finals against fifteen other district champions at Milwaukee. David finished fourth in the round robin play.

Four Lakes Program for High School Boys

The Four Lakes program for senior high school boys is one of the finest projects sponsored by this department. It offers any boy, who has the desire, an opportunity to represent his school in interscholastic competition even though he does not have the ability to play on the varsity team. Central, East, West and Wisconsin high schools all enter teams in the program which takes place on Saturday mornings. Nearly four hundred sophomore, junior and senior high school boys took part in the program last season in the two sports offered.

The football program included eight teams, three from East, three from West and one each from Central and Wisconsin High. Two games were played at East and West high schools. The first game started at 9:00 a.m. and the second at 9:30 a.m. The first game played a half, the second game a half and then the first game was completed, etc. This makes for a faster program.

Four Lakes basketball had forty teams entered, divided into seven leagues, West entering twenty teams, East twelve, Central five and Wisconsin High three. Games were played at Central, East, West and Wisconsin High. The Hoyt school gymnasium was used when conflicts in building schedules arose. The schedule was arranged so that one of the teams in each game was always at home. Boys who were on the varsity squads but who saw little opportunity to participate in varsity games were permitted on rosters in the Mendota League which was considered the top league as far as ability was concerned. Four teams were entered in this league.

A Four Lakes softball program is again recommended so that more boys may be kept active as the school enrollment increases.

It is also recommended that the possibility of a Four Lakes ice hockey program be considered this next year. All three high schools now have varsity ice hockey teams which would serve as a feeder to the program.

Parochial School Leagues

The division of recreation ran the parochial elementary (7th & 8th grades) athletic leagues in touch football, basketball and softball. Nine Catholic schools and the Madison Lutheran school participated in the program.

In each of the sports two leagues were formed to make for more even competition. Thirty-eight games of touch football were played at Tenney and Vilas parks, fifty-two games of basketball were played at the Lowell school gymnasium on Saturday afternoons and forty games of softball were played at Tenney and Vilas parks.

Washington, Marquette, Randall and Longfellow gymnasiums were again used for basketball practice after 5:00 p.m. by teams not having a home practice court.

School Community Centers

Adult - Starting in October and closing the latter part of March, nine schools were opened once a week for a diversified program of recreation for adults. The offerings of the recreation department were supplemented by the Vocational School classes at the same schools. Excellent support of the adult program was received from the various PTA organizations who helped in the selection of activities requested by them. The following schools offered programs as listed:

Cherokee Heights -	Tuesdays--Athletics for men, bridge instruction, Holiday crafts, golf instruction
East High -	Wednesdays--Cabinet work and furniture refinishing
Franklin -	Thursdays--Athletics for men and women
Midvale -	Thursdays--Athletics for men, bridge instruction, fly-tying instruction, golf instruction and social dancing
Schenk -	Thursdays--Athletics for men and women, golf instruction, Holiday crafts
Sherman -	Tuesdays--Athletics for men, golf instruction, social dancing
Spring Harbor -	Tuesdays--Bridge instruction, golf instruction, square dancing
Van Hise -	Thursdays--Athletics for men and women, bridge instruction, golf instruction
West High -	Tuesdays--Cabinet making and furniture refinishing, art metal work

In addition to the recreation program, the Vocational School offered classes in costume jewelry, interior design, rosemaking, cake decorating, general clothing, knitting, draperies and lamp shades and fur remodeling.

It was not unusual to have an attendance of three hundred adults at a center on a given evening.

Women's Recreation Group

The women's afternoon recreation program was again offered at the Midvale school with about twenty women participating. An east side class was not offered this year because of lack of interest and adequate facilities.

Junior High School Recreation Centers

Starting early in November and continuing until late March, the following schools were used for junior high school community centers for seventh and eighth graders on Fridays from 3:30-5:30 p.m. - Central, Cherokee Heights, East, Franklin, Schenk, Sherman, Van Hise and West.

The following schools were used on Friday or Saturday evenings from 7:00-10:00 for ninth graders - Central, Cherokee Heights, East, Schenk, Sherman, Van Hise and West.

The most popular activity offered was dancing. In some centers table games and informal activities in the gymnasiums were held. The attendance at several of the centers ran as high as eight hundred per evening. Admission to the various evening centers was by a free membership card issued by the principal of the school (public, parochial and University). The purpose of the card was to help control attendance at the centers to those boys and girls living in the respective neighborhoods and not crossing the city to attend a center of their own choice.

The operation of centers for seventh and eighth graders on Friday afternoons from 3:30-5:30 worked well. The evening sessions were reserved for ninth graders. Occasionally, the eighth graders met with the ninth graders in the evening.

There was a director in charge of the program in each center with six assistants helping in a variety of activities.

Elementary School Recreation Centers

The following schools were used to conduct a recreation program for elementary school boys and girls:

Lapham, Marquette, Midvale, Schenk, Washington - Saturday a.m. and p.m.
9:00-12:00; 1:00-4:00

Cherokee Heights, Hawthorne, Longfellow, Lowell,
Mendota, Orchard Ridge, Randall, Sherman, Van Hise - Saturday a.m.
9:00-12:00

The activities included sports and games in the gymnasium, group games, table games, handicraft, story telling, dramatics, movies, puppetry and stamp collecting. As in the case of the junior high school centers, a director (in some cases the school principal) was in charge with eight to twelve assistants

This "go to school on Saturday" is very popular with the elementary school children and it was not unusual to have attendance of four hundred and over at a given center.

Summer Playgrounds

The 8½ weeks summer playground program is always one of the highlights of the year. We operated forty-seven playgrounds with supervision starting on June 21 with a 2½ day training clinic for the staff and closing August 18. A total of ninety leaders and six consultants made up the staff. In addition to the 2½ day clinic for the leaders at the start of the season, the staff met with the supervisors each Monday evening from 8:00-10:00 p.m. for an in-service training period. The staff of leaders consisted of fifty-three women and thirty-seven men. Twenty-seven were teachers from various school systems and the balance were students in the University or colleges. In general, a man and a woman were assigned to each playground but in some cases two women and one man were assigned, or if a small playground (tot lot), a woman only.

Some playgrounds operated from 9:00 a.m. to 5:00 p.m.; others from 12:30 p.m. to 8:30 p.m. and a few from 9:00 a.m. to 8:30 p.m. Eighteen playgrounds were open for a half day only. These included the tot lots which were located on smaller areas where there was a predominance of younger children. Of the forty-seven playgrounds in operation during the summer, thirty-one were on park areas and sixteen were on school grounds.

We offered a diversified program of activities on all playgrounds which included softball, basketball, touch football, soccer baseball, volleyball, loop tennis, paddle tennis, horseshoes, washers, tin can, checkers, chess, table games, handicraft, story telling and dramatics. Many special events were held such as inter-playground competition in a variety of sports and games, four city-wide tournaments at Breese Stevens Field, two lantern parades, two chess tournaments, three talent shows on the Stagecoach, on-wheels parades, doll shows, pet shows, pot luck meals, picnics and carnivals. There was more evidence during the summer of community participation which included adults. Many of the playgrounds had a Mothers Club organization which was very helpful in furthering the playground program.

Stagecoach and Youth Summer Theatre

The Youth Summer Theatre with over one hundred active members was much in evidence during the summer. Under the direction of Mrs. Helen Zawacki and two assistants, the boys and girls were divided into three different casts to produce three plays which were used on the Stagecoach. The Stagecoach was pulled to playgrounds on a schedule of three shows per day - some morning, some afternoon and some evening performances. Shows presented were "The Magic Fishbone", "The Bungled Bauble Caper" and "A Horse of a Different Color". The shows consumed about twenty minutes and frequently the boys and girls on the playground supplemented the show with some local talent presentations. A total of 91 performances were presented during the summer.

At the conclusion of the summer program, a play "The Ballad of Clay Gulch" was presented for adults at the Washington school auditorium. As in previous years, the Madison Theatre Guild furnished costumes and other properties and made the Guild workshop available for rehearsals. The season was a very successful one.

Summer Teen Age Activities

Canoeing - An average of fifteen boys and girls reported at the University boat house on Mondays, Wednesdays and Fridays for class instruction in canoeing for a four weeks session. The lessons included swimming tests, basic bow strokes, launching, basic stern strokes, bow and stern control, change places, trim, paddle alone, swamp rescue and tripping.

Tennis - Tennis instruction was given on the courts at East and West high schools, Brittingham, Nakoma, Vilas, Tenney and Franklin parks. Classes were divided into two four-week sessions. Attendance was poor at Brittingham and East courts but good at the other courts. Adult instruction was offered at East and West tennis courts with about ten people participating in each class. Some changes need to be made in the program in order to improve it next year.

Golf - Golf instruction was given twice a week at Glenway and Odana Hills golf courses and once a week at Monona course. Attendance was excellent at Odana Hills and Glenway with an average of over thirty attending the classes. Monona's average attendance was twelve per session. Instruction included the fundamentals of the game, golf etiquette and an opportunity to play the course. The classes were divided into two four-week sessions with different children enrolling for the second session.

Teen-Age Dances - Four open air record dances were held this summer for junior and senior high school students. Two dances were held at the Vilas Park Shelter and two at the Tenney Park Shelter. Over three hundred boys and girls attended the dances each night. The playground leaders at both parks worked cooperatively with the recreation department in sponsoring the dances. Boys and girls from the playgrounds sold pop and operated the record player. Because of the big success of these dances, it is recommended that they be held again next summer.

Day Camp - The fourth year of Day Camp at Olin Park was a very successful one with an average attendance of forty-five children per session. The Camp was extended to a six weeks period with the bus stopping in the recently annexed Blooming Grove area for one session. Miss Natalie Ross directed the Camp with a staff of three full-time counselors. Children between the ages of 9 and 12 were bussed to and from the Camp from the different playgrounds. A \$2.00 fee was charged to cover the cost of milk and transportation.

Activities at the Camp were of the outdoor nature with hiking on the Turville property and cooking being the most popular activities. Boat safety, rowing instructions, swimming, nature study, outdoor craft, singing and games were also included in the program.

Swimming

The 1961 summer swimming program was a real success. There were ten instructors assigned to the thirteen public beaches for a period of eight weeks. Robert Harris supervised the program. There were 4004 boys and girls enrolled in the program and a large percentage of them were beginner swimmers between the ages of six and nine. The total attendance for the eight weeks session was 60,946. In addition to the instruction program, we held three city-wide swimming meets at the B B Clarke beach. The first two were qualifying meets and the third the finals. The competition was for all aged boys and girls in a wide variety of strokes, plus diving.

We are looking forward to the use of the new West High School swimming pool which started in September 1961. In addition to the use of the pool by West high school pupils, we plan to make extensive use of the pool for recreational swimming. This would include elementary, junior and senior high school boys and girls, as well as adult participation.

Winter Sports

Ice Skating - The excellent ice skating facilities, provided and maintained by the Parks Department, again enabled us to carry on an outstanding skating instruction program throughout the season. Forty-one skating rinks, six with warming houses, were used.

Schedules were posted at twenty-six rinks and twenty-five instructors were assigned two or three days a week among these areas. Mrs. Olga Thomsen again supervised the program. A total of 5731 persons took part in 163 sessions of instruction.

Four city-wide ice skating meets were conducted during January and February. One preliminary meet for races up to 110 yards was held at Tenney Park and two preliminary meets and the city finals were held at Vilas Park where the Parks Department has developed one of the best six-lap tracks in the state. The center island has been removed and the new warming house was used. Small temporary warming houses were moved in near the finish line of the races for use by the officials conducting the meets. The Parks Department maintenance crew had the ice in excellent condition for all the meets.

Ice Hockey - The ice hockey program has several types of problems that have developed. The sport is growing rapidly in Madison. The new artificial ice rink on Commercial Avenue has made it possible for the high schools to conduct a very successful schedule. Special arrangements were made with the schools to conduct the games there. The interest in the game has spread and the use of the four Parks Department maintained rinks has been very heavy. West High practices at Vilas, East High uses Olbrich and Central High has moved its practices to Tenney Park. Franklin rink is now the only available rink for after school use by all other boys and girls. High school rules prohibit this department from organizing high school boys into leagues and the policy of the board of education prevents an evening program for younger boys on school nights. The facilities are available and used by these boys at night but are not organized or supervised. Friday and Saturday night leagues are not satisfactory because of the conflict with school activities.

As a result of the above situation, the younger boys invade the neighborhood rinks after school and parents of younger children complain because of the danger of injury. It was recommended last year that small hockey rinks be constructed near several of the larger neighborhood rinks to enable this department to conduct after school leagues for smaller boys. This plan was carried out in several areas and proved very helpful. Instructors at these new areas attracted many boys. It is hoped that more such rinks can be constructed this year.

The adult ice hockey program was organized on the same basis as last year. A very successful season was completed with six teams competing in league play. The final nights of play were completed at the new artificial ice rink on Commercial Avenue at no cost to this department. Fenton Kelsey,

owner of the rink, was elected a member of the Ice Hockey Commission earlier in the season and made the rink available to the teams so that the schedule could be completed.

The Commission consisted of president Art Thomsen, former University of Wisconsin hockey coach, vice-president George Stockton, Central High coach, Joseph Dresen, East High coach, Burt Hable, West High coach, John Riley, former coach of the Madison Cardinals team and Fenton Kelsey. This group was elected by the managers to handle the administration of the league. Frank Hlau represented the recreation department and served as secretary-treasurer.

League play opened January 7 and continued through February 24. The teams played a total of thirty games with eighty men participating in the program. Two officials and a timer-scorer were used for each game. Five of the teams were sponsored and the members of the other team paid the \$1.00 per game entry fee themselves. The American Bank team was declared League champion.

Madison Community Center

Very little change has occurred in the building during the past year. Our future location is still in doubt and as a result we are doing as little as possible in the way of re-decoration until it is settled.

The increase of 32,776 participations in last year's report did not hold up, so this year we show a drop of about 5,000 for a total of 194,631. Much of this drop can be attributed to the new policy started in January of charging small fees to non-sponsored groups using the building. Our total meeting count dropped from 869 for the period January 1, 1960 to July 1, 1960 to 706 for the same period in 1961, a loss of 163 scheduled meetings in this six months period. This left us with a total of 1376 meetings held during the fiscal year.

The Loft showed an increase of 128 members for a total of 1870. However, its total participation dropped 2401 for a total of 45,686. This represented only participation of youth on the two evenings a week organized Loft program. Part of this drop showed in Saturday night statistics where a regular dance sponsored by Radio Station WISN's announcers drew crowds of both junior and senior high participants. This additional activity has reduced the crowding of teenagers on Loft nights during the past year. Attendance at summer activities for the Loft ran over 500 many evenings.

The Young Adult Club again showed a small drop in attendance of 391. Participation, however, was up because of a smaller membership represented in the total of 6,409 at Wednesday evening functions. No adequate way of counting the participation in bowling, picnics, roller skating and other outside activities has been developed but these activities also represent a number of additional participations. Membership for the year was 546, a drop of 112 from last year. This figure fluctuates in proportion to the effort put forth by volunteer committees to obtain members.

The OAK's Club operation was very stable during the past year. There was an increase in membership of two and 113 in participation for totals of 402 and 10,106. The Club has no current problems.

The only new organization taken in during the year was the Papidary and Mineral Club which was organized in December 1960 and meets once a month from September through May with planned summer trips and other activities. This group is rapidly developing a workshop where members may pursue the hobby of cutting, grinding and polishing semi-precious stones and specimens. The Club had an active membership of 36 for this part of a year and expects an increase when its first full year starts in September 1961.

The Duplicate Bridge Club outgrew our available facilities and has been renting space outside the building for the Wednesday evening games. We have no prospects at present of being able to provide adequate space until such time as remodeling or moving the Center is accomplished.

No new equipment was purchased with budget funds. The Loft purchased one used table soccer game and a new piano for the dance hall from its own funds.

The loss of a sizeable number of meetings has reduced the potential revenue of the Community Center Snack Bar and necessitated some revision of its operation. At present it is operating under an annual loss which is being made up from other funds received by the Center from activities such as bridge classes, etc. With part of Monona Grove in the city and part not, eligibility for membership has created some problems.

The four Senior Citizens Clubs, each meeting weekly, enjoyed their most successful year, attendance wise, since their beginning in the fall of 1957. There is little doubt that the very mild winter with little ice and snow was the major reason for this. Hopefully, the Clubs are gaining acceptance in the community, generally. The four special interest groups continue to be a valuable addition to the program. The most popular is the tour group which visits some place of interest in the city or surrounding countryside each month. The crafts club has featured a different craft each month, using very inexpensive materials. Women are particularly attracted to this activity. The current events and book groups really are most stimulating to those who attend, between five and twenty per meeting. Each person is required to do considerable preparation at home. The quality of the report presentation and book reviews has been extremely high. All these groups are to be encouraged.

The staff person working with these groups is employed on 6/10 time. This has proven to be a very satisfactory arrangement as far as carrying out the program is concerned. In order to maintain the program on an afternoon basis only (no evening meetings at all) and to expand to different locations in the city, the staff person recommends having another part-time person to work with individual clubs. It does not appear to be feasible to hope for club meetings without staff personnel at each meeting.

Madison Theatre Guild

The adult season subscriptions increased from 4045 in 1959-60 to 5200 in 1960-61. This has been consistent with the steady increase in participation on the part of Madison audiences which began in 1953 when 1571 season tickets were sold.

Five adult plays were presented during the past season for a total of thirty-three performances. The breakdown per show in total attendance figures per show is indicated below:

The Gazebo	5320
Damn Yankees	6627
Sunrise at Campobello	5808
Carousel	7615
Look Homeward, Angel	5251
Total	<u>30621</u>

The adult program for 1961-62 will continue in much the same manner as 1960-61. Five plays will be presented and the number of performances will remain constant. The season ticket price has been raised fifty cents to cover the board of education assessment of \$2000.00 for buildings and grounds costs.

The children's play series comprised three plays, each presented at Central High School auditorium for two performances, a total of six. Seven hundred season tickets were sold for the children's play series and the breakdown in total attendance appears below:

Reynard, The Fox	1165
King Solomon and the Bee	1047
The Puppet Prince	1252
Total	<u>3464</u>

Approximately four hundred dollars less than anticipated was realized from the children's program. This, coupled with the lack of interest in the Guild in support of the program and the very limited facilities of Central High auditorium, brought about a decision by the Board of Governors to suspend operation of a children's theatre during 1961-62.

It should be noted that in addition to the thirty-three performances of adult plays and six performances of children's plays, 483 meetings, workshops, rehearsals, etc. were held between September 1 and June 1 with an attendance of 11,693. In addition, Guild productions entertained a total of 35,998 spectators, making a grand total of 47,691 persons participating in and witnessing the Guild's 1960-61 season.

Since the fall of 1957 the Madison Theatre Guild has had to supplement its staff; first with an office employee, then with a technical director and, during the past season, with an additional office employee, additional director and additional technician to bring the total full time staff to six, five employees being paid from the revenue from the plays presented. In addition, musical directors, choreographers and musicians were paid by the Guild to present the season's two musicals. Of the total expenditures of \$38,934.50 budgeted in 1960-61, \$18,049.50 were earmarked for payroll - almost half of the total budget.

One of the real problems that confronts the department is the securing of school auditoriums for rehearsals and performances for the Guild's productions. With the ever increasing demand for the school's own use of its auditoriums, it becomes more difficult to obtain enough time in the school facilities to operate the Guild's growing program. It is hoped that in the near future some facility, other than school auditoriums, might be made available to the Theatre Guild for its productions.

Publicity and Public Relations

The Madison recreation department again received some excellent publicity through the media of newspaper, radio and television.

The Wisconsin State Journal and the Capital Times, Madison's two daily newspapers, were most kind in the amount of space allotted to recreation department sporting events, announcements, schedules, news stories about seasonal programs and feature articles. In more instances than not, pictures accompanied the newspaper stories, adding to reader interest and response in the program.

Radio stations WISM, WKOW and WIBA were also kept informed by the department publicity representative on coming events, schedules, meetings and anything else that could be announced during sports casts or public service time broadcasts.

A number of television programs on stations WISC-TV, WMTV and WKOW-TV were also set up to explain the coming of seasonal programs and activities therein. Some of these television programs included "The Mayor's Report, the "Louella Mortenson Show" and the "Fern Fowler Show". In compliance with Board of Education policy, television appearances were not made on programs sponsored by liquor and/or cigarette concerns. The recreation department was particularly indebted to all the city radio and television stations for announcing softball and baseball postponements, a service greatly appreciated by those participating in that phase of the program.

It was also the publicity representative's responsibility to distribute informative circulars about seasonal recreation department programming for both children and adults to principals in the Madison Parochial School system. Public school distribution of these circulars was handled through the school mail.

Public relations, too, was not overlooked as informative talks on Madison Recreation Department programming were presented to service clubs such as Lions, Rotarians, Optimists, etc., nurses classes at Madison hospitals, high school assemblies, mothers' clubs and any other group interested in hearing about the city recreation program. Wherever possible, the department's colored slide collection of activities was used to supplement the talks.

Two items can be mentioned here as future improvement of Madison Recreation Department publicity and public relations. First, a good thirty-minute colored narrated film of all Madison Recreation Department activities would be an excellent means of further bringing the program before the public. The film could be shown on television and any of the other aforementioned places where the publicity representative might be asked to appear. Second, the department's publicity representative should be allotted more time than the one day a week now given to publicity and public relations work. As the program becomes increasingly larger with each succeeding year, additional time will be required to publicize these activities so that more people may participate in them.

Equipment Storage and Repair

Storage and repair facilities at the Lapham and Marquette schools have been adequate for physical education and recreation equipment. However, between-season storage of our Stagecoach and jeep truck may pose a problem in the future as the Parks Department that has stored these for us becomes more pressed for room.

Summary of Recreation Activities and Attendance - September 1960-
August 31, 1961:

Baseball, Adult	11	924
Baseball, Boys	115	225
Basketball, Men	21	855
Basketball, Women		554
Community Centers, School	64	753
Adult	6	383
Badminton		451
Elementary (Saturday Play Centers)	38	910
Junior (7th grade)	7	432
(8th grade)	5	931
(9th grade)	5	423
Women's Recreation & Exercise		223
Four Lakes Program	5	361
Basketball	3	471
Football	1	890
Golf Leagues & Tournaments, Men	3	752
Madison Community Center	196	554
Senior Citizens Clubs	7	511
Madison Theatre Guild	47	691
Marbles	1	617
Parochial Schools Program	15	032
Basketball	6	314
Intramurals	3	024
Softball	2	472
Touch Football	3	222
Picnic Kits	22	658
Softball, Men	72	352
Softball, Women	1	265
Summer Activities	240	243
Day Camp		267
Canoeing		189
Golf instruction, Adult		270
Golf instruction, Youth	1	078
Lantern Parades	1	550
Playground Dances		760
Playgrounds	172	414
Swimming instruction, Adult		174
Swimming instruction, Youth	62	526
Tennis instruction, Adult		34
Tennis instruction, Youth		981
Touch Football, Adult	1	309
Volleyball, Men	1	987
Volleyball, Women	2	395
Winter Sports	9	091
Hockey, Adult	1	446
Skating instruction, Youth	5	731
Skating Meets	1	914

Total 843 129

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
of
INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education

by

ROBERT J. HULL
Administrative Assistant to the Superintendent

MAY 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1960-61

INDUSTRIAL ARTS DEPARTMENT

I. GENERAL:

During the past year there has been at least one general meeting of all Industrial Arts Teachers called each month. The meetings were held at a different school each month so that all of the teachers would be familiar with the shops throughout the city. These meetings were held for the following purposes.

1. Work with Mr. Mennes to coordinate the scope and sequence of the various subjects taught in Industrial Arts in all of the schools.
2. Continued to work out the comprehensive general shop programs for the Junior High Schools with the cooperation of Mr. Mennes.
3. Work with Mr. McDaniels and his staff on the further standardization of consumable supplies purchased annually.

II SPECIAL ACHIEVEMENTS:

1. Three general shops are fully equipped in the four areas - woodwork, drafting, metalwork and electricity. These shops at Schenk, Sherman and Van Hise are operating at a high level as we had hoped they would.
2. Shop instructors in the Senior High Schools now can plainly see how the total shop program is coordinated in the Madison School System.
3. The shop teachers appreciate the lower prices of tools and materials obtained by large scale bidding and also the Oak lumber secured from the Madison School Forest.
4. Madison shop teachers have participated in regional meetings of Industrial Arts Teachers and a few teachers have attended one day meetings at the Stout Institute and Platteville State College.
5. Madison shop teachers have again held meetings jointly with the Madison Vocational School Teachers to exchange ideas and learn to understand each others problems.
6. The Junior High School Industrial Arts Curriculum Bulletin has been published in tentative form and was presented to the Board of Education in January 1961.
7. More pupils are electing general shop work in grades 8 and 9 in Cherokee Junior High School which has been the "Pilot" School.

8. Mr. Bernard Porter of East High School obtained his Doctors Degree in Education during this past year.

III SPECIAL PROBLEMS:

1. We must continue our work on curriculum study committees during the coming year.
2. An attempt is being made to obtain help from the Madison Vocational School in the form of setting up special classes for the Madison Public School Shop Teachers. These classes would be for special help in teaching electricity and sheetmetal work in our Comprehensive General Shops.

IV RECOMMENDATIONS:

1. Continue the work on Curriculum guides for industrial arts in cooperation with Mr. Mennes.
2. Establish an in service training program for industrial arts teachers in their special fields so that they can obtain credit and secondly do a better job within their shops.

V SPECIAL:

We would like to express our thanks to all of the Industrial Arts Teachers who spent many extra hours improving this City wide program.

THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN

Annual Report
SCHOOL LIBRARIES DEPARTMENT

Presented to the Board of Education
by the Director
Margaret Moss
July 1961

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year, 1960-61
School Libraries Department

In all school libraries we have been primarily concerned with the concept of reading and its functions in living and learning in a democratic order. It is always necessary to consider the basic needs of the child and the circumstances under which he will find reading one of the good resources for his living and learning.

Each child is an individual with his own developmental pattern of growth. Because so much depends upon the child's first reading experiences we know that it is one of the most critical moments in his growing experience. It is for this reason that we set goals of growing use and achievement from kindergarten through grade 12 within the library and as a part of the allover program of the school.

Continuing Goals

To work with teachers and with students both collectively and as individuals to:

- 1) Create a desire for and an understanding of good reading,
- 2) Provide materials which are worthwhile so that they may read,
- 3) Help to create a desire to go beyond one text book, one film, one film strip, one book, or one article when forming an opinion or solving a problem,
- 4) Work with teachers in making assignments which will have creative meaning and will challenge the potential which students have but too often do not use,
- 5) Add, through discussion and research, clearness and meaning to subjects which have been meaningless to the child, or in which there has been a lack of interest,
- 6) Help boys and girls and sometimes their parents through good literature and the uses of other educational media to know the value of humor, both real and exaggerated, to solve their own problems, to understand others, and to understand the "reaching out" growth which the use of good books can establish,
- 7) Make the most of "literature of our times" (literature in the broad sense) which students pick up from singing commercials, television, radio, pocket books, comic strips and newspaper headlines. These can always be a good beginning to the power of reading and discussion and can give an opportunity for the evaluation of ideas and interpretations. If we do not allow our boys and girls to stop with this so-called "literature of our times" but help them to know the pleasure, inspiration and satisfaction of good reading they will not drift into that vast adult population which all too often has not learned to enjoy the best in literature and who live too much by the versions of television and headlines,
- 8) Encourage teachers to more reading and a knowledge of the acceleration which a broader use of books can bring to their classroom work.

Achievements

Perhaps one of the greatest satisfactions this year has been the knowledge that in many elementary classrooms literature permeates the entire course of study. It is inseparable from the study of reading as such; it has its place in science and social studies, and its uses in creative writing, art, dramatics, mathematics and music are seen in many areas. These uses of books have far exceeded the deadening writing of required book reports as such.

With the new or extended interest in individualized reading we find teachers during unscheduled periods bringing parts or a whole class to the library where the teacher and librarian help each pupil to find a book to satisfy his own reading interests and abilities. Here the teacher and librarian work with each child as an individual to be sure that he not only can read the words but has an understanding of what he is reading.

Team teaching, because of its allocation of responsibilities, has given a much better opportunity for a wide use of materials and a much more intensified use of the library.

Additional discounts from NDEA for science, foreign languages, and guidance books have stretched our funds and given us more opportunity to satisfy the requests in these areas.

This centennial year of the Civil War has seen special study in the events of the war and the literature about it.

West High's art exhibits of interpretations of literature and characterizations are worthy of special recognition. Correlation with the Art Department and the resulting interests show their effectiveness in all schools.

By constant communication and cooperation between librarian and teacher many slow learners have come to experience the joys of reading at whatever levels their abilities indicate. Mrs. Sinclair's people at Central Senior are a good example of this progress.

Many "gifted" students may by using advanced materials use potential far beyond the average class work. It has been gratifying to see the new methods teachers are using to encourage and facilitate the use of more mature materials and ideas by gifted children. As one boy expressed it when he came to the library with an advanced project, "The humdrum is gone when I reach here."

When time may be taken from preparation for classroom work free reading is encouraged, with discussion of literary qualities and a sharing of ideas. This has proved a good way to encourage children to raise their level of literary taste.

The emphasis on good reading in some school communities both at home and at school is one to gladden the heart of anyone who wants to watch children's progress. In other areas the lack of emphasis is appalling.

In some schools teachers have asked for an opportunity to bring whole classes to the library during unscheduled periods. The result has been an enthusiastic increase in reading.

We are trying the use of paper backs in our high school libraries. Some of the best titles are now available and are used continuously. The net value is still to be estimated.

When three, four, or more classes are working simultaneously in the same study area the pressure on materials is unbelievably heavy. It is this demand which we believe is incomprehensible to other non-school libraries. The "time is now" in school work and this pressure and the necessary time limits imposed are two things librarians must deal with and for which they must find an answer.

The overnight reserve system, whereby the books and other materials are in the library for use during the day and may be taken out for study overnight, has worked very well and has given many people the chance to use the same materials.

While library skills are basic and necessary they are secondary to the main goal which is the extension of knowledge for the student.

Some specific activities in junior and senior high schools during the year:

The heavy use of periodicals and pamphlets has proved extremely worthwhile in this world of kaleidoscopic change to keep up to date and also as a prop and extension for the book collection.

At East High School a preview made possible by the cooperation of teachers and librarians in planning for the areas to be explored during the school year has given the librarian the opportunity to evaluate, collect and acquire suitable materials and books in the pressure areas. The faculty has done a fine job in motivating the students. Books and other materials are selected and purchased with one thought in mind: to enrich and facilitate all class work.

The library's contribution to the guidance program has shown a notable increase in many areas. For best preparation it is essential that the librarian know the testing program--especially that concerning reading. If the librarian can know the test results of a student's ability to interpret reading materials as well as his ability to use source materials he will be in a much better position to recognize frustration and to offer encouragement and help. In addition to reading guidance the librarian adds continuing contributions to the social guidance program of the school.

Bibliographies Which Have Been Made Available for Use with the Courses of Study K-12

Elementary Library Activities 1959

Representative Bibliography to be Used with Elem. Science Guide K-6

Representative Bibliography to be Used with Social Studies K-6 (1961)

Books for the Youngest Readers (in process of revision)

Library Materials for Social Studies Grade 7

Representative Bibliography - History and Literature Grade 8

Good Poetry About the United States 5-12

A Literary Heritage for Madison Children K-6 (curriculum office)

Planned Reading for the College Bound Student 7-12 (curriculum office)

Interesting Biographies 10-12

A Selection of One Hundred Outstanding Books 10-12

A Bibliography of the Civil War 10-12

A Bibliography for Short Story Unit (Foreign Short Stories in Collections) 10-12

Causes of the War of 1812 10-12

European Novels in English Translation (World Lit.) 10-12

Books on Occupations English (Vocational Unit) 10-12

World Religions World History 10-12

Chemistry Books for Research Projects 10-12

Mathematics Bibliography 10-12

Home Economics Bibliography 10-12

Fiction for Latin Classes 10-12

American Historical Novels from the Colonial Period to the Present 10-12

Bibliography for English Honors Course

Divisions:

Personal Philosophies

Great Novels

Utopian Ideals

Great Moral Problems

War and Its Consequences

Conflict Between the Esthetic and the Real

Social Consciousness

Great Personalities

Bibliographies for use with specific books: 10-12

Bibliography on Shakespeare's Julius Caesar

The Shakespearean and the Elizabethan Periods

Nordoff and Hall's The Hurricane

Rawlings' The Yearling

Dickens' Tale of Two Cities

Eliot Silas Marner

Representative List of Primary Books K-3

Bibliography for Economics (used with text Today's Economics) 10-12

Careers and Occupations (English - Vocational Unit guidance) 10-12

Fiction for Latin Classes

Fiction and Non-fiction for Tenth and Eleventh Grade - Special Classes

World History Reference Bibliography 10-12

SUMMER SCHEDULES
1961

Cherokee	Community	Tuesday and Thursday, 9:00 - 12:00
Crestwood	Community	Tuesday 1:00 - 3:00
Emerson	Community	Wednesday and Thursday, 1:00 - 3:00
Frank Allis	Community	Wednesday and Thursday, 9:00 - 12:00
Franklin	Community	Wednesday and Thursday, 1:00 - 3:00
Herbert Schenk	Community	Tuesday and Thursday, 8:30 - 11:30
Lapham	Community	Tuesday and Wednesday, 1:00 - 3:00
	Reading Improvement	Monday through Friday, 8:30 - 11:30
Longfellow	Community	Thursday, 8:30 - 11:30 and 1:00 - 3:00
	Reading Improvement	Monday through Friday, 8:30 - 11:30
Lowell	Community	Tuesday, 8:30 - 11:30 and 1:00 - 3:00
	Reading Improvement	Monday through Friday, 8:30 - 11:30
Marquette	Community	Tuesday, 8:30 - 11:30 and 1:00 - 3:00
Midvale	Community	Monday and Tuesday, 1:00 - 3:00
	Reading Improvement	Monday through Friday, 8:30 - 11:30
Orchard Ridge	Community	Wednesday and Thursday, 1:00 - 3:00
Randall	Community	Wednesday and Thursday, 1:00 - 3:00
Sherman	Community	Monday, 8:30 - 11:30 and 1:00 - 3:00
	Reading Improvement	Monday through Friday, 8:30 - 11:30
Spring Harbor	Community	Tuesday and Thursday, 8:30 - 11:30
Van Hise	Community	Monday, 8:30 - 11:30 and 1:00 - 3:00
Glendale	Community	Wednesday and Thursday, 1:00 - 3:00

Extra Professional Activities of the Director of School Libraries

I was responsible to the American Library Association and the American Association of School Librarians as a Councilor and Board member with a mid-winter work meeting in Chicago and the annual meeting in Cleveland in July. I was also in charge of a panel on buildings and equipment at a pre-conference meeting at Kent University, Chairman of the City and County School Library Supervisors, and in charge of a Round Table of discussion of adult books for young people.

Recommendations

I would like to recommend that as far as possible a study be made of the uses to which a new library will be put, at least for the first five years, and its organization and planning be carried out to meet those activities.

At Hawthorne, where a 9' x 12' library room has been the port of entrance for 450 eager children, we have found these rules to be necessary:

- Keep your elbows down.
- Locate your book from the door and plunge.
- Don't open encyclopedias until you reach the hallway.
- Be careful not to trample on first graders.

The thank you's of this exceptional group of readers will be far reaching when they find a classroom size library this fall.

Many hours of planning have been used this summer in trying to accommodate individuals and both junior high and elementary classes to the library at Van Hise. It was very satisfactory for elementary groups but it is difficult to satisfy the increased work load from both the junior high and elementary.

A study of New Standards for School Libraries by all administrators would be helpful.

I should like to express my appreciation to Dr. Falk, the Board of Education, Dr. Mennes, the principals, teachers and heads of departments and all others who add inspiration to the work in this school system. I should also like to express my appreciation to those who worked this year to clear the status of school librarians.

Respectfully submitted,

Margaret Moss, Director

Statistics follow.

COMBINED CIRCULATING AND REFERENCE BOOKS
ADDITIONS, WITHDRAWALS, BOOK HOLDINGS
June, 1960 - May, 1961

<u>School</u>	<u>Additions</u>	<u>Withdrawals</u>	<u>Book Holdings</u>
Cherokee	652	25	6,598
Crestwood	1,079*	155*	5,904
Dudgeon	569	490	6,291
Emerson	565	152	7,782
Franklin	660	219	6,493
Gompers	1,844	2	1,842
Hawthorne	1,036		2,330
Herbert Schenk	1,101	27	8,928
Hoyt	511	3	3,091
Lapham	607	85	6,954
Lincoln	415	38	4,400
Longfellow	574	13	6,732
Lowell	711	316	6,829
Marquette	743	83	9,087
Mendota	706	93	4,546
Midvale	764	81	7,484
Nakoma	569	118	6,332
Odana	1,477		2,448
Orchard Ridge	914		2,953
Randall	495	364	8,253
Sherman	985	181	9,236
Spring Harbor	712		2,786
Sunnyside	303	4	4,377
Van Hise	957	2	5,011
Washington	560	286	7,454
Extension	<u>0</u>	<u>0</u>	<u>99</u>
Totals	19,509	2,737	144,240

*Crestwood additions include titles recataloged, summer, 1960.
Withdrawals include titles not re-done.

Libraries - 8

<u>School</u>	<u>Additions</u>	<u>Withdrawals</u>	<u>Book Holdings</u>
Central Jr.	405	146	5,009
East Jr.	774	132	7,720
West Jr.	<u>403</u>	<u>252</u>	<u>6,564</u>
Totals	1,582	530	19,293
Central Sr.	512	81	5,962
East Sr.	864	151	11,943
West Sr.	758	103	9,852
Main	<u>28</u>	<u>0</u>	<u>291</u>
Totals	2,162	335	28,048

SUMMARY OF ADDITIONS, WITHDRAWALS, AND BOOK HOLDINGS
June, 1960 - May, 1961

Additions

Elementary and junior high schools	21,091
Extension	0
High schools	2,134
Main office	<u>28</u>
Total	23,253

Withdrawals

Elementary and junior high schools	3,267
Extension	0
High schools	335
Main office	<u>0</u>
Total	3,602

Book holdings

Elementary and junior high schools	163,434
Extension	99
High schools	27,757
Main office	<u>291</u>
Total	191,581

SUMMARY OF CATALOGING OF TITLES NEW TO THE SYSTEM
June, 1960 - May, 1961

New titles cataloged for the school library system:

Elementary and junior high schools	1,520
High school and main	<u>846</u>
Total	2,366

Re-cataloged:

One complete elementary school (Crestwood) 3,632 volumes

SUMMARY OF PROCESSING, MENDING AND BINDING (NEW AND OLD BOOKS)

New books processed	23,253
Books re-cataloged (Crestwood)	4,980
Backing and re-inforcing (new books)	999
Mending	4,840
Processing bindery	<u>2,911</u>
Total	36,983

CIRCULATION OF BOOKS FROM SCHOOL LIBRARIES
June, 1960 - June, 1961

<u>Elementary</u>	<u>Non-Fiction</u>	<u>Fiction</u>	<u>Total</u>
Cherokee	18,547	18,219	36,766
Crestwood	6,144	10,910	17,054
Dudgeon	8,698	10,099	18,797
Emerson	14,038	19,796	33,834
Franklin	11,874	19,741	31,615
Gompers	7,825	9,351	17,176
Hawthorne	7,175	11,295	18,470
Herbert Schenk	25,560	28,370	53,930
Hoyt	7,215	11,550	18,765
Lapham	12,634	22,304	34,938
Lincoln	4,302	6,268	10,570
Longfellow	8,197	9,307	17,504
Lowell	12,482	18,941	31,423
Marquette	17,325	22,530	39,855
Mendota	12,671	12,449	25,120
Midvale	19,134	26,435	45,569
Nakoma	8,324	12,770	21,094
Odana	6,519	10,460	16,979
Orchard Ridge	10,125	13,824	23,949
Randall	10,016	10,317	20,333
Sherman	18,949	19,347	38,296
Spring Harbor	9,648	12,581	22,229
Sunnyside	4,658	5,504	10,162
Van Hise	15,589	24,116	39,705
Washington	10,767	13,367	24,134
Total Elementary	288,416	379,851	668,267
<u>Junior High</u>			
Central Junior	5,189	5,407	10,596
East Junior	15,650	12,762	28,412
West Junior	6,507	8,945	15,452
Total Junior High	27,346	27,114	54,460
<u>Senior High</u>			
Central Senior	8,542	5,314	13,856
East Senior	17,428	9,509	26,937
West Senior	13,505	6,902	20,407
Total Senior High	39,475	21,725	61,200
Grand Total	355,237	428,690	783,927

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

Music Department

Presented to the Board of Education

by the Director

MERCY KLCSE

September 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61

Making music is an enriching and joyful experience. The socializing effect of unified effort toward a common goal, a greater appreciation of music as an art, a greater understanding of other peoples through their music and of one's self through a wholesome expression - these by-products of music education have insured its place in the public school curriculum.

In the music program of the elementary school, the children are:

1. Taught to sing on pitch with good tone quality
(To accomplish this, teachers use many approaches and devices.)
2. Taught unison, two and three-part singing (New materials are constantly being used to enrich the child's repertoire.)
3. Taught to sight-read music
4. Given an opportunity to experience rhythmic movement through skipping, hopping, folk dancing, and creative dancing
5. Given an opportunity to develop listening skills through:
 - a. Hearing their classmates sing
 - b. Hearing fine recordings
 - c. Learning the instruments of the orchestra
 - d. Learning about the lives and times of the composers
6. Given the opportunity to play rhythm, melody, and single

chordal instruments

7. Given the opportunity of keyboard experience
8. Given the opportunity in fifth and sixth grades to take string lessons and to take part in the school choir.

Through these multiple channels and approaches, the children have an introduction to enjoyment, expression and understanding of music.

Continuation of the vocal musical education of pupils in junior and senior high schools is achieved by the following means:

1. Emotional development-varied types of music to encourage self-expression and active response;
2. Social experience-cooperation and activity with other children through singing together;
3. Intellectual activity-Study of song words which have significance in connection with history, geography, language;
4. Physical well-being-development of good posture, correct deep breathing, and muscular control; (Enjoyment of good music is an aid to mental health).
5. Esthetic development-appreciation of worthwhile music through various media and in actual participation;
6. Awareness of the world-use of folk and art music from a number of other countries; Boys' and girls' glee clubs, and a mixed chorus are performing groups in junior high schools.

At the senior high school level chorus classes are available to all pupils. Selected performing groups are choir, boys' double quartet, and girls' triple trio.

These performing groups contribute toward community life by

by appearing at such occasions as the annual Christmas Pageant, Madison service clubs, and hospitals, and other civic organizations.

The instrumental program is planned to meet the needs of children who wish to play a standard band or orchestral instrument. Classes available are :

1. Violin and cello-grades five and six;
2. Band and orchestra instruments-grades 7,8, and 9;
3. Junior high school band and orchestra;
4. Senior high concert band and orchestra;
5. Small ensembles meeting before or after school;

Although the basic classes have not changed appreciably, the scope and methods of instruction keep pace with the growing musical literacy of the American public. The training of instrumentalists is furthered by:

1. Instruction books and musical compositions geared to the skills and interests of the school instrumentalist;
2. A growing literature by first-rate contemporary composers of music in the modern idiom;
3. Electronic devices such as tape recorders which offer a means of evaluating performances immediately, and the strobocorn, a device indicating visually any pitch discrepancies;

The instructors are aware of changing trends in both techniques and music, and, where feasible, fit them into the curriculum. The pupil's overall growth and maturity is thus enhanced by his participation in the school music program.

Respectfully submitted,

Leroy Klose,
Music Director

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

Department of Public Interpretation

Presented to the Board of Education
by the Director
MARGARET PARHAM
August 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-1961.

SUMMARY OF SCHOOLS PUBLIC RELATIONS PROGRAM

Newspaper Publicity

Since we were gathering material and taking pictures for the biennial report during the past school year, the superintendent approved sharing information and pictures with the newspapers. This policy was a great help to the director and assistant Jules Rosenthal, who took most of the pictures and wrote most of the newspaper cut lines.

Again we attempted to publicize the work of each school at least once during the year. Some administrators are more conscious of school story leads and/or are more prompt in reporting them to your director.

Publications

Besides work on the biennial report, which will feature Improvement of Instruction in the Madison Public Schools, we revised and edited the Handbook for Teachers. A special committee helped in the revision. Campus Publishing company printed 2200 copies.

Pictures

As previously mentioned, assistant Jules Rosenthal took most of the pictures for the biennial report and newspaper publicity for the school year. We also assisted the reporters with stories when they requested help.

Radio and TV Programs

Except for American Education Week materials and a program on March 7 on the Luella Mortenson show, the Madison schools have not taken part in this type of public relations during the past school year.

THE MEA PUBLIC RELATIONS PROGRAM

Your director has worked with the following MEA committees: American Education Week, Bulletin, Photo-Graphic, Professional Advancement, Public Relations, Social, and Executive. Reports of these committees appear in the MEA spring Bulletin.

The Photo-Graphic committee chairman and your director, with the help of Jack Tiffany of the University audio-visual department, prepared a sound tape for the movie of the Board of Education. We already have one reservation for its use this fall in the schools.

Respectfully submitted,

Margaret Parham

**THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin**

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

**Presented to the Board of Education
by the Head Teacher**

Mrs. Kathryn Charlson

June 1961

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1960-61

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

In many respects this year, the thirtieth for our school, was similar to last year. There were no appreciable changes in either the number of pupils enrolled or days attended; we had many of the same problems and achievements. However, several conditions made it very different! There were some students coming from the rehabilitation center to us and we were going to some of them daily, there were an unusual number of slow learners, and a greater number of high school subjects were taught at one time.

I. STATISTICAL DATA

Total pupils enrolled	196
Total days attended	3,764
Average days attended	19.2

The enrollment of children according to their disabilities was as follows:

	Pupils	Days Attended
Orthopedic & Rehabilitation	43.9%	58%
Pediatric	33.6%	26%
Plastic	22.5%	16%

The orthopedic percentages are the same as last year. There was a 5% decrease in pediatric pupils and days attended with a corresponding increase of those on plastic service. One pupil was enrolled for the entire school year, and eight for a semester.

II. PROBLEMS

Our biggest problem in the upper classroom was that of covering curriculum needs. Mrs. Davis found it difficult to find time to prepare the many and varied new units of work as well as to teach those assigned by home teachers. Mrs. Charlson found it difficult to keep abreast of curriculum enrichment. There was a period of five months when we found it impossible to keep up with the variety of class preparations.

Teaching students of the rehabilitation center presented a major problem in scheduling and increased teaching time needed per pupil. Each student had a specific but changing treatment schedule which required frequent adjustment of our program.

Teaching average or above average intermediate graders, and a primary group of slow learners in the same room presented a difficult situation. We could manage both groups when we had a university student. When we did not, we found the only solution was to give the intermediate group work they could do independently and turn our complete attention to the primary group for awhile. However, dismissing the primary group so that we could work with the intermediate one was not easy. It required daily explanation to the ever changing nursing staff why Susie in the first grade was excused while Jane in the fourth was not. This became even more difficult when Susie wanted to remain in school and not be excused until Jane was.

III. ACHIEVEMENTS

Our biggest achievement in the intermediate grades was our group work using WBA-TV programs. Mrs. Wolfe used the arithmetic program in the morning for grades 4, 5 & 6. She adapted the follow-up with problems appropriate for the level of each child. In the afternoon Mrs. Charlson followed each child's individual lesson for his grade, but used the concept approach. Since most of our pupils have more difficulty with arithmetic and are more frequently below grade level in this subject, we thought "two doses" of arithmetic worth trying. After testing our long term pupils, we found they had made big gains. One pupil one grade behind completed the year liking story problems and fractions and tested above grade level. The science and social studies programs were also successful. Both teachers did additional experiments and follow-up lessons. We even had our own pioneer party.

We consider our current event program carried on by Mrs. Davis with the help of a university assistant worthy of special mention. It required much preparation and skill to be able to integrate 7th to 12th graders so that it was understandable and profitable for all.

We were pleased that most of our students, especially those in high school, were able to make grades as good or better than formerly when they returned, and that those who remained to the close of school were able to meet their home school requirements.

For some children having so much difficulty we thought it best to spend some time on remedial work. There were a number of older children who needed basic phonics and other remedial work in reading and spelling.

The closing event of the year was a high school graduating exercise for one student. Our other seniors had been able to return to their own schools. The fact that Mr. George Watson was the speaker, and that Mr. Rinkob, the principal from the graduates' own school, presented the diploma, made it a very satisfying experience for pupils and teachers.

Respectfully submitted,

Mrs. Kathryn Charlson