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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 their first and second year of service.

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

	1945-46	1954-55	1955-56	1956-57	1957-58	1958-59
Kindergarten	34½	57	63	72	74	82
First	29½	48½	49	55½	59½	67
Second	26½	50	48	49½	54	61
Third	25	39½	48	47	48	55
Fourth	25½	32½	39	49	47	52
Fifth	24½	31½	34	39½	48	51
Sixth	23	32	32	35½	38½	53

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

					% remaining	No. lost during 58-59
Of 58	employed for	1950-51, 11	remain on the staff	today	19	1
Of 78	" "	1951-52, 17	" " "	"	22	1
Of 92	" "	1952-53, 30	" " "	"	33	1
Of 107	" "	1953-54, 39	" " "	"	36	4
Of 104	" "	1954-55, 36	" " "	"	35	6
Of 129	" "	1955-56, 64	" " "	"	50	8
Of 152	" "	1956-57, 45	" " "	"	30	20
Of 196	" "	1957-58, 100	" " "	"	51	41
Of 215	" "	1958-59, 146	" " "	"	68	69

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 1959

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS
For the School Year 1958-59

Reports are arranged in the following order:

High Schools

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

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

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

Elementary Schools

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

Special Departments

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

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1958-59

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education

by the Principal

E. D. Brown

June 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1958-59

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School during the year ending June 1959 was as follows:

	Grade	Total 1957-1958	Total 1958-1959	Increase or Decrease 1959 over 1958
Junior High Division	Seventh	144	182	+38
	Eighth	161	151	-10
	Ninth	230	292	+62
Totals		535	625	+90
Senior High Division	Tenth	208	221	+13
	Eleventh	213	199	-14
	Twelfth	185	189	+ 4
Totals		606	609	+ 3
Junior and Senior High Totals		1141	1234	+93

In addition to the above, there have been two groups of ungraded pupils numbering 46.

Enrollment for Past 10 Years

Year	Junior High School	Senior High School	Combined
1950	453	576	1029
1951	448	569	1017
1952	499	534	1033
1953	548	539	1087
1954	559 + 18*	571	1130 + 18*
1955	564 + 43*	586	1150 + 43*
1956	554 + 40*	621	1175 + 40*
1957	519 + 39*	618	1137 + 39*
1958	535 + 41*	606	1141 + 41*
1959	625 + 46*	609	1234 + 46*

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

SECTION II

SPECIAL ACHIEVEMENTS

A. During the past school year there have been no major improvements to the building and its equipment. A number of minor improvements have been made, however, which have been effective in adding to theefficiency and general upgrading of the appearance of the school. The tables in the sewing laboratory were refinished with formica. Floors in the principal's office and three other rooms were sanded and refinished in a light color. New teacher desks replaced old ones in four class rooms.

During this summer (1959) the chemistry room and a small room adjacent to it will be merged into one large chemistry laboratory with completely new desks, storage cupboards, plumbing, electric and gas lines, floor and painted walls. This should give us a much improved science unit and will provide for increased enrollment in the course.

The plastic floor seal which was used on the asphalt tile during the past school year was a decided improvement over the hall floors when no seal was used during the year 1957-58, and was decidedly less slippery than the wax which was used previous to 1957.

B. The Secondary School Committee, consisting of the Superintendent of Schools, Director of Guidance, Curriculum Coordinator, and the three Junior-Senior High School Principals continued to meet at least once a month and at times more often than that, to discuss the progress of the honors courses, to define and construct an outline as a framework for a course of study for the three high schools. The committee also reviewed the work being done by the permanent records committee. This committee worked on the elementary permanent and secondary permanent records. A single folded card will contain most of the pertinent information that is needed by teachers and the office in programming pupils and lend itself to efficient photostating for transcript records for colleges.

During the coming year we will reinstate German in the 9th and 10th grades. About 25 pupils have elected the first year course. It is hoped there will be a large enough group finishing the first year so that the second course can be offered the following year.

Enough pupils of second year French and Spanish have shown sufficient interest in a third year of each language to warrant our setting up a combined class for French III and Spanish III. About half of the class period will be spent on each language. A number of special helps such as a tape recorder and a record player will be used to stimulate greater interest in the spoken language.

During the past year a Future Teachers Club has been formed with the help of Miss Fredrickson, guidance director, and Mr. Colucci, social studies teacher.

A study was made this past year on subject failures. Figures were compiled for the past five years and the results showed that for a certain six weeks period five years ago, there were 165 pupils receiving one or more failures. During the same six weeks period this past year, the number had dropped to 88. All grade periods during the past year do not show as radical a reduction, but all of them show that the number of failures seems to have been reduced by a considerable count. We have discussed the study in faculty meetings in order to find out if teachers can put their fingers on the cause. None are sure, but many seem to think that a general tightening up in the local school, plus much favorable backing and encouragement on a state and nation wide basis in attitudes has had considerable to do with the improved situation. The "Egghead" seems to have gained a bit higher status during the past several years.

One achievement which we think is worth while is the setting up of several honor study halls. We have been discussing the plan with the student council during the past two years. Last September we set up one such study hall every period for the first five periods, with two the sixth period. Mr. Wendt, who is the student council advisor, supervises four different groups, and Miss Ritzmann, who has worked with the student council as an advisor for many years, supervised the other three. The experiment has been very successful and will probably be continued. The general decorum has been excellent. Pupils seem to study as much or even more than they have in a regular teacher supervised study hall where the teacher is present the entire period. Each study hall has a student monitor who consults with the teacher. The membership in the study hall is voluntary or recommended. The type of pupil is probably more serious than the average. The plan has made it possible for two teachers to supervise 30 study periods per week instead of ten. In addition, it has helped to put some responsibility upon a rather large group of pupils who have been interested in taking more responsibility and who have requested it.

The library has continued to give excellent service to the students and teachers of the junior and senior high school. Attractive displays and up to the minute publicity on new materials has had its influence on the continued growth in the number of users and circulation increase. The quality of reading materials has not been sacrificed by the attempts of the librarians to make the library a popular place. The following quotation from the annual report of Miss Hasse bears this out; "The aim of the library is to supplement the classroom materials, provide recreational reading, and help to enrich the students' reading experiences. It is encouraging to the librarian to hear a statement such as this from some students --'After being required to read some of the world's classics, I can't return to reading teen-age romances.'"

The head of the English department has met periodically throughout the year, with a special committee made up of heads of departments from the three junior-senior high schools and the curriculum coordinator, to discuss and plan revisions in the curriculum with special attention to improvement in writing.

The mathematics teachers have made a number of changes in the advanced mathematics in order to better prepare students for college requirements. Further study of the curriculum will continue.

A number of changes have been made in the curriculum of the commerical course to make it better fit the needs of business.

A new course in general science for the tenth grade will provide an opportunity for those who may not be able to take biology, physics or chemistry, with at least some elementary concepts in these brances of science.

The chemistry room, which is being rebuilt this summer, will provide an up-to-date laboratory for further and more modern developments in the science curriculum.

The trades course, with its many opportunities for study in mechanics, drawing, and technical skills, still attracts over a hundred boys who for the most part are doing by far their best work in those fields.

The home economics courses are being revised and the curriculum changed to meet changing demands. We are going to have to add at least another class to meet the increased enrollment.

Music continues to occupy an important part in the programs of about 45% of the senior high school. Many of the busiest pupils in school are found in one or more of the following--Choir, Chorus, Band or Orchestra. The calibre of these organizations is a tribute to the interest and extra work that pupils are willing and anxious to carry.

The senior art courses including painting, drawing, crafts, and art metal, offer a wide range of media for about 60 to 70 pupils. The art metal laboratory is especially well equipped for work in jewelry making and cutting and polishing stones.

The social studies department enrollment is high for a school of 585. Problems of Democracy continues to attract a majority of seniors. This is especially significant where 60 to 65 per cent of the graduates do not go on to college.

During the past year our dramatics department scored some fine successes with the production of Agatha Christie's "Mouse Trap", the Variety Show and several speaking contests.

While our athletic teams have not shown a very large number of wins, we did come through with a Big 8 championship in baseball, a strong hockey team and a large number of pupils taking part in the individual sports.

Because our location is not too far from the Y.M.C.A., we are able to offer swimming for a semester in the junior high and a semester in the senior high. All pupils, unless excused, take physical education, health education, or driver education at least twice a week. Classes are not overcrowded in any of these groups.

Our guidance director, together with several committees representing a number of school organizations, was able to direct, encourage, and help twenty or more seniors obtain scholarships or awards. Some of these scholarships were automatically given to the top students in the class. Many of the others necessitated letters of reference, merit blanks, questionnaires and other information. Much of the work was done by the guidance director.

During the past year, the assistant principal has given a considerable amount of attention to the study of absences and tardiness as it affects attitudes and eventually achievement in school subjects. This study will continue.

SECTION III

SPECIAL PROBLEMS

A. While we have made some progress with the non-achiever who has average ability, we still need to find methods and means to capture his interest and to help him find meaningful objectives.

B. We have a group of about 10 to 15% of each grade (10th, 11th and 12th) who have difficulty with reading and writing meaningful and correct sentences. We are still looking for a teacher who can work with at least two classes in 10th and 11th grades in remedial reading.

C. Because our band room is located on fourth floor, and because it is not adequately insulated from adjoining and underneath rooms, we have a good deal of disturbance of classes and study halls during band classes or sectional rehearsals. A study is being made by the buildings and grounds department to relieve this situation.

D. Because our school is the smallest in the Big 8 we have a smaller student body to support our many athletic activities. In addition to this we have not had a very impressive number of wins in the two sports viz: football and basketball where we are able to charge admission. Furthermore our gymnasium is not large enough to accommodate more than 900 to 950 spectators. Our student association membership is 650. This leaves us room for about 300 adults or outsiders. Our expenses for transportation, equipment, referees, and adult help has been steadily increasing year after year. At the same time there has not been a stepping up of interest on the part of the public. Television and university sports have cut in on our crowds so that even the sports for which we can charge admission do not support themselves. The senior high school must carry all of the athletic activities of the junior high school in addition. The Board of Education is subsidizing to the extent of $1000.00 a year, plus some support through the department of physical education, which has amounted to $1000.00 a year for two years. The Board of Education also made a payment of $2500.00 to athletics during the year 1957. While our deficit has been reduced from a high of $7000.00, it is still in the neighborhood of $5000.00.

SECTION IV

RECOMMENDATIONS

A. It is recommended that a continuous study be made of the problem of sound interference caused by the location of the

band room with its inadequate insulation and consideration be given to moving the instrumental music department to the recreation room.

B. It is recommended that some further study be made to make more space available for the senior high school office and guidance department.

C. If Central continues to grow, plans should be made for expansion of girls and boys toilets on third floor, or building one of each on fourth floor.

D. Further study should be made in the field of remedial reading in the tenth, eleventh and twelfth grades.

E. Because of the location of Central High School in the center of the city, the problem of taking care of 1200 pupils during the noon hour demands the time of a number of teachers for supervision. It is recommended, therefore, that some consideration be given to shortening the noon hour to one-half hour.

Respectfully submitted,

E. D. Brown, Principal

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT

1958 - 1959

Presented to the Board of
Education, June 12, 1959
by
Vida V. Smith

CENTRAL JUNIOR HIGH SCHOOL

ANNUAL REPORT FOR THE SCHOOL YEAR - 1958 - 1959

I. STATISTICAL DATA

TOTAL ENROLLMENT TO DATE

Grade	Boys	Girls	Total
Seventh	98	82	180
Eighth	87	62	149
Ninth	140	145	285
TOTAL	325	289	614
Specials	22	22	44
TOTAL	347	311	658

TOTAL WITHDRAWALS AND TRANSFERS

Grade	Boys	Girls	Total
Seventh	10	12	22
Eighth	9	3	12
Ninth	10	11	21
TOTAL	29	26	55
Specials	6	6	12
Total	35	32	67

Twenty-nine new pupils enrolled in the junior high school after the first week of school for the present school year as compared to twenty-three last year. Fifty-five withdrew or were transferred this year as compared to thirty-three last year and thirty-six the previous year. Eleven pupils withdrew or transferred and reentered during the present school year. Twenty-three of the new enrollees were from schools out of the city, one was a late entry due to illness, five were transfers from other Madison junior high schools. Thirty-seven pupils enrolled at the beginning of the school year from schools outside the city and twenty-six others enrolled from other public and parochial schools in the city. Thirteen of these were from schools in the Madison Public School System and fourteen 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-two pupils who entered our junior high from the parochial schools this year, twenty-nine from Franklin and forty-one tuition pupils from Badger, Silver Springs and Shorewood. These were pupils who enrolled last spring for the present school year. Twenty-eight new pupils entered from out of the city during the school year and ten from schools in the City System. Some of these were reentries. Over twenty-six per cent of this year's pupils were from schools outside the Madison Public School System while seventy-four per cent were from Madison Public Schools.

Last September we had 163 new seventh graders, 17 new eighth graders and 141 new ninth graders. This shows that 321 out of the 588 pupils who were on our rolls in September were new to Central Junior High. This is approximately 55%. Added to this we had two special education groups of 40 pupils. Most of these pupils were also new to Central High. It is quite a different job to organize and administer a school in which more than 55% are new pupils as compared to one where practically all the pupils have been in the school previously. Then to complicate matters still more, we are running a junior high school, a senior high

school, a vocational school, and a special education department all in one building. All of these schools make use of the same shops, home economics rooms, gymnasiums, art rooms, etc.

Also, this is the oldest building in the city of Madison in which secondary school classes are being taught and was built for the traditional high school curriculum. The physical condition of our building is very good and is being well kept up and I am proud of it. Nevertheless, it does 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. This is going to be felt even more next year as seventh and eighth graders aren't going to be permitted to play on the regular junior high interscholastic teams.

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

REASONS FOR WITHDRAWALS AND TRANSFERS	1954 JUNE	1955 JUNE	1956 JUNE	1957 JUNE	1958 JUNE	1959 JUNE
Moved out of city or working on farms	27	31	24	25	18	26
Transferred to other city schools	3	3	4	4	8	16
Placed in correctional institutions	0	2	2	0	0	0
Withdrawn to parochial schools	0	1	0	0	1	0
Vocational School and work	10	4	9	3	4	3
Doctor's permit due to accidents outside of school	3	1	0	0	0	0
Doctor's permit for other reasons	3	1	1	0	1	7
Polio and rheumatic fever	2	0	0	0	0	1
Deceased	0	1	0	0	0	0
Married	0	0	3	2	0	0
Excused from attendance by Mr. Thrower in Child Study Department	0	0	0	1	0	0
Expelled by Board of Education	0	0	0	0	0	1
Entered Armed Forces	0	0	0	1	1	0
Legal age for quitting school	0	0	0	0	0	1
TOTAL	48	44	43	36	33	55

It is interesting to note that we have had more withdrawals and transfers this year than for any of the previous five years. The transfers are largely due to families moving into the newer sections on the East side of the city. I had anticipated that this might happen last summer due to the housing situation in the Brittingham and the South Park Street areas. However, it didn't happen until October and November of the present school year. We are likely to have this same situation next year as more territory in the Central area is being taken over by the University and for commercial purposes. The number moving out of the city was greater than last year but not greater than that of the previous years.

We had eight pupils excused from school for part or all of the year upon recommendation of the family physician or a psychiatrist. This is more than we have had excused by doctors in the past five years combined. Four of these pupils were emotionally disturbed children who had been problems all through their school lives, growing somewhat worse each year and nothing was being done about it until this year. Three of these pupils were new to the Madison School System. One other pupil was excluded from school the entire year with a congenital heart ailment, another was excluded from Easter for the remainder of the year for tuberculosis and one was excluded with rheumatic fever. The other child was excluded by the family physician for medical reasons and no further information was given.

Two of the three pupils who were transferred to vocational school were both very poor pupils in as far as doing academic work was concerned but they were not behavior problems in any way. They were not interested in education and neither were their parents. The other pupil who transferred to vocational school was mentally capable of doing high school work but not emotionally stable enough to do it and would not attend school. He was an emotionally and mentally disturbed child who transferred to Central from West Junior where he had been a problem last year.

The anticipated enrollment for the junior high school without the special education groups will be approximately 598 as compared to a prediction of 574 at this time last year or twenty-four more pupils as indicated by the following data.

SEVENTH GRADE		EIGHTH GRADE		NINTH GRADE	
Central Repeaters	11	Central Junior	149	Badger	12
Franklin	0	Repeaters	4	Central Junior	134
Lapham	29	Parochial	0	Edgewood	0
Lincoln	17			Franklin	34
Longfellow	27			Holy Redeemer	3
Marquette	22			Madison Lutheran	5
Randall	1			Shorewood	25
Washington	58			Silver Springs	13
Parochial	0			St. James	23
				St. Joseph	11
				St. Patrick	2
				St. Raphael	13
				Washington Orth.	2
				Repeaters	3
TOTAL SEVENTH	165	TOTAL EIGHTH	153	TOTAL NINTH	280

TOTAL ANTICIPATED ENROLLMENT: 598

There are four pupils failing ninth grade and one pupil failing in eighth grade who plan to attend vocational school. If they don't get into vocational school, they will be in junior high again. They aren't counted in the above enrollment. There are two pupils being recommended for placement in Special Education classes. If they aren't so placed, they will also be in the junior high but aren't counted in the above enrollment.

It is difficult to say how many pupils will really attend Central next year as the Brittingham and Park Street redevelopment plans may mean that 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 will be a little larger next year due to larger groups coming from Shorewood and St. James. I have been informed by parents that the parochial schools are giving fewer scholarships to Edgewood next year. Therefore, we may possibly get more pupils from the parochial schools than we are planning for at present but I doubt that it will be many more.

II. SPECIAL ACHIEVEMENTS AND ACCOMPLISHMENTS

Our music groups have been quite active this year participating in several assembly programs and playing or singing for PTA meetings. All of these organizations have done considerable work and have helped to keep up the morale of the school.

We have had very little work in dramatics this year as we had no speech teacher. Mrs. Rusch coached two one act plays for assembly programs and that is all the dramatic work we had this year.

All of our pupils were given standardized achievement tests at the close of the first semester. The seventh grade pupils were given the Iowa Test of Basic Skills. We have a slightly above average group of seventh grade pupils and they rated a little above the standard norm in all areas of this test. I am certain that they are capable of doing even better if they had better study habits. Some of these children do as little school work as they think they can "get by" doing. The most discouraging thing at Central is the lack of real interest on the part of some pupils and parents for real achievement in accordance with abilities to perform. I think there was some improvement in work accomplished this year by seventh graders but it still lacks much to be desired.

Our eighth and ninth grade pupils were given the Stanford Achievement Tests (advanced form). We have a slightly above average group of eighth graders. They rated a year or more above the standard norm in most areas of the test except Language Usage and Spelling. They rated .1 of a year below the norm in Language Usage and a tenth of a grade above the norm in Spelling. Our eighth graders also took the writing part of the Sequential Tests of Educational Progress and again rated below the norm in written expression. This indicates quite clearly that the elementary schools in this area, as well as Central Junior High, must do more work and prepare our pupils better in the skills of written expression. I think all of our teachers are aware of this need and I am sincerely hoping that they will meet the challenge and do everything in their power to help our pupils to make considerable improvement in ability to express themselves in both written and oral expression.

I have asked teachers to follow the guide made out by the Curriculum Department and to have at least one piece of written work each week which is corrected by the teacher and rewritten by the pupils when necessary. Some members of the faculty are doing this while others are still following the path of least resistance.

Our ninth grade pupils took the Stanford Achievement Test in January. We have an average group of ninth grade pupils. They rated above the standard norm in all areas of this test including Language Usage on which they were below the norm last year. They were almost a year above the norm in this area this year. So perhaps all the emphasis we have been putting on English is beginning to bring some results. Our ninth grade pupils also took the Cooperative English Test and rated below the standard norm on it but considerably better than the previous ninth grade did. This again indicates the need for the elementary schools in this area and our own junior high doing a better job in teaching written expression as that is the area of the test in which we rated low. In talking with educators in other cities, I find that they are having the same difficulty in getting pupils to perform well in written expression.This no doubt is in part due to the type of examination that has been popular during the past two decades and also to the fact that our teachers' colleges have emphasized that checking many papers is a bit old-fashioned. Pupils are going to write better only when they think it is important that they do so and when they get credit for doing it well. Readers of this report may wonder why I have made such a point of poor achievement of pupils at Central Junior High when test results indicate that they achieve above grade level in all areas except written expression. We must realize that these tests are not very difficult tests and that the standards are set for the schools of yesterday which I don't think are as high as they should be or as high as they are going to be as soon as new tests are developed and standardized.

Detailed reports of the results of our tests were given to all teachers and these were discussed in faculty meetings and many suggestions for improvement were given to teachers in the various subject areas. Teachers were asked to discuss these results with pupils but I know it was not done in some home rooms.

Our ninth grade pupils also took the Henmon-Nelson Test which is given to practically all ninth graders in the state. Thirty-two of our ninth grade pupils were above the 90th centile, as compared to 41 in a smaller group last year. Fifty-eight were between the 70th and 90th centiles and one hundred and forty-six of our pupils or 55% of them were above the fiftieth centile. One hundred eighteen or 45% were below the fiftieth centile. This indicates that our ninth grade pupils should be able to do slightly above average work in a regular high school program. Our ninth grade pupils were also given the Iowa Silent Reading Test and rated slightly above the standard norm. Our Home Economics Department has done an excellent job again this year. The fashion show could be greatly improved upon if it were separated from the Senior Variety Show. The teas given by the eighth grade girls were enjoyed by the faculty and parents. It is always a pleasure to go into the home economics classrooms

and see every girl at work and enjoying real learning and accomplishment. The businesslike atmosphere in both the sewing and cooking classes leaves little to be desired.

Much effort has been put forth to get our English teachers to stress written expression this year and some of the social studies teachers have cooperated in making use of the materials taught in connection with outlining, organizing and writing reports in history and geography. However, not near enough of this is being done. I still see many very poor type of tests and other written work in some of the history and civics classes. Some teachers have been very cooperative and have accomplished much with their pupils while others have followed the path of least resistance and not much has been accomplished in their groups as the fall testing program will indicate.

I am pleased to see a trend in education toward more people realizing that it is just as democratic to make special provision for superior children as it has been in the past to provide for slow learning and mentally retarded youngsters. I am encouraged by the steps that Mr. Mennes has taken in the Curriculum Department in attempting to provide a curriculum that will challenge the academically gifted pupils and another type of curriculum for those of lesser ability. It will take time to get this well established throughout our school system, but I think it is a step in the right direction. I know some of the senior high guidance personnel fear that if the best students carry five subjects that there will not be anyone to work on the annual, lead student council, etc. I feel that a school with 250-275 seniors can afford to give a very challenging academic program to approximately twenty-five of the best pupils and still have enough pupils carrying a lighter program and doing more in extra curricular activities if that is where their interests lie. If all schools the size of Central were sending forth twenty to twenty-five real students each year, and larger schools more in proportion to their enrollments and abilities of their pupils, it would not be long before the colleges would notice an improvement in the product they were receiving.

I am glad to see that the curriculum and guidance departments of the Madison Public Schools are beginning to move in the direction of more uniformity among the schools of the entire system. There will always have to be differences in accordance with the ability of pupils but there doesn't need to be so much difference due to pupil interests as many educators have liked to think. Most children can become interested in almost anything if properly taught. The junior high administrators have had many meetings since the second semester of last year and have agreed on many policies that will be uniform in all the junior high schools at as early a date as possible. Some cooperation from the senior high will be necessary if the three-six year junior-senior high schools are going to carry out the program that is recommended for the junior high schools of the Madison School System. It will be necessary that we have at least an eight period day in order to carry out this program. Such a program can be worked out by shortening the lunch period and shortening the class periods by about two minutes. The pupils in the trades course should not determine the kind of program that we must have for six hundred junior high pupils at Central.

I have been very pleased to see the new emphasis being placed on providing a more challenging curriculum for the gifted pupils. However, I think we must be very careful about 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 groups. I've known children with so called ability ratings of 115 with the "will to do" accomplish much more than some with ratings of 142. A child's goal and ambition have more to do with performance than just ability rating or performance on any one test. It is hoped that from these fast groups will come our leaders for tomorrow. We are in as great a need for leaders in the fields of political and social sciences and languages as we are in the fields of mathematics and physical and chemical sciences. We have had one fast group at each grade level at Central this year. 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 idea, except that most teachers are not capable of doing it well. Where there is as great a span in ability rating 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 142. It is very difficult to care for the educational needs of children with such varying abilities within one group. Our brighter children were given a real opportunity to achieve in accordance with their abilities this year. This was quite evident in the test results for this group of pupils.

Some hopeful signs that I see for education in the near future in this country are the following:

1) Better provision is already beginning to be made for caring for the needs of the gifted child in accordance with his abilities in the various fields.

2) There is a slight tendency on the part of judges and school boards to recognise the need of getting rid of a few "non-conformists" who can do much to destroy the morale of a school. Some of these are mentally and emotionally ill children, but they require so much time from the school faculty that one wonders whether or not they should be handled in the regular classrooms. There is need for better provision being made for these children in the city of Madison, at least at Central.

3) A few children are beginning to realize that getting an education is a real job and requires many hours of study over a long period of time. There was definite improvement in this respect among Central pupils this year.

4) A limited number of parents are realizing that getting an education is the most important thing a child is doing from the age of five years to eighteen or twenty-two.

5) The arithmetic test results for the sixth graders this year were considerably higher than for several previous years. This is

5) Cont'd. encouraging as it will mean that we will be able to teach more difficult mathematics concepts in the junior high school and thus have these pupils better prepared for higher mathematics or for the jobs they assume in the community.

6) The new mathematics curriculum for the elementary schools of Madison is a great improvement over the former one. This places much more emphasis on arithmetic in the elementary school and I think these pupils will come into the secondary schools much better prepared.

7) The trend of saying that high schools were not going to cater to college requirements, that the colleges would have to take the product of the high schools as it was, has changed considerably the past two years. It was quite interesting to me to see committees from our public schools sitting down with heads of departments of the University in mathematics, science and modern languages to discuss what the University wanted in these fields and what the best teaching techniques were. This is a step in the right direction. Our educational program must be one of unity from kindergarten through graduate school for those pupils capable of reaching that level. I was pleased with the attitude and cooperation of the University professors who attended these meetings. It was not one of dictating to the high schools what must be done but rather one of helpful leadership.

8) The Ford Foundation Scholarships could do considerable to improve education in Madison as well as in other cities participating in the plan, providing the right teachers take advantage of the program. I hope some of the Central teachers will join in this study.

III. SPECIAL PROBLEMS

One of our main problems is to get over six hundred pupils coming from twenty-one schools in the city and community plus those coming from schools in other communities and other states 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. 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 over 55% and the per cent of pupils new to Central will 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 teen-age pupils become orientated into a program of educational accomplishment, social and emotional maturity. The grades given by teachers this year indicated that there was some improvement in pupil accomplishment over that of the past three years.

Also the number of pupils referred for not doing homework and not reporting to teachers was considerably less. However, I can't be certain whether that is due to improvement in these respects or whether it is due to new teachers letting them "get by" without doing the work. However, some of the older teachers mentioned in their annual reports that they had noticed a definite improvement in the way many of their pupils were assuming responsibility for performing school tasks. They mentioned that they had never had so many requests for special help as they had this year, indicating that more children are becoming aware of the need to understand and master certain facts. This is all to the good and I hope it continues. Perhaps the fact that we sent dittoed material regarding the homework schedule to every parent may have had some effect but that is hard to say.

Another problem that we are going to encounter next year, will be the need for additional teaching power to care for the same number of children if ninthgraders are to take five full time subjects instead of four as has been customary in the past. If all of our ninth graders were to take a whole year of civics and a year of biology, I would need twenty classes for these two subjects instead of ten when they are semester subjects. This means the teaching power of two full time teachers. A little teacher time can be saved on study hall supervision but since there were only two periods in which I had more than one study and in those two periods, one of the studies met only three days per week, there won't be much teacher time saved. If the senior high schools were to require five full subjects each year, it would mean considerable more teaching power as it would effect three grade levels there while it only effects one at junior high level,since seventh and eighth graders have always had a full program of classes with no study periods. I heartily approve of the five subject program for those pupils preparing for higher education, but I doubt whether or not it is the best program for every child in high school. Perhaps doing a few things well is better than spreading oneself so thin that little is accomplished in any area.

Another problem we will encounter next year is to get enough money to purchase the necessary books for the four sections of college preparatory pupils to take the five subject program recommended by the Curriculum Department. We have to requisition material on the 1959 budget and didn't know that this program was to be put into effect until early in 1959 and didn't know about the supplementary materials needed until May 1959. Books have increased much in price and enrollments are also increasing, and then with a change in curriculum (which is advisable but expensive) there is going to have to be considerable more money put in the text book and and supplementary book accounts from now on for several years.

There is still a problem of getting any kind of outside preparation or homework from some of our pupils. The number of such pupils was smaller this year. I was pleased to see the seventh grade teachers, with one exception, holding quite firmly to our schedule. Sometimes, I'm tempted to put all of those children who will not prepare their

work into one section at each grade level and let their parents know that we are giving them a very limited educational program which will not prepare them for higher education but will fulfull 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 a lack of a desire to do anything that they can get by without doing.

There is still too much recreation being provided on school nights for children in the Central area. The YMCA, South Side Community Center, Neighborhood House, Scout troups, etc. all provide recreational activities on school nights. These are all very worthwhile organizations and some children can participate in them and still do satisfactory school work; while others make use of these activities as a means to get out and don't do any homework on certain nights. This is a home problem and I doubt that much can be done to improve the situation in the kind of homes that these children come from.

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

One major problem at Central this year has been that about a dozen or fifteen pupils have taken so much time of the guidance director, teachers, attendance worker, principal and members of the city guidance staff that other pupils have not received their share of services. We have kept this group of children in school and out of penal institutions but I'm afraid we haven't changed their habits or their way of thinking. They will still "get by" with just as much as they possibly can. Some time I would like to see if getting rid of three or four of the worst offenders early in the school year might not improve the situation. Before that can be done benaficially, there must be a place where these children would have to go such as a kind of work camp where they would have twenty-four hour supervision. To have them loose on the streets of Madison and hanging around the building from which they were expelled wouldn't solve anything. The one who was expelled from here this year hung around at dismissal time and caused as much or more commotion than as if he had been under our supervision. I don't know what happened to him after March as I saw nothing of him from that time to the remainder of the year.

Another problem which is found in many schools today to a greater or lesser degree depending upon the community is the amount of time which must be spent teaching children the fundamental principles of acceptable behavior in a social order. This should be the duty of the home and the church but since it is not being taught in many homes and many children have no church affiliations, it has become the duty of the school to teach these things. If the school must do it, the sooner we begin the better for all concerned. By the time children reach the age of twelve years they should have a very keen sense of right and wrong, of property values, of what is theirs and what belongs to others, of respect for public property, of respect for their elders, parents as well as teachers, and knowledge of the fundamental principles of courtesy. Too many children either don't know or don't practice being courteous. I'm sure this is stressed in our elementary schools but I'm afraid there is too much allowance made for children who come from certain types of homes in thinking they don't know any better than to act as they do. Children can be taught courtesy in kindergarten and if held to that standard as the only thing the school will accept, regardless of what the home accepts, it would become a habit with them in spite of poor home environment by the time they reach junior high. I remember a boy we had at Central several years ago who encountered many difficulties but who was always courteous. One day I mentioned to him how I appreciated his courtesy in spite of the many time he was referred to me. I said, "It shows you have had some good home training". He replied, "I didn't learn courtesy at home, Miss Reichert taught it to me".

The practice of paying children for every task they perform in the home has led children to think that they must receive some reward for everything they do. Some parents even pay their children for getting good grades on their report cards or for not getting failures. I notice by the news reports that the President of the United States pays his grandchildren for getting "A's". To me, education is one of the few things in this world that you can't buy. It should be the privilege of every child (regardless of social or economic status) to receive as much of it as he is capable of taking and willing to work for, without gifts in either grades or money.

Adequate supervision of junior high pupils during the lunch period in a six year school where senior high pupils are permitted to take paper bags with their lunches out of the building and eat them on the streets has been a real problem the past several years. It gets worse each year. I think that Central should definitely have a shorter lunch period. This would eliminate the noon hour supervision, prevent hanging around the uptown stores and State Street and would permit our pupils to get out earlier for their after school sports program. There are very few junior high pupils who ate lunch at home any of the time this year. A short noon hour would not inconvenience many people. Our basketball and volleyball teams have to go to Lapham School for practice. By the time pupils get down there, dress, practice, and dress again, it is impossible for some of the boys to get out to South Madison in time for the family dinner hour.

I think we would be more justified in having a short lunch period than any other secondary school in Madison and we are the only secondary school that doesn't have a short lunch period. A shorter lunch period would make it possible to have an extra class period which would be a great help in providing the kind of a program that our junior high pupils should have. This would permit the beginning of a language at seventh grade level for those pupils who desire to do so.

The problem of getting coaches to coach teams when they feel there is not a fifty-fifty chance of having a successful season is a real problem. Our junior high football, basketball, and golf teams lost all of their games. The volleyball team won a few games while our tennis team were co-champions with West Junior. Our track team placed third which was good enough due to some unfortunate things which happened at the time of the city meet. There is need for the establishment of an athletic code for all athletes. This should be city-wide. However, if that can't be done, then we should have one for our own athletes here at Central. Such a code should be adhered to by all coaches and all athletes and should apply to all inter-scholastic athletics in junior high as well as senior high. It is too bad that the same athletes can get by with a very poor standard of conduct and can break training rules in one sport and not in another. It leads to poor morale on the part of the participants, dissension on the part of the student body and friction between coaches, We have had excellent cooperation from every man who has done coaching in the junior high this year. They have all held to high standards of conduct for the members of their teams. Only two boys were removed from the eligibility lists.

There is a real problem of getting some teachers to assume responsibility for having their pupils do a reasonable amount of written work and checking on it to see that it is well done, and that the same errors are not being made each time written work is requested. Some teachers are very careless in checking papers and their pupils are likewise very careless in writing them. Too many social studies tests are the one word answer, the false or true, or the "yes" or "no" type. The way children prepare their papers for these tests indicates the little respect they have for this type of test. I've seen some very untidy carelessly written papers on tests of this type.

The organization of a club program so that every club is a part of an educational program and really worthwhile is a difficult task. Some of our clubs are a real contribution to the total educational program for our pupils while it is difficult to justify others as making any important contribution to education. So much depends upon the interest of the sponsor of a particular club. Our club program was limited to one day a week this year. Next year, we will have no clubs for ninth grade pupils except the music groups. The college preparatory pupils will be taking five subjects and will have a study during activity period if they aren't in music. The other pupils will have remedial reading or special help in mathematics or English.

There is great need for everyone connected with education...parents as well as teachers...to instill in the minds of children the desire for success commensurate with ability. This does not come easy. There has to be some real effort put forth by parents, pupils and teachers. The days of sugar-coated education are gone and there must be some real work put into the job of getting an education. This doesn't need to be drudgery. There is no greater joy and satisfaction than that which comes from a difficult task well done. The modern child needs to experience more such satisfactions. This should come very early in the life of the child. Some children are ready to learn to read at the age of five and that is when they should be taught to read. Many children are ready to learn the number combinations in first grade and should begin them at that age. They have an understanding of what addition means and do not need to count colored sticks for several weeks or months to get this concept. It has been a real joy to visit some of the fast classes where children are being challenged intellectually and see how alert and happy these children really are.

I think each school can take care of a reasonable number of problem children without it being any great detriment to the school. Central Junior has had more than our share of special problems, with about forty special education pupils, some sight-saving children and all the crippled pupils of junior high grade level. Our school is located in an area of the city where we would get our share and more of problem children under ordinary circumstances and then to put all the special education groups of junior high level and vocational school for the misfits 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. Several of our junior high shop classes can meet only four days per week as the vocational school uses the shop for apprentices in industry one day each week. This is a particularly bad situation for a school system like Madison especially when West High has four or five shops and a smaller per cent of their pupils electing shop beyond eighth grade.

I think that giving the same kind of diploma to pupils who aren't 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 fourteen at most may walk across the stage and get a diploma. I think we should provide for the educational needs of these children and teach them as much as possible, but I don't think that they should get the same credit for doing easier tasks or none at all that the pupil does who has worked diligently for twelve years. The easy way is to give everyone the same diploma and then school administrators have no decisions to make and Boards of Education get no complaints. However, the easy way isn't always the best solution to problems.

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 can't 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 can't agree with the policy that music should have more time from our most capable pupils than is given them in other subject areas. Nevertheless, our most capable seventh and eighth graders at Central Junior will be giving from seven to ten periods per week to music. This is against my better judgement but for the sake of uniformity of the junior high school curriculum with that of the other junior high schools of the city, we are doing so.

Just spending more money on education whether it be for teachers' salaries, scholarships, or more elaborate physical plants, will not solve the educational problems of this country. What we need is more conscientious people going into the field of education as teachers and administrators. These should be people who realize that educating the children of today is the most important job and the highest calling this country has to offer. The future of our country depends upon the kind of education our children are receiving today and it isn't good enough. I think most of the people in education are well aware of this now. I was pleased when interviewing a prospective teacher for next year to find that she agreed with me when I told her that I would expect much written work in English and social studies and expect papers to be checked by teachers and rewritten by pupils when necessary. She said that the professor in her teachers' college had told them the same thing only last week. This is a hopeful sign for education.

IV. RECOMMENDATIONS

I am pleased to see that a few of the recommendations that I made the past years have been fulfilled; therefore, I am more encouraged about making others this year and repeating some that have not yet been taken care of.

1. Better facilities for physical education should be provided at Central as soon as building conditions permit.

    a) Tennis courts near enough to school for physical education classes to use and for noon recreation should be provided

a) cont'd. or the lunch hour should be shortened to twenty-five minutes. I think more emphasis should be placed on such sports as tennis and golf which can be played during the summer when pupils have more time for recreation and can be played after school days are over. I'm glad to see these sports being included in the summer recreation program.

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

c) The lock on the storage room door of the girls' gymnasium should be repaired so it will lock. The girls' shower room doors should be fixed so they will lock and the door repaired so it will close. It swells according to the amount of moisture in the air and frequently it can't be closed. The bubbler in the girls' gym needs repairing. It is impossible to get a drink from it at the present time.

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

2. The building should be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children here to enroll. The building was in good condition before school began in September of the present school year.

3. The adult vocational group should be prohibited from smoking except in the smoking rooms. At least it should be prohibited in the corridors used by high school pupils and outside the building on the Dayton Street side during fire drills. We had only four fire drills this last year, and three of them were within one month, so it has not been as bad as it used to be. However, I'm a bit concerned about our lack of compliance with the rules regarding fire drills. Smoking in the janitor's office on the first floor of the building by janitors and men teachers during the school day should probably be prohibited as the junior high pupils know it is being done. There hasn't been as much of this this year as there was last but it still is being done. Signs saying "no smoking" in the building mean little when adults don't conform to the rules. Smoking by women teachers in the teachers' room is also questionable but it is being done. It would be entirely impossible to get a high school faculty that doesn't smoke so provision should be made for them to smoke as most of them can't or won't refrain from smoking for a full half day.

4. Stair rails should be repaired and made about a foot higher so that it would not be convenient for pupils to sit on them. They are a hazard as they now are. I don't expect anything will be done about this until we have a serious accident and then it probably will be taken care of immediately.

5. There is great need for more and better shop facilities for junior high classes. There is no adequate place to teach auto mechanics. Seventh and eighth grade sheet metal and bench 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 on that day. We have a very poor junior high shop program for a school offering a trade course in senior high. Pupils get their first impression of what shop classes are like in the junior high school. If this first experience isn't satisfying and worthwhile, most of them will not choose shop later on except those who aren't capable of taking anything else. This is the situation at Central now.

6. Our cooking laboratory has been remodelled and the new chairs and tables provided. This is a real asset to the home economics department. We now have modern facilities to teach classes of twenty-four girls at a time. Next year we will have twenty-six or more girls in our seventh and eighth grade classes if those now enrolled all come to Central.

7. Every teacher both in home rooms and classrooms should emphasize the importance of better social conduct, more thorough preparation of class assignments, the importance of the development of good study habits and the characteristics of assuming responsibility for one's actions. Many of our pupils are very well behaved and very industrious but there are some who take so much of a teacher's time and are very demoralising to the rest of the student body. Some provision should be made to get rid of from four to six such pupils each year and I think the others would fall in line quickly. Then teachers, guidance personnel and I could give our time to educational pursuits instead of trying to reform those who are beyond redemption in order to keep them from leading other weak ones astray.

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

9. Facilities for the crippled children who are in wheel chairs should be improved by making a ramp on the second and third floors so these pupils come directly to the high school part of the building without going the entire length and width of the vocational school. If it isn't 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 have educational facilities provided for them.

10. The problem of building up our music department has been a struggle. Having band meet five days a week has decreased the number of pupils electing band. We have only thirty-one seventh grade pupils electing band next year. The string class will be larger if the pupils who are now enrolled all come to Central. We have twenty seventh grade pupils enrolled for strings next year.

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

12. The very poor materials put in school equipment today as compared to that of fifteen to twenty years ago, makes it very difficult to teach children to respect public property. I have five rooms furnished with pupil desks which were purchased between 1932 and 1936. The metal parts of every one of these desks is in as good condition today as when these seats came into the building over twenty years ago. The other twelve classrooms used by the junior high have been refurnished with new pupil desks within the past five years. Many of these desks have had to be taken to the vocational shop for welding where the metal has broken. I have ceased to have children assume responsibility for the breakage of these desks as the janitor and vocational school people who repaired them say the material used is very poor and the breakage is to be expected.

13. The girls' shower rooms should be kept in much better condition. There has been much carelessness on the part of teachers and pupils in leaving lockers, cupboards, and doors unlocked and in leaving things disorderly. I hope to meet with our new physical education teachers before school opens in September and explain to them how our locker room can be used to better advantage and be kept in better condition. This is the job of everyone who uses these facilities.

14. 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, etc. 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 High budget for lost material so that we may requisition replacement of these materials each fall.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson
R. William Haugan
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ANNUAL REPORT

1958-1959

GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

A review of the school year must first include the many hours devoted to individual counseling. This is the major part of our program and includes referrals by teachers, parents, attendance worker and agencies. Also pupils come in freely to discuss both minor and major problems. Since individual counseling leads to conferences with parents, teachers, nurse, attendance worker, social workers and others concerned with pupil problems, this entire program makes up about two thirds of the year's work. Although counseling is the core of our program, there are many seasonal projects that blend into each other and run on another track parallel to the counseling program.

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

We rejected this year an attempt to use a P.T.A. meeting for senior career guidance. Previously the pupil attendance was embarrassingly poor and it seemed thoughtless of us to ask very busy professional people to waste their time when we had no control over attendance.

Thirty-one of our graduates are enrolling at the University of Wisconsin and fifteen are applying for admission in small colleges including Rockford, Whitewater, Platteville, Stout, Wartburg, Luther, St. Olaf, Augustana and other church colleges. Four girls have been accepted by schools of nursing. The Madison Business College will continue to train a few of our graduates and the Vocational School will serve a few in business education, merchandizing, engineer aids and other grades.

It is interesting and rewarding to find both boys and girls who admit frankly that they are interested in teaching. This year Mr. Alfred Colucci sponsored the formation of a Future Teachers of America chapter at Central. Boys outnumbered girls in this organization and a boy president was elected. This chapter was very active, earned some money toward a future teacher training scholarship, was represented at the state F.T.A. convention and promises to prosper and stimulate interest in the profession under Mr. Colucci's leadership.

Next in vocational choices are engineering and clerical work. Our department of business education has been very effective in training and finding employment for a group who chose clerical work. The rest of the graduates are finding their ways into stores, bakeries, filling stations and other such business places and services.

PROGRAMMING begins in the middle of each semester and continues until all programs are in operation. We review each pupil program for requirements, content, load, placement, etc., frequently. This leads to conferences with teachers and parents and may unearth problems quite unrelated to program planning. We maintain that a poorly planned pupil program may take its toll in discontent, failure and drop-out and a well planned one may encourage the pupil to work toward graduation.

SCHOLARSHIPS AND COLLEGE ADMISSIONS are a most rewarding part of our work. This program comes to a climax toward the end of the school year. There is an increasing trend and emphasis on financial assistance and encouragement for worthy students. Consequently everyone in the top quarter of the class wants to apply for something. This involves much distribution of information, many letters of recommendation, instructional meetings and careful timing. Along with the details of scholarships is the related process of admission to colleges. We have talked with thirty-four admissions officers and arranged for conferences with pupils when feasible. Our problem at Central is to protect seniors from too heavy a recruitment program whether it stems from colleges, professional groups, or the military services. Fortunately, the pupils do not respond readily to invitations to meetings, conferences, tours, workshops, panels, etc. This may be simple lethargy but the end result is that their school program is protected from serious interruption. College admission blanks need supervising for many pupils and all transcripts request the school's evaluation of the pupil. The Guidance Office handles this pile-up after the spring recess.

The 1958-59 scholarship program follows:

Christian B. Stein Award	-	$15
Central P.T.A.	-	$100
Rockford College	-	$1200
Kemper K. Knapp	-	$1600
Junior High (5)	-	$100 each
U.W. Freshman Honor (3)	-	U.W. freshman fees
Panhellenic	-	$100
Faculty Memorial	-	$100

Rotary Club	-	$50
National Honor Society	-	$100
U.W. Freshman Scholarship (5)	-	$174
Wartburg College (2)	-	$150
Altrusa	-	$100
Owens-Illinois	-	$1200
Girls' Club (3)	-	$90
Herfurth Efficiency Prize	-	$50
M.E.A. Teacher Training	-	$100
Gisholt Industrial	-	$50
Women's Auxilliary to the Dane County Medical Society	-	$100
Gisholt Educational	-	$200
Ray-O-Vac Ramsey	-	$1600

This represents a potential of over $1600 and provides a strong part of the Class Night program.

TESTING in senior high includes the New California Test of Mental Maturity for all new entries and retests. The Henmon-Nelson was given to all eleventh grade pupils as well as the National Merit to those who wished to take it. The National Honor was for finalist only. The Scholarship Qualifying Test and Homemaker of Tomorrow were given to twelfth grade volunteers. One Saturday in May we supervised the Advanced Placement English Test for selected seniors from West, East, and Central.

VOCATIONAL GUIDANCE has been discussed above. Career talks have been limited to the fields of engineering, military service, nursing, teaching, and telephone work. We have organized groups to attend career conferences in medicine, nursing, dietetics, home economics, physical education, physical and occupational therapy, drama and speech, etc. We went with a group to an evening orientation meeting at the University. This was excellently planned and was well received.

Fourteen of our seniors went out on arranged "on location" conferences with business or professional persons. The reports back on this activity both from the pupil and the adult have been satisfactory enough to encourage us to plan to continue this program in place of bringing in speakers to a very small group or a large captive group with no interest in the vocation.

Following is a paragraph repeated from a previous report: "One of our special problems is the location of the guidance office in close proximity to the main office. We become involved with an endless number of discussions and chores that would not cross our paths were we physically separated from the main office. It was my hope to get the large corner room (221) for the junior high counselor, the senior high counselor, for testing and a

center for folders, vocational materials, records, and clerical work, before the increased enrollment would make such a project impossible to consider. At the present time Mr. Haugan is far removed from clerical help and our contacts are necessarily few. Records and materials are scattered into two offices, the library, and home rooms. It is not an efficient physical set-up."

Mr. Haugan reports below on some of his special projects. Also statistics and reports, which are kept for continuity purposes follow.

We wish to express appreciation to all with whom we have worked this year, for their support and cooperation.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

Junior High School

	Number	Percent
Retarded (I.Q. below 90)	72	12.68
Average (I.Q. 90-110)	307	54.05
Superior (I.Q. over 110)	189	33.27

Average I.Q. of all Junior High Pupils 107.18

Senior High School

10th Grade:	Number	Percent
Retarded (I.Q. below 90)	32	15.84
Average (I.Q. 90-110)	108	53.47
Superior (I.Q. over 110)	62	30.69
11th Grade:		
Retarded (I.Q. below 90)	15	8.48
Average (I.Q. 90-110)	98	55.36
Superior (I.Q. over 110)	64	36.16
12th Grade: Graduates of June 1958		
Retarded (I.Q. below 90)	15	8.62
Average (I.Q. 90-110)	90	51.72
Superior (I.Q. over 110)	69	39.66

Average I.Q. of all Senior High pupils 105.58

Average I.Q. June 1959 graduates 106.64

WITHDRAWALS

Junior High School

First Semester 1958-59

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city	2	4	2	8	5	6		11	19
Trans. to other sch.	1	7	3	11	1	2	1	4	15
Voc. & Work		1		1		1		1	2
Medical reason		2	1	3	1	1		2	5
Failure to comply with school rules	1	1		2					2
Foster home						1		1	1
TOTALS	4	15	6	25	7	11	1	19	44

Second Semester 1958-59

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city	1	1		2	1		1	2	4
Trans. to other sch.	1	1		2		1		1	3
Voc. & Work	1			1					1
Medical reason		1		1		1		1	2
Homebound Instruction						1	1	2	2
TOTALS	3	3		6	1	3	2	6	12

Total withdrawals for year 56

Total withdrawals for 1957-58 32

WITHDRAWALS

Senior High School

First Semester 1958-59

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Tot.	Ret.	Av.	Sup.	Total	TOTAL
Out of city		1	2	3		4	2	6	9
Voc. & Work	1	6		7	2	7	1	10	17
Trans. to other sch.			2	2			2	2	4
Over 18					1	2		3	3
Married							1	1	1
Service	1	1		2					2
Special arrangements		2		2					2
Doctor's Excuse						3		3	3
TOTALS	2	10	4	16	3	16	6	25	41

Second Semester 1958-59

	BOYS				GIRLS				
Reasons	Ret.	Av.	Sup.	Total	Ret.	Ave.	Sup.	Total	TOTAL
Out of city						1		1	1
Voc. & Work		3		3			2	2	5
To work		2		2					2
Graduated						1		1	1
Doctor's excuse						2		2	2
Over 18			1	1	1	1		2	3
Into service			1	1					1
TOTALS		5	2	7	1	5	2	8	15

Total withdrawals for year 56

Total withdrawals for 1957-58 65

ANNUAL REPORT

For the School Year 1958 - 1959
CENTRAL JUNIOR HIGH GUIDANCE DEPARTMENT

PSYCHOLOGICAL TESTING

This year we continued to administer achievement tests to all seventh, eighth, and ninth graders in January. This appears to be a most advantageous time for this type of testing. It is a time when pupils in senior high are taking their final examinations so psychologically it is an acceptable time for the junior high pupils to be tested. The results are available for teacher use in helping pupils plan their programs for the following year.

I felt that giving the Stanford Achievement Test to the eighth graders at the end of the first semester was a great improvement over the fall testing of ninth graders. It has given teachers a valid evaluation of pupils which they could use in connection with their teaching the second semester. These results have also been of great use to me in helping pupils formulate high school plans and programs. I have also used these test results in connection with various parent conferences I have held this semester.

Other tests and inventories administered included:

- Henmon-Nelson Test - Ninth Grade
- Iowa Silent Reading Test - Ninth Grade
- California Occupational Interest Inventory - Ninth Grade
- Otis Mental Ability and Stanford Achievement - feeder schools
- California Test of Mental Maturity - all new pupils who entered in the fall plus retests throughout the year
- Wechsler-Bellevue - administered to those pupils whose results on group tests were questionable or whose language backgroun prevented obtaining a valid result from the California.
- Study Habit Inventories - all pupils
- Miscellaneous personality tests.

INDIVIDUAL COUNSELING

Interviews were held with many of the pupils new to Central this year who seemed to be having difficulties orientating themselves to junior high school. During these interviews various information on pupils' attitudes and feelings toward school, home, and other children were briefly explored and they were given an opportunity to bring up any problems in regard to their new school adjustment. In these interviews the importance of regular attendance and not getting behind in their homework was stressed. One thing that impressed me was the comment by many of the pupils that doing homework was an entirely new concept to them and many of them could not understand why they had to study at night.

It was decided to conduct a homework survey among the pupils in all three grades to determine how they spent their time out of school. In addition, the other junior high schools were contacted and questioned as to their homework policies at various grade levels. Next a committee of junior high teachers from all three

grade levels in our school met to re-evaluate our homework policies and draw up a schedule and requirements for all three grade levels. Following these steps, a letter was prepared concerning our homework policies and suggestions were made as to what the parent could do to help provide the proper place and atmosphere for studying. These letters were sent home with the first report card.

Several parents called me in regard to these letters and expressed appreciation for knowing just what the school expected of their children in the way of homework.

Another difficulty encountered by many of these new pupils (especially the ninth graders) was the amount of written work expected of them in all their academic subjects. Most of them indicated that they rarely had to do any writing of themes, stories, and paragraphs. When one considers that over fifty percent of our ninth graders were new to our school this year it can be seen that this presents a tremendous challenge to our ninth grade academic teachers.

GROUP GUIDANCE

The seventh grade group guidance activities centered about the use of Science Research Associates Junior Life Adjustment booklets during the Monday activity period. On alternate Thursdays guidance films were shown. For each film a guide sheet was prepared by the Guidance Office for the teacher's use in preparing the pupils for the film and also as a basis of discussion after the film.

The weak feature of our seventh grade group guidance program was having these activities during a home room period which met just once a week. It was difficult to maintain continuity from one week to the next and teachers had less control over the pupils as many pupils did not take this activity too seriously and a few bad actors could disrupt the whole home room period.

Next year we are planning to curricularize the guidance materials in our English classes. All seventh graders will meet for six periods of English a week rather than five. By doing so they will be getting extra time in which to cover the guidance material without taking time away from the regular seventh grade English curriculum. This plan was discussed with the seventh grade home room and English teachers and they were most enthused about it.

This year we again used the books "Being Teen Agers" (National Forum, Inc.) and "Into Your Teens" (Scott Foresman) as the texts for our eighth grade home room program. The eighth grade teachers felt that the use of these books made the group activities during the guidance home room period a more meaningful and organized experience. The eighth graders were also shown guidance films on alternate Thursdays.

Next year, in addition to the above mentioned books, we plan to use a guidance series consisting of discussion guides which will be duplicated and sent to each home room. Each pupil will have a

copy and will read a short stimulus story followed by questions for discussion. By doing this we will have all our homerooms discussing the same topic each week and it will be a new approach to guidance topics which we hope will have greater appeal to the pupils.

SPECIAL GROUP GUIDANCE

This year, with the help of Mr. Thrower, I was initiated into the technique of group counselling. Six of our most serious seventh grade problem boys were seen on a weekly basis starting the second semester. I sat in on a number of sessions with Mr. Thrower and the boys to observe how the group was handled and then took it over during the latter part of the semester.

It is very difficult to evaluate this type of activity but judging from the amount of pent up feelings that were released during these sessions I cannot help but feel that the antagonisms these boys expressed in the group would be expressed in less desirable ways elsewhere if they did not have this opportunity to relieve them during these sessions.

Next year I would like to work with a group of above average ability boys who are underachievers to see if something can be done to stimulate them to greater effort.

NINTH GRADE HOME ROOM PROGRAM

A continued emphasis was placed on the development of better habits of study during the first semester. Such techniques as films, film strips, study habit inventories, the administration of the Iowa Silent Reading Test, and various "how to study" booklets and pamphlets were used in connection with this unit.

RESULTS OF IOWA SILENT READING TEST

The Iowa Silent Reading Test, Advanced Form AM Revised, was administered to the ninth grade pupils at Central Junior High November 11, 1958. (The third month of the ninth grade.)

Number of cases - 263
Range of median standard scores - 124 to 206
(In terms of grade placement this is 4.7 to more than 13.0)

	Score	Grade Equivalent
Mean standard score	160	9.6
Median standard score	159	9.4

Standard score for the third month of the ninth grade (9.3) - 158.5
Central ninth grade is 1.5 standard score points above the ninth grade median or 3 months advanced.

From this data we can conclude that the average ninth grader at Central is reading at a level 3 months ahead of the ninth graders upon whom the test was standardized.

RESULTS OF IOWA SILENT READING TEST - continued

COMPARISON OF YEARLY RESULTS

Date Administered	Nov. 1 1954	Oct. 31 1955	Oct. 29 1956	Nov. 5 1957	Nov. 11 1958
Number of Cases	228	231	203	217	263
Range Standard Scores	119 to 212	111 to 203	125 to 196	124 to 208	124 to 206
Mean Grade Placement	9.6	9.6	9.4	9.4	9.6
Third Quartile				11.6	11.6
Median				9.4	9.4
First Quartile				7.4	7.7

PROGRAMMING

As usual, one of the most interesting and satisfying phases of my work has been in connection with helping eighth and ninth graders plan their high school programs. A statistical summary of the ninth grade work in programming follows:

(See next page)

Central Guidance-12

CENTRAL JUNIOR HIGH SCHOOL

Distribution of Courses and Mean I.Q.'s of Pupils Enrolled in Each Course—Incoming 10th Graders Fall 1955, 1956, 1957, 1958, 1959.

Course	Mean I.Q.					Number Electing					Percent of Total				
	1955	1956	1957	1958	1959	1955	1956	1957	1958	1959	1955	1956	1957	1958	1959
College Preparatory	112.6	113.9	113.7	114.2	118.0	83	95	80	61	96	36.4	41.7	40.0	28.0	35.7
Trades	101.6	90.4	90.9	99.9	102.2	45	39	40	44	49	19.7	17.0	20.0	20.7	18.4
General	93.1	94.1	93.1	94.7	96.2	57	55	41	66	69	25.0	24.1	20.5	30.3	26.8
Business Education	109.1	106.5	107.0	107.7	107.1	34	35	31	39	45	14.9	15.4	15.5	18.0	15.9
Vocational	82.6	85.0	84.0	79.0	83.0	6	1	5	3	6	2.6	.4	2.5	1.3	2.3
Repeating Ninth		90.0	92.0	103.0	97.0	3	3	3	4	5	1.4	1.4	1.5	1.7	1.9
			TOTALS			228	228	200	217	270	100.0%	100.0%	100.0%	100.0%	100.0%

ORIENTATION FOR NEW PUPILS

This fall we had an orientation program for new pupils the afternoon of the first day of school. All pupils new to Central met in the auditorium and were greeted by Mr. Brown, Miss Smith, and myself. Each pupil was given a floor plan diagram of the school. After the program in the auditorium members of the Student Council acted as guides for a tour of the building.

The logical time for this orientation program would be the Friday before the opening of school. Plans were made this spring to set up such a program but due to a conflict with the activities planned for new teachers by the superintendent it was not possible for us to carry through these plans. I suggest that steps be taken to set up this arrangement in the three high schools next year.

ORIENTATION FOR INCOMING NINTH GRADERS

This spring we had all (with the exception of Shorewood*) incoming pupils from the eight grade feeder schools report to Central for the Otis Mental Ability Test, The Stanford Achievement Test and a tour of the building. We felt that this was a much better arrangement than going out into the feeder schools to do the testing. In doing this, we were able to obtain current achievement and ability test data and could compare their results with our own pupils. It was then possible for us to do a better job of advising and programming these pupils into ninth grade subjects.

*Since Shorewood had just given the California Test of Mental Maturity it was not felt that the Otis would be necessary. They were all given the Stanford Achievement Test at their school by the worker.

It has been a pleasure to work with all members of the school staff this year and I thank them all for their cooperation and help.

R. William Haugan

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

EAST JUNIOR-SENIOR HIGH SCHOOL

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

June 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1958-1959
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

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

**Decrease

II. Junior High School Total Enrollment by Grades

Grades	1944-45	1945-46	1946-47	1947-48	1948-49
7	285	303	285	302	313
8	297	324	297	299	307
9	513	439	478	475	463
	1095	1066	1060	1076	1083

Grades	1949-50	1950-51	1951-52	1952-53	1953-54
7	298	348	324	318	377
8	311	295	346	324	329
9	433	460	467	528	518
	1042	1103	1137	1170	1224
Remedial		16	16	16	17
Total		1119	1153	1186	1241

Grades	1954-55	1955-56	1956-57	1957-58	1958-59
7	439	460	443	433	290
8	367	409	486	429	429
9	565	439	524	578	547
	1371	1308	1443	1440	1266
Remedial		14			
Total		1322			

III. Enrollment

Our predicted enrollment for 1959-1960 is as follows:

Junior High		Senior High	
Grade 7	295	Grade 10	520
Grade 8	310	Grade 11	544
Grade 9	510	Grade 12	410
Total	1115	Total	1474

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

IV. High School Graduates

Since 1932 the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	346	351	1246	28.17
1950-51	4	344	348	1223	28.45
1951-52	3	323	326	1184	27.53
1952-53	4	305	309	1193	25.90
1953-54	4	331	335	1287	26.03
1954-55	4	325	329	1360	24.19
1955-56	4	384	388	1246	33.14
1956-57	5	325	330	1146	28.70
1957-58	3	316	319	1204	26.49
1958-59	4	326	330	1370	24.00
		Total	9133		

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

Graduates 1932 - 1959 9133

Total Graduates in 37 years 10600

V. Accident Reports 1958-1959

11 Employee accidents

W.I.A.A. PUPIL BENEFIT PROGRAM

Athletic Injuries

54 Injuries reported to W. I. A. A.

8 Claims not completed

1 Claim denied

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

Amount Requested	$1776.15
(Claims not completed $723.75)	
Amount Paid by W. I. A. A.	$650.85

Pupil Injuries

140 Injuries not requiring doctor's care

137 Injuries reported to W. I. A. A.

11 Claims not filed

31 Claims not completed

95 Claims completed through W. I. A. A.

Amount Requested	$2303.25
(Claims not completed $640.40)	
Amount Paid by W. I. A. A.	$1092.10

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

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

VI. Achievements

During the 1958-1959 school year East High School made normal progress in all areas of the school program. Increasing attention was given to the identification and selection of pupils for the special classes. An extensive testing program was conducted by the English department. Special emphasis was placed on composition. The results are being used this summer to establish a Madison composition scale for all grades in the city school system.

The staff members of the Mathematics department put in a great deal of extra time in developing the course content for the enriched classes in geometry, trigonometry, college algebra, and analytic geometry. For the first time, analytic geometry was given as a full course during the second semester of the twelfth grade. A course in calculus will be offered for the seniors during the coming school year.

The student population has shown an increased interest in the science offering. During the 1958-59 school year we had ten sections in biology, seven sections in chemistry, and four sections in physics.

The constant growth of our business education department has made it necessary to add a teacher for that department. The success in obtaining immediate employment by girls trained in business education has made this area of the curriculum very popular. As in other years, our better qualified senior girls had all been placed in employment by the end of the school year.

The modern language teachers have started a study to redesign the language offering to better serve the national need.

During the past school year, the East Senior High School library added 391 new books. Many of these new books are to meet the needs of the changes in curriculum. The increase in circulation during this year was more than 3,000 books, magazines, and pamphlets. The total circulation of our library was over 22,000.

As in previous years East High School conducted classes for slow learners in English and mathematics through grades seven to eleven.

The addition of a man to our guidance department will improve our counselling service to the student body.

VI. Achievements (continued)

As suggested by Dr. Conant in his study of the American high school, an inventory was made of the courses taken by the top 25% of the senior class. We found that approximately all of these young people had earned from 14 to 17 credits in the academic areas. The only able students earning less than 14 academic credits were the girls who had taken the business education course to develop their marketable skills.

VII. Problems

1. We still have the problem of adequately financing the inter-scholastic athletic program. For the 1959-60 school year we have increased the cost of the student activity membership to the students. The bulk of the increased revenue has been allotted to athletics. This may or may not alleviate the difficulty. It might have the draw-back of causing pupils to keep from becoming members of the Student Activity Association. If that turns out to be the case, then the entire program of student activities may suffer.

2. We need to increase our laboratory facilities to handle the increased enrollment in senior high school science courses. We have the available space, but it will be necessary to renovate some class rooms and equip them as science laboratories.

3. With the addition of the third counsellor, it will be necessary to provide some additional facilities in the matter of room space.

VIII. Recommendations

The only recommendation I am making for the present year is that plans be made and approved for providing the additional laboretory facilities for the science department.

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

July 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

For the School Year 1958-1959
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

This year East Junior High had fewer seventh graders enrolled than at any time since 1940-41. That year there were 254 seventh grade pupils as compared to 274 this year. Sherman and Schenk schools were opened to seventh graders for the first time this year and reduced the number in our school.

With the eighth grade class still fairly large, 404, and 545 ninth graders the total school population was 1223. This year's reduction of more than 200 pupils over the peak of 1440 in 1957-58 made it considerable easier in regard to handling assemblies, class size, etc.

In reviewing the total enrollment for East Junior High School since its existence it is interesting to note that it consistently remained under 1100 except for the years 1942-43 and 1943-44 until 1950-51. From that year on the school population gradually rose until in 1957-58 it reached a more than capacity total; the only way it was at all possible to accomodate the group was that more space could be taken from Senior High School because there were fewer pupils of the upper age group in our school. The enrollment of East Junior High School since its existence is as follows:

Grades	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38
7	305	296	307	284	265	315
8	270	316	292	305	300	281
9	381	391	447	430	480	440
	956	1003	1046	1019	1045	1036

Grades	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44
7	276	289	254	306	313	282
8	326	301	309	297	333	348
9	450	507	499	488	458	498
	1052	1097	1062	1091	1104	1128

Grades	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50
7	285	303	285	302	313	298
8	297	324	297	299	307	311
9	513	439	478	475	463	433
	1095	1066	1060	1076	1083	1042

Grades	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56
7	348	324	318	377	439	460
8	295	346	324	329	367	409
9	460	467	528	518	565	439
	1103	1137	1170	1224	1371	1308
Remedial	16	16	16	17		14
Total	1119	1153	1186	1241		1322

Grades	1956-57	1957-58	1958-59
7	443	433	274
8	486	429	404
9	524	578	545
	1453	1440	1223

The prediction for 1959-60 is as follows:

GRADE VII

Emerson	112	
Hiestand	6	
Lapham	25	
Lincoln	8	
Lowell	53	
Marquette	70	
Sunnyside	32	
Total Grade VII	306	306

GRADE VIII

Present Grade VII		280

GRADE IX

Present Grade VIII	412	
Madison Lutheran	12	
St. Bernards	41	
Holy Redeemer	3	
St. Patricks	6	
St. Raphaels	3	
St. Mary-of-the-Lake	4	
Lakewood	20	
Gaston	3	
McFarland	1	
Cottage Grove	2	
Burke	2	
Total Grade IX	509	509

Total Junior High School 1095

II. Special Achievements

The seventh grade classes for the most part followed the plan of organization we had over the years--English, mathematics and geography taught by the home room teacher. This, it seems is a definite advantage in a school of this size.

Two low groups in seventh grade were organized for special help; this was upon recommendation of the sixth grade teacher, series of tests, materials and class achievement. Two groups of seventh graders were enrolled in band work.

A group of seventh graders of good ability were given an opportunity to take work in eighth grade mathematics. This was based on the scores of several standardized tests and the pupils achievement. The plan was to get parental approval for the "stepped up" program in which the pupils were to remain in a seventh grade group but in addition were to cover the essentials of eighth grade mathematics. Nine pupils completed their work successfully and will take ninth grade algebra in September. Five parents rejected the opportunity for their children to participate in this program. The report from the two teachers who carried on this special work in mathematics were most favorable.

In the eighth grade provision was again made for an accelerated group in English. In a report from the teacher she states, "The eighth grade accelerated group this year numbered 33 students and were a well selected class. Their grade equivalent reading scores ranged from a low of 10.2 to a high of 12.9. Twelve students had scores of 12.1 to 12.9. Spelling and language usage scores showed similar range."

She continues to state that such a group of pupils need thorough preparation in basic fundamentals of language arts, but that accelerated students generally have good study habits so that they learn more quickly; their enthusiasm and interest in "learning" make them a pleasure to teach.

On the other end of the scale there were two low classes organized for the eighth grade group. These are characterized by one teacher as follows: "General lack of interest in school, short attention span, combined with limited mental ability have made the selection of materials and planning of instructional methods a major problem. It has been a challenge to individualize projects for some 7 or 8 small groups of similar ability."

Another group of eighth graders experienced a correlated English-Social Studies course. The teacher indicates that the course was exciting and interesting to teach and reports, "I feel the students learned more history and interesting side lights of history through concentrated reading units and guided selection of books. It would be difficult to evaluate the improvement in English skills, but since each piece of writing had a purpose, it may have been more meaningful."

The combined eighth grade mathematics and science class worked successfully. The small group of eighth grade pupils with very limited ability who were to have special work in three areas had a rather disrupted program. The teacher who was to take this adjustment class did not report for work in September. We were fortunate in securing one of our fine substitutes to take the work for the first semester. The second semester a teacher with very little class room experience took over. The pupils in this group need constant help in building confidence and understanding as well as work in fundamentals.

In ninth grade algebra there were two enriched groups; this seemed to work out well. In addition there was a class organized of pupils who wanted to take algebra but had been recommended for applied mathematics. This group also included some pupils who had been recommended for algebra but were rather reluctant at first to take it. The class worked out rather well and the boys and girls seemed to be proud of their progress.

In ninth grade English there was an accelerated group of 34 pupils. The pupils who make up such a class usually have qualities of leadership and desire to learn to get the most out of the class. In sharp contrast to this group, there were three slow English classes in ninth grade English.

A group of ninth grade pupils were enrolled in a Biology class this year. Limited space made it possible to have only one group.

An experimental year course in civics was introduced this year; it was the understanding that this group of children would select biology in tenth grade. The course in civics included work on vocations, self inventory, habits of study, and included the regular units relative to government functions. The teacher indicates, "This year course has possibilities of being of more value to the individual student than the semester course of the past. The teacher has great opportunity to get to know the individuals in the class and to help them. Programming can be done better than in a home room situation. The things done this year were largely experimental--some will be improved and continued, others could be dropped and replaced."

In the report from the librarian for the school year 1958-59 she emphasizes the fine uses of the library in the semester in the course of civics where pupils--large numbers of them--carried on activities relating to the use of newspapers, the Readers Guide and reference material. She reported "The pupils can see a definite need for the use of the library, and this should prove to be a good basis for Senior High work."

The basic ninth grade group continued with their same teacher for the second year. It would seem this was a distinct advantage in handling the boys and girls who at best need a great deal of attention and encouragement.

The fact that some subject areas are not mentioned does not imply that the work there was not creditable. A constant review of the the materials taught is necessary. In home economics new material has been included. The manual arts program has had changes in material offered. Some excellent craft work has been carried on in the art courses.

The ninth grade football and track teams carried the top rank this year and creditable work was done by the basketball group.

The club program followed the pattern set in previous years, but suffered even more by the slightly shortened activity period. Again the personnel of the group pretty largely determines what is accomplished. The girls' Glee Club did especially well this year. This group affords some pupils who are taking orchestra or who have selected a full academic program an opportunity for choral work. A girls' Mechanical Drawing Club was organized this year but the short time for the meeting was a handicap.

The Student Council was a fine group of boys and girls selected by their home room members. They worked on such activities as locker inspection, the clean-up campaign, Junior High Talent Show, Orientation, ushering and tours and they assisted with work in Parent-Teacher party code.

Definitely some council activities for the Junior High school members are limited in the combined school with upper class-men. It is hoped more work could be done with safety regulations relative to congested streets at lunch time and after school.

There was a definite advantage in having all pupils in the auditorium at one time this year. The most outstanding programs were those in which pupils participated. The teachers who directed and worked with these pupils are to be commended for their fine work.

III. Special Problems

The boys and girls who have little interest in school; sometimes these include pupils of good potential as well as pupils who have reached their ability level but must remain in school because of age, continue to be a problem. They usually are repeating classes in ninth grade and are not eligible for tenth grade work. Last year 45 such pupils had to remain in the ninth grade for at least the first semester.

On the whole the attitude toward scholastic achievement and accomplishment in school has improved. However, a small group that cannot be reached continues to be a problem, especially at the Junior High School age.

Last year it was necessary to have four double home rooms. This is not an ideal arrangement for pupils or teachers. It is hoped to reduce that number for the 1959-60 school year.

It is necessary that more work be done relative to the courses of study in various subject fields. This is especially necessary in the subjects where there are accelerated sections so there is not a duplication of subject material. The curriculum department committees are working in this organization. As more special classes are introduced and new teachers getting into the work it is important that they have more definite references to guide them.

We are fortunate in the staff which we have had as well as in some of the few teachers who have joined us. However, it takes great tact and understanding to work with boys and girls of this age range. Teachers are being trained more specifically for Junior High work, but meeting the boys' and girls' problems in the class room needs all kinds of ingenuity. The philosophy of understanding and tolerance to tide them over the Junior High School period is so important. It would be advisable to spend some time in faculty discussion and study groups from time to time. More materials relative to the Junior High age are available.

Considerable progress has been made by the Child Study Department in defining limits for pupils with poor attendance patterns, but often these children who have been out of school without good reason are the ones whose social behavior is far beyond that of the average Junior High School pupil. They are the children who make themselves conspicuous by this behavior; they often have problems at home and the parent or child do not respond to the assistance of the school and refuse to accept the help of the social agencies working with them. We can see these situations arise and know the social consequences that follow but there is little that the school can do about these deep-seated problems.

It would seem advisable to have more electives for ninth graders especially as more pupils carry extra subjects. In this respect a course related to agriculture and conservation might be advisable. In this report relative to the agriculture the instructor made this suggestion:

> "There is an ever increasing number of eighth and ninth grade students who approach the agricultural instructor asking for permission to enroll in agriculture and who are not truly elibigle as regular farm source students. Most of them are much interested in actual farming or such things as conservation, forestry, etc. Most of the students either live on small truck farm areas, or have some area relatives on farms. Mixing the true farm group with this type of student causes some difficulty in class subject matter presentation. This is a problem which the instructor feels will continue to increase in magnitude with each advancing year. It appears to the instructor that there is a growing need for a special class in Urban Agriculture plus conservation."

The fact that some teachers continue to have to move from room to room for class makes it difficult to transfer books, illustrative materials and keep up bulletin boards. Since more rooms will be needed for Senior High class room this problem will not be alleviated for some time.

In addition to our two counselors we have had the special help from the Child Study Department. However, there was not adequate time to work on all that should be done. For a long time we have felt there should be a man counselor on the staff. We understand one will be added to the staff next year.

Our school continues to have a large group of new enrollees during the school year. There were 69 for this year. Likewise there were a large number of transfers to other schools. This presents a problem in that the pupils who come often have no report cards or indications of the work they are doing. The new pupils need a great deal of assurance and understanding and often are concerned about entering a large school.

Some of the boys and girls who have reached Junior High School have moved about considerably in their school days and that fact is sometimes reflected in their school work. Some of the children of army personnel have had experience in other countries; some of them leave during the year or know that next year they will be in a foreign country. Most of these children adjust well socially, but the feeling of not being permanent does tend to reflect on their school career.

Each year there have been some foreign students who entered our school; it is a problem to know where they should be placed until they have learned enough English to make notable progress in their classes.

Since there is more travel there is a tendency to take pupils out of school more frequently at the holiday and winter season as well as for pleasures--deer hunting, etc. Some request early summer vacations because it is the only time the family can be together. This presents a problem expecially for the pupil who is less diligent and is reluctant to make up his work.

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 1959

ANNUAL REPORT

EAST HIGH SCHOOL GUIDANCE DEPARTMENT

1958-59

The Guidance Department of East High School presents the following report of its activities for the school year 1958-1959.

I. Significant Statistical Data 1958-1959

A. Withdrawals and Transfers

Reason	Junior High	Senior High	Total 1958-59	Total 1957-58
Transfers to Madison Schools				
Central High School	7	0	7	7
West High School	1	3	4	5
Others	0	0	0	5
	8	3	11	17
Transfers to suburban schools				
Monona Grove	3	5	8	6
Allis School	3	0	3	6
Transfers to other towns	37	29	66	83
To work and Vocational (1 day per week)	15	21	36	17
To Vocational--full time	2	3	5	3
Over 18--to work	0	11	11	8
Rural	0	3	3	0
Armed Service	0	6	6	9
Miscellaneous				
Illness	5	3	8	3
Marriage	0	8	8	8
Industrial School	4	1	5	2
Court Order	3	3	6	12
Death	0	0	0	3
Expelled	1	0	1	1
Home of Good Shepherd	1	1	2	4
Norris Farm	1	0	1	0
Total Withdrawals	83	97	180	182

We were interested to see that the total number of withdrawals and transfers, 180, was almost identical with last year's total of 182. One significant change was in the decrease of transfers to other towns, 66 compared to 83 last year. However, more pupils left school as typical drop-outs (for Vocational one day, Vocational full time or over eighteen), namely, 52 as compared to 28 last year. This can be explained partly by the job picture at the present time and by the increased use of full time Vocational School for technical and trade training.

Each boy or girl who withdraws from school either as a drop-out or a transfer to another school follows a regular procedure with an exit interview in the Guidance Office. In many cases a potential drop-out can be encouraged to remain by helping settle a curriculum problem, family difficulties and sometimes by just showing an interest in the young person. We were very pleased with the help class-room teachers give in watching for early signs of losing interest in school, because if detected in time many of them can be salvaged to remain for graduation. One of the big jobs in handling each withdrawal or transfer is to supervise the return of all books and school property. We feel that the time spent with these young people is worthwhile from the standpoint of good public relations and with the hope of encouraging them to continue their education some where.

B. Testing Program 1958-1959

1. Psychological Tests

This year the Henmon Nelson University Prediction Test was converted into I. Q.'s, as has been the practice in the other Madison high schools. However, we have not been too satisfied with the results in the higher ability groups and have reconsidered its use for the entire group. The counselors held many meetings on the total testing problem and it was finally decided to use the California Test of Mental Maturity for all ninth graders. Here at East it will be administered immediately in September to help take care of the problem of so many new and transient pupils. The Otis self-administered Mental Ability Test is still an excellent device for use when a pupil is enrolling. This year with 117 new enrollees, often 4 or 5 on a Monday morning, we found it to be a very usable, quick device. These people were later retested with the California Group Test.

In cases of serious discrepancy of mental ability results, a Wechsler Bellevue Test was administered, usually by Mrs. Helen Holcombe who was in the building each Tuesday.

Number of Tests Administered 1958-59	California and Otis
Grade IX rechecks	180
New pupils in September	75
Transients	117
Madison Lutheran Grade VIII	26
Total	398

The distribution of I. Q.'s for East High School as indicated by the California Test of Mental Ability, Henmon Nelson and Otis Test for 1958-1959 are listed below.

I.Q.	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
140-149	4	1	3	1	1	0
130-139	22	7	18	5	2	4
120-129	41	65	72	44	39	33
110-119	62	115	140	103	112	79
100-109	87	95	146	196	147	137
90- 99	41	73	118	113	65	71
80- 89	11	37	38	52	43	21
70- 79	9	7	11	12	8	2
60- 69	1	0	3			
Total	278	400	549	526	417	347
Median IQ	108	108	107	104	106	106

East High School took part again in the Wisconsin Testing Program administering the Henmon Nelson University Prediction Test to grades 9 and 10. Following is a distribution of percentile ranks for 1958-1959:

Percentile Rank	Grade IX Number in each interval	Grade X Number in each interval
90-100	64	76
80-89	52	58
70-79	85	52
60-69	30	31
50-59	55	33
40-49	59	26
30-39	39	27
20-29	42	15
10-19	46	37
0-9	34	27
Total	506	382
Median Percentile	57%	67%

Tests do not mean a thing unless the results are studied and used by the administrative staff and particularly the class-room teachers. All test scores are recorded in the cumulative folder and on the permanent record cards, and lists of I. Q.'s are available by home rooms and by entire grades. Each year an explanation of the testing program is prepared for the teachers since we feel it is most important for them to be aware of the make-up of this school. We hope that next year each teacher will make a careful study of the ability range in his classes--not to accept the test score as a final judgment on the child but one more indication of what to expect.

2. Achievement Tests

With the increasing emphasis on careful identification of pupils for special classes, both remedial and accelerated, the achievement testing program is an important part of our school plan. The Stanford Achievement Battery was given in February to all 8th grade home rooms. With this new plan the results are ready in time to be used for 9th grade programming and particularly for recommendations to these classes. The tests were given by the class room English and Mathematics teachers and were machine scored. Again, it is important to note the wide range of abilities in a particular grade as seen in the detailed report prepared by Mr. Arthur Kennes, Curriculum Department. All results in terms of grade levels were recorded in the cumulative folders and each home room teacher was given the data for his group.

Distribution of median grade levels in the Revised Stanford Achievement Test, Advanced Partial Battery, Form JM, given to 410 students in Grade VIII, January 1959.

		Median Grade Levels Grade VIII (Norm. 8.6)
I	Paragraph meaning	9.7
II	Word meaning	10.0
	Average Reading	9.8
III	Spelling	8.8
IV	Language Usage	8.5
V	Arithmetic Reasoning	9.7
VI	Arithmetic Computation	9.2
	Average Arithmetic	9.5

The Cooperative English Test was given in all 9th and 10th grade English classes in December for use by English teachers, for help in identification and to add to the general understanding of an individual problem. These results were also recorded in the folder. In our daily educational counseling with boys and girls, we find the use of achievement test data one of our best sources of information since it is easily understood by the pupil and gives him an idea of his educational growth in relation to others of his grade.

C. Future Plans for 1959 Graduates

One of the most rewarding parts of our counseling service was our plan to interview each graduating senior. Shortly after Christmas the annual graduate questionnaire was sent out in the home room and the seniors are invited to come in voluntarily. For many it is a one interview session since definite plans have been formulated. For others, particularly those planning college and advanced training it is the beginning of many conferences on scholarships, college applications, and general future plans. This year all but two seniors took advantage of this service. 127 or 39% have made fairly definite college plans with the largest group of 74

considering the University of Wisconsin. We have been surprised at the increase in interest for the state colleges. We were also pleased at the large number going away to rather unusual schools such as University of Arizona, Brigham Young, University of West Virginia, Trinity College, Iowa State, Michigan State, Purdue, etc.

Another trend we have noticed is an increase in the number of boys seriously interested in good trades and technical courses. This is probably due to the excellent new offerings at the Vocational School in the technical skills.

Again this year 69 seniors indicated some type of office work. Many of these were well trained in our Commercial Department and went out to find jobs.

Along with this senior counseling we had the help of the Wisconsin State Employment Service. In February 41 seniors took advantage of their battery of aptitude and interest tests which were followed up by an individual conference at school with one of the employment counselors. We were pleased with their interest in these seniors and their definite help in locating employment.

Table Showing Future Plans of 1959 East High School Graduates

	1958	1959	
1. Further Education			
University of Wisconsin	85	74)	
State Colleges (Whitewater 16, Platteville 3, Stevens Point 4, LaCrosse 3.)	13	26)	39% or 127 college plans
Other Colleges and Universities (Rockford, M.I.T., Antioch, etc.)	12	27	
Nursing Schools			
Registered	10	7	
Practical	10	7	
Business College	10	4	
Beauty School	3	11	
2. Further Occupational Plans			
Office work-secretary, bookkeeper, etc.	66	69	
Merchandising	8	11	
Telephone office	0	7	
Auto Mechanics	7	11	
Trades (Bldg., Machinist, etc.)	12	21	
Apprentice	7	5	
Agriculture	3	3	
Miscellaneous (Police, Air Stewardess, Barber, waitress, pro-golf, etc.)	8	14	
3. Armed Service	20	20	
4. To Be Married	9	6	
5. No Interview	30	2	
Total Seniors	313	325	

D. Scholarships

The program of scholarships has become a year-round project in the American High School of today and occupies much of a counselor's time. These scholarships range from the important National Merit Awards with their impressive financial output, to the smallest local award, all important to help honor good scholarship, and to encourage further education. It is the responsibility of the guidance office to inform seniors of all scholarship opportunities, to encourage and aid in applications, and to help with school recommendations. Senior homeroom and classroom teachers have been very helpful in furnishing letters of recommendation and in encouraging outstanding students to make application.

The National Merit Test results are returned with an individual profile booklet for each applicant. In September interviews were held with 41 seniors who had taken this test the previous April. The results are recorded on the pupil's records to be used for all recommendations. This April 81 juniors took the test, their profiles to be ready in the fall for similar interviews. We have been pleased with this arrangement, since it gives us an early opportunity to know these college bound seniors.

The Scholarship Qualifying Test, a national project of the second test company, was taken by 26 seniors in October. Although it seems to duplicate National Merit in its purpose, it was necessary to enter the program since certain midwest colleges require its participation for scholarship consideration for their schools.

This year 30 seniors applied for the University of Wisconsin Freshmen Scholarships, with 6 winning tuition awards, and three winning the Kemper Knapp four year awards.

Out of twelve applicants for the Oscar Mayer Awards, two seniors won large four year college scholarships, one for Purdue, one for Michigan State University.

Ten girls applied for the Dane County Medical Auxiliary Nursing Scholarships, with two winners from the large county group, one for practical, one for registered nursing.

Madison service clubs and industry have given excellent support and encouragement to high school graduates by offering financial help for outstanding seniors.

Following is a list of Scholarships and Awards given June 1959:

Name of Scholarship	Amount
University of Wisconsin Legislative (Top three in class)	1 year tuition
Annie Axtell Memorial Scholarship (For Lowell School-senior future teacher)	$ 50.00
Brandenburg 4 year University Scholarship	$300.00 per year
Christian R. Stein Award	$ 15.83
Class of 1946 Reunion Awards--two	$ 30.00

Dane County Medical Auxiliary Nursing Awards	$100.00 Registered 50.00 Practical
East Side Optimist Club	$ 50.00
East Side Business Men's Club	4 year tuition
East Side Women's Club	1 year tuition
Frances Drew Winkley Scholarship (Home Economics)	$120.00
Faculty Memorial Awards--two	$ 25.00
Gisholt Efficiency Award	$ 50.00
Gisholt Industrial Arts University Scholarship	$200.00
McPyncheon Awards--four boys	$ 4.00 per month
Madison Education Teacher Training Scholarship	$100.00
Madison Alumnae Panhellenic University	$100.00
National Merit Cutler Hammer Scholarship-4 year	$250.00
Oscar Mayer 4 year (for children of employees)	4 year tuition
Rotary Club Achievement Award	$ 50.00
Theodore Herfurth Proficiency Award	$ 50.00
University of Wisconsin Freshmen Scholarships	1 year tuition

The American Field Service project is another responsibility of the guidance office, both in the selection of the juniors to represent East High School in the summer program, and in the supervision and aid to the foreign student attending school here. The American Field Service committee, of selected faculty, former A. F. S. students and two parents, has been most helpful in working out details of the program. This year 14 juniors applied for the summer project, Suzanne Strauss was selected by the national committee for a summer in Switzerland. This last year Inge Dietrick, from Germany, spent her senior year at East High School, sharing her background and experiences. In five years our guests have come from Finland, Australia, Spain, Holland, and Germany, each adding to our mutual better understanding of our countries.

II. Special Achievements

A. Orientation

Orientation is a year-round project of helping each new student make a good adjustment to his new school. It begins the week before school starts, when some 120 enroll each September--boys and girls who have moved to Madison during the summer. For many years both counselors have come back early to spend the week with this new group. Most of them know no-one and are not familiar with the community. Tests are administered to help the principals evaluate the abilities and programs needed for these pupils. A tour of the building is given and dozens of questions are answered to bring assurance to this group.

This type of orientation procedure continues all year with our transient group of boys and girls, entering each week from small communities, air force bases, foreign countries, all needing help.

This year we had 48 new pupils enter in Senior High and 69 in Junior High, often 4 or 5 on a Monday morning. With each one time was spent giving information, finding companions for that first lunch, discussing clubs. Again, the counselor is only the link to the homeroom and classrrom for it is there that the important orientation must continue. Many homerooms do an excellent job in helping new members make an easier adjustment.

In the spring, the two counselors visit each rural and parochial eighth grade in the community feeding into East High School. Tests are administered when necessary, programs for ninth grade explained and interviews are held with each teacher. The blue information sheets, which are now an established part of the orientation procedure, are most valuable to help identify pupils for the types of classes offered in ninth grade. They are filed in the folders for future use by homeroom and classroom teachers.

In the same manner, each sixth grade in the feeder elementary schools is visited by the counselors. The new program is explained, many questions are answered, and the children are invited to the annual Orientation Day. Again the counselors and sixth grade teachers meet to discuss special problems in the group. Blue sheets are filled out which give special information on each child, and recommendations for identification. In the fall group orientation is handled in the homeroom and later each new seventh grader is invited for a short interview in the guidance office, to become acquainted with the counselors and their services.

B. <u>Identification and Programming</u>

Each spring many weeks are set aside for the important project of programming. Pupils are given information about curriculum offerings and are urged to make their choices on the basis of their abilities, interests and future occupational plans. Some of this is handled in grade meetings but the real responsibility is in the home room teacher, who must become familiar with the whole picture. This is difficult in a large school with yearly turnover of teachers. Although several faculty meetings are held for this purpose, perhaps more concentrated in-service training could be planned. Pupils are invited to the guidance office for conferences on programming problems when they pertain to information of future educational plans, or at the request of the homeroom teachers.

We have just finished the first experimental year in the proposed high school curriculum at Madison. Much of this was not new since we have had special classes for years to meet the needs of our boys and girls, both slow learning and accelerated. One new arrangement has worked out very well and will be continued, namely the tenth grade multiple plan for basic English and history. We were especially interested in the keen interest of parents in the total enriched program, as shown by the many requests for interviews at the time of programming.

The data used in identification for special classes was obtained from achievement tests, ability ratings, grades and teacher referrals. In most cases we find the latter is still the best indication of a pupil's potential ability, because it is the classroom teacher who has the true insight into other important factors such as motivation, drive, physical conditions, emotional stability. We have appreciated the fine help given by the faculty in programming and in this special identification project.

Following is a list of special classes planned for 1959-1960:

EAST JUNIOR HIGH SCHOOL

Grade VII	
Special Basic	1 class
Mathematics Fundamentals	1 class
Advanced Mathematics	1 class
Grade VIII	
Advanced English	1 class
Advanced Mathematics	1 class
Low English	1 class
Low Mathematics	1 class
Basic Adjustment	1 class
Grade IX	
Advanced English	1 class
Advanced Algebra	2 classes
Low Algebra	2 classes
Biology-Advanced	1 class
Basic Adjustment	1 class
Low English	3 classes
Civics-1 year course	1 class

EAST SENIOR HIGH SCHOOL

Grade X	
Advanced English	1 class
Advanced Geometry	1 class
Reading Fundamentals	4 classes
English and History Adjustment Multiple period	1 class
Low Latin	1 class
Grade XI	
Advanced English	1 class
11th History-English Core Adjustment	1 class
Advanced Mathematics	1 class
Grade XII	
English Advanced Honors Course	1 class
Advanced Mathematics	1 class

C. Occupational Information

Occupational guidance starts early in junior high school when boys and girls are motivated to start thinking about future plans. Although few definite goals are set at this early age, it is still important for the adolescent to look ahead and to begin his plans. All programming from eighth grade on is connected with educational and vocational planning.

The guidance office has an excellent library of occupational materials and college information. Almost every interview, no matter what its original purpose, includes some reference to vocational plans. We have found that the most upset boy or girl can usually be reached by helping him talk about his hopes and plans.

The tenth grade vocational English unit was continued this year, supervised by Miss Collins. The week was spent in aptitude and interest testing, discussions on job possibilities, choosing careers, college problems. This was followed up with an English assignment, written or oral, usually on the pupil's occupational choice. Trips to the school library and guidance office for information gave the counselors a fine opportunity to meet with many tenth grade pupils. Again definite choices were not always possible, but we hope more young people were helped toward serious consideration for their future plans.

We do not offer a Career Day but through the year our senior high pupils have the opportunity to hear speakers in many occupational fields. Some of these are arranged in class rooms, many in auditorium programs, and others in club meetings. The Future Teachers and Future Nurses Clubs arrange many excellent programs open to interested pupils. Several tours were offered to hospitals, offices, schools. In the fall 55 seniors participated in the all city meeting arranged by the University to help Madison graduates become acquainted with the campus and its offerings. Ten girls attended the Dietetics meeting and another 16 the Home Economics day. Homeroom teachers are urged to bring these meetings to the attention of their pupils so that they will take advantage of these worthwhile opportunities.

D. Individual Counseling

We feel that individual counseling is the keynote of the whole guidance philosophy-to help each boy and girl make the most of his own abilities, interests, plans. Much of it has been discussed in the above report in connection with orientation, senior interviews, scholarships, occupational information- all individual counseling.

Another phase of it, however, is the conference with the disturbed boy or girl, as shown in poor school work, truancy, unacceptable classroom behavior, emotional outbursts. Many of these are referred by classroom teachers, many by parents. In some cases, a change of curriculum into a class better

suited to a pupil's ability, helps the situation. Often a job, new gym shoes, financial security, glasses, are needed. Frequently referrals to a community social agency help to work out family problems, are the necessary plan. Serious emotional problems are referred to the Child Study Department. This year we were grateful for the help of Mr. Waller and Mrs. Holcombe who were in the building one morning each week. Mrs. Ann Schein, reading consultant, worked with serious retarded reading cases each Thursday.

Next year with a third counselor, a man, added to the department a more concentrated effort can be made in this important phase of the guidance work.

Miss Fosse and Miss Collins have appreciated the fine interest and cooperation shown by the entire faculty and principals to make possible the planned guidance program at East High School.

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 1959

ANNUAL REPORT WEST SENIOR HIGH

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1959

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

SPECIAL ACHIEVEMENTS

West High pupils performed very well again in mathematics contests this year. The peak performance was by Daniel Mermin, who won $50.00 cash prize as one of the ten top students in the state.

One semester of analytic geometry was added to the 12th grade mathematics course to replace trigonometry, which has been moved to second semester of 11th grade. In our accelerated 11th grade mathematics section we have taught advanced algebra, college algebra and trigonometry. We feel that pupils profited by the experiment, and that they will now be ready to study analytic geometry and calculus in the 12th grade honors class. (The shift to the more advanced mathematics curriculum has been accomplished without too much trouble. However, it is our feeling that the shift must be considered an experiment. It should be evaluated from time to time, using the criterion of what is best for the large majority of our mathematics pupils.)

The music department functioned in a very creditable manner this year, the culmination being the operetta, "The Mikado," which demonstrated a near-professional performance by high school students. This was true of the acting, singing, and the orchestra. (The previous statement was in part prompted by reactions which I had from parents, critics, and visitors, one of whom was from Norway.)

Miss Crain, our cafeteria manager, by reducing her menu and the number of employees, was able to remain solvent during this year, after losing money last year. I feel that she is to be commended.

Many of our former graduates received high scholastic honors again this year, ranging from Phi Beta Kappa, special recognitions, scholarships, NROTC winners, and appointment to a service academy. Some of the schools which have honored our graduates are: Harvard, Yale, U.S. Naval Academy, Wisconsin, St. Olaf, Lawrence, and Cornell. At Wisconsin University alone, seven of our graduates are members of Phi Beta Kappa, and seven of our last year's graduates were elected to Phi Eta Sigma.

Our pupils performed very well again on the National Merit Scholarship tests. Eleven of them qualified for the finals; they all received National Merit certificates. Three additional pupils were commended for their performance on the qualifying test.

Daniel Mermin won a four-year General Motors scholarship to Yale, and will be entering there at the end of this, his junior year at West High School. Beatrice Cameron was one of the ten seniors in the state who received an award from the National Council of Teachers of English.

The art department won a great many honors again in state competition, and some in national competition. Two top prize winners were Nancy Bunsa, who won a $100 savings bond in the art calendar competition sponsored by The Milwaukee Journal; and Phyllis Halperin won a gold medal in the National Art Contest competition.

The National Honor Society organized a "Regent Sweep" which functioned from the beginning of the school year to the end. Various clubs and individuals took it upon themselves to keep our school area clean; and it was the cleanest it has been in my experience at West High School. I feel this is the outstanding project in school citizenship that it has been my pleasure to experience. The same group organized a student campaign to prevent cheating, and talked to the teachers about ways and means of doing so. The National Honor Society, under the direction of Mrs. Lugg, met weekly during the school year, and much of the credit which came to the school because of the "Regent Sweep", and for improved school citizenship must go to her.

I have had numerous communications, both oral and written, from parents, neighbors, and friends indicating that some segment of our student body was performing, or did perform, in a very creditable manner. These communications included the following: The attitude of youngsters attending an out-of-town football game; thank-yous from parents who were leaving our community to go to another one; and remarks by parents on graduation morning, who informed me that it was a pleasure to chaperone their youngsters' at their "Big Party" after Class Night.

To quote a portion of an editorial from The Wisconsin State Journal, "..... more power to the majority of the West students who have a deep sense of pride in their school, in their reputations, in their obligations to the community." We are particularly pleased that a fine paper considered worthwhile acts as newsworthy.

One hundred and twenty-four members of the Y-Teens traveled to Chicago on April 24-26, where they saw "The Diary of Anne Frank." I feel the Y-Teen organization serves a felt need for the teen-age girls in our area, and I also think that organizations of this kind perform a distinct service by cutting down the number of girls who feel the need to belong to a social organization outside of those recognized by the school and the school board.

I wish to commend Mr. Trafford and the Junior Department for the fine job they did in the "Save the Children" drive which they put on for used clothing.

Our athletic teams performed very well again this year, in that they ranked well up in the standings in all phases of sports activity with the exception of baseball. While they won no major championships, the tennis team and the cross country team won the Big Eight championships, and the golf and tennis teams ranked 5th in the state.

Under the program sponsored by the City Board of Health, 1258 of our pupils had chest x-rays.

Miss Gretchen Holstein headed up the group of teachers which supervised the production of "Patterns in Print." I feel that this venture is very worthwhile, and the creative writing which is included is top-flight.

Mr. Willis Jones, on behalf of West High School and the City of Madison, conducted the West Relays at the University Memorial Building again this year. This is a distinct service to the city and the state, and I feel that Mr. Jones does an outstanding job.

We hear about the great loss which occurs when the upper 25% of the graduating classes do not go on to college. We had occasion to check on our class of 1957 and found that over 98% of the upper 25% in this class attended a school of higher learning.

SPECIAL PROBLEMS

Special library problems (from library report):

> West Senior High School students have always been interested in math and science because about 65% of our graduates go on to school (52% to the University of Wisconsin); but since the launching of Sputnik, there has been a decided increase of interest on the part of the average student, too.
>
> It has become a common occurrence for the library to buy books on a college level. Our physics and chemistry departments are asking for the very latest developments since some of our teachers have been watching the early morning TV physics prigram before coming to school. We have also felt the pressure for more advanced books on science from the young adult committee working on plans for a new public library.

One of our greatest problems during the coming year will be to care for our expected pupil load, since we will be having more pupils than our theoretical maximum capacity. Because of our crowded situation, especially in the senior department, taking care of pupils in study halls will again be a problem. We will utilize the cafeteria and auditorium balcony, and since doing so is imperative, it will increase the number of study hall teachers which we need. One of the most difficult problems will be to find study hall places for pupils from 11:20 a.m. to 11:50 p.m., the times when we have our three lunch periods.

As I indicated last year, it is my feeling that we need more time devoted to guidance, since our senior department is getting so large. The services which we offer to senior department pupils are more varied, and are greater in quantity than those we have for pupils in the junior department. It seems that we must have more help in the guidance department or cut down on some of the services which we now offer. This latter alternative does not seem wise in view of reports such as Conant's, which call for expanded guidance services.

Last year I indicated that we needed additional clerical help in our senior high office. We appreciate having Mrs. Kimball for part time. We have really needed her. As I indicated last year, in view of our enrollment in comparison with East and Central, we were entitled to one additional clerical person over what we had during the 1957-58 school year.

The roof of the industrial arts building will need replacing one of these days. We badly need additional laboratory facilities and a new folding door in the gymnasium, but realize that this will have to wait until our new building takes form.

The building of an addition to West High School in the near future will require the work and cooperation of all concerned. We are especially appreciative of the fine beginning which Mr. Hull and the architects have made in planning for the new wing.

Financing our sports program from revenue, in spite of Board of Education help, continues to be a difficult problem.

The replacement of retiring teachers, or securing additional teachers, continues to be a problem. The present salary schedule is wonderful, but the credit which we give teachers with experience is so little that it is very difficult for us to get a teacher with experience and proven ability. In early February I started canvassing possible teaching prospects, and many excellent ones were located. In German and mathematics, however, we found that we were unable to offer the best candidates the amount of money they were willing to come for. During the time lapse which occurred when negotiations were going on, other qualified candidates had already signed up for this coming school year. For example, I was interested in a man who taught German in Ripon, Wisconsin. According to our setup, we could not meet the salary he was getting at Ripon. Later on, when I called him, he said that he signed up with a new school which was being built in the Milwaukee area at an <u>increase</u> in the salary which he was getting in Ripon.

We continue to have the same problem in trying to hire the mathematics and science teachers who are in the special math and science program at the University during the year. The ones with whom I have dealt have indicated that they had offers from $400 to $1000 more than we could pay them.

In view of the above situation, I feel that it becomes increasingly important for us to hire <u>good beginning</u> teachers, and let them be augmented by experienced teachers who are willing to take <u>a salary cut</u> when they come here, in view of the fact that they will be ahead in the long run when they stay with our salary schedule.

During the year many of us have been concerned with the status of our auditorium balcony. We have had assurances from competent engineers that the balcony is safe; however, if some defect is found, I hope that it will be remedied during the summer so that it can be used in the fall without any misgivings whatsoever.

Respectfully submitted,

R. O. Christoffersen, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

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

August 1959

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1958-59
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

Sept. 1957		Sept. 1958		Sept. 1959 (anticipated)	
7th Grade	159	7th Grade	145	7th Grade	136
8th Grade	162	8th Grade	167	8th Grade	148
9th Grade	311	9th Grade	226	9th Grade	235
Total	632	Total	538	Total	519

These figures show the general trend in enrollment in the junior division at West High School. The drop in enrollment in the junior division is more than offset by a rise in the senior division, which results in a gradual increase in the total school population.

SPECIAL ACHIEVEMENTS

For the first time at West, we formed a special seventh grade mathematics class for gifted pupils. This class consisted of twelve girls and five boys. They met regularly as members of their regular seventh grade arithmetic classes, and two or three extra periods each week as an eighth grade class. Mr. William Struck instructed this latter class. A careful analysis of the regular eighth grade mathematics course revealed that only about 25% of the work was new, and that 75% of the work was review. Our effort then was to locate the pupils of high intelligence who had mastered the fundamental arithmetic processes, and who had good work habits and a desire to learn all the mathematics we could offer them. Selection of the members of this accelerated group was done by choosing those with the highest 20% of general ability, achievement of one and one-half years or more above the national norms, Sequential Test placement above the 80% ile, present teachers ratings in mathematics and high overall marks in all areas of learning. Parents were consulted and approval received from them, before pupils were finally invited to join the group. Of the twenty selected, the parents of three pupils did not wish their children to pursue the course. After completing the first year of this program, we feel that our basis of selection of members is sound, since the instructor has certified all members of the group for algebra this next school year as eighth graders. We believe that we can do a better job with a similar group this next year, because we can organize a group to start on this program on the opening day of school in September. Advanced testing and teacher ratings have been obtained for the new group from sixth grade teachers. This program holds promise of being a valuable method of providing for gifted pupils, and may point the way for similar offerings in other areas. For a number of years, we have had classification of ninth grade pupils on the basis of achievement and ability, but this is the first

SPECIAL ACHIEVEMENTS - continued

time that we have attempted to identify a gifted group at the seventh grade level.

Another area where we have done well, I believe, is in the field of writing. Tests given to our pupils early this year indicated need for concentrated effort to improve our children's skills in creative writing. Upon learning the results of these tests our English teachers provided many more writing experiences than formerly. Examples of excellent, fair and poor writings have been carefully selected from pupils in all three grades by each English teacher. These samples, along with similar selections from all other Madison secondary school English teachers, have been sent to Mr. Mennes, Director of Curriculum. He will supervise a committee of teachers who will pick out typically good, fair and poor writings. These examples will become a scale by which Madison English teachers can rate written work in the future. I believe that our English teachers are convinced that good writing can be analyzed by pupils and taught to them.

Mrs. Briskey and Mrs. Gehres provided interesting experiences for girls in home economics classes this year. Particularly interesting seemed to be the tea for parents of home economics girls, the breakfasts and luncheons to which teachers were invited and the style show. Beside opportunities in foods and clothing, units in good grooming, child care, home furnishings and social etiquette were stressed. I feel that we had a good year in home economics this year.

In all fields, teachers are appreciative of the new curriculum guides which have been developed under the direction of Mr. Mennes. Expressions to this effect permeated the reports from teachers to me. With the availability of these guides, teachers are more confident that they are teaching the same material as other Madison teachers and using the latest and most approved methods and techniques.

School service clubs provide a positive opportunity for pupils to practice good citizenship. Clubs of this nature at West are Student Council, Patterns in Print, Monitor Club, Boys' Service Club, Press Club, Lost and Found Club, the Office Assistants, Stage Crew and the Library Club. To show the extent of service provided by these clubs, I am including, as an appendex, the reports from the teacher sponsors. In addition to the service clubs, we have a few clubs which have a direct relation to class work. These clubs include the Art Club, Home Economics Club and Physiology Club.

In general, I feel that parents of our children feel that teachers of their children are doing a good job. I receive many more communications commending them than adversely criticizing them. Mothers of some of our students assisted in vision testing, audio testing and TB testing. They also assisted in our social program by providing refreshments and assisting at parties. PTA

SPECIAL ACHIEVEMENTS - continued

donated $30.00 for our social program expenses. A number of parents gave talks, showed pictures and put on demonstrations before classes in English, social studies and science. Many parents visit school each year. One teacher reported "more than 90% parents visited classes during the year."

Our athletic program offers opportunities for our girls and boys to engage in physical competition within our own school and with pupils of other schools. Intramural sports in season are conducted for girls in field hockey, softball and speed-a-way. For boys, there are touch football, basketball and softball. In intramural sports, boys engage in football, basketball, volleyball and track on a league basis with Cherokee-Heights, Central, East and Wisconsin High. Individual matches are held in tennis and golf when other Madison schools have such competition.

We participate in several art competitions and always score high in them.

The Badger Spelling Bee provides an opportunity for all of our seventh and eighth grade pupils to learn to spell better. We hold competition for several weeks in each English class, and follow this with a school semi-final and a school final bee. Since the beginning of the Badger Spelling Bee, we have always been well represended by a good competitor in the City Bee and have had several representatives in the Badger State Bee. Twice we have won the State Bee and have sent representatives to the National Bee in Washington D.C.

Fifty-six bags of good clothing were donated this year in the drive held at West Junior High School.

In general, I believe that our boys and girls did a good job this year in keeping our school property in a clean and tidy condition. The painting of the interior of our building influenced the attitude which the pupils maintained toward it. At the beginning of each period, one or two pupils from each class tidied up the classrooms and the corridor adjacent to the classrooms. In addition to this campaign, the several clubs and homerooms took turns picking up paper on our school grounds and on the streets in the vicinity of the school. Periodic tidying of lockers and inspection of lockers by homeroom teachers helped in this effort.

SPECIAL PROBLEMS

Athletics have a tendency to grow and become over-emphasized unless a close check is made on them at all times. A request to start football practice one week early next year is an example of this tendency. The request was refused. I regret the poor conduct of a few of our athletes when they were away from our school. Steps have been taken to correct this situation.

Regardless of the care in instructing pupils and teachers about

SPECIAL PROBLEMS - continued

making immediate reports of injuries to pupils, a year never goes by when a failure to report an accident or a late report does not result in a rejected claim for WIAA benefits. We also have considerable difficulty getting reports back from physicians. It seems that a simpler and more positive plan could be worked out which would eliminate some of the present "headaches."

Parents complained some because we issued only two reports a semester this year, even though special reports were sent home whenever pupils were known to be doing poor school work. Perhaps this is to be expected after having issued regular reports three times a semester for so many years. I believe that the problem can be reduced considerably by teachers warning parents in every case very early when pupils are not working well.

It goes without saying that we are getting very crowded for room to carry on the kind of a program we would like. If and when our present facilities are expanded, considerable reorganization can be made to improve our educational offering.

Along with every other administrator, we wish that we could locate and keep more good career teachers. We have no difficulty getting good men teachers, but good women teachers who wish to make teaching a life-long career are hard to find and keep.

For the success we had this year, I wish to offer my sincere thanks to Superintendent Falk, Mr. Waller, Mr. Holmes, Mr. Mennes, Mr. Klose, Mr. McDaniels and to our hard-working and loyal faculty.

Respectfully submitted,

R. E. Trafford,
Principal

THE MADISON PUBLIC SCHOOLS

MADISON, WISCONSIN

Twenty-eighth Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by
Betty Jane Perego

June 1959

ANNUAL REPORT - 1958-59

This has been another year in which the press of the increased enrollment has been felt in the guidance department. Not only has it been impossible to continue some services or to reinstate those already dropped, but the counselors have had difficulty keeping up with the office routine that must be done. We have, for example, found ourselves weeks behind in record keeping. However, the pupils, teachers and parents asking our immediate help had to be given priority.

Unhappily, the prospect for next year is even more discouraging. Faced with the naturally increased demands of an even larger enrollment, we will have less help than we do at present, since Mr. Barnes will be at West for only half days. This will be a tremendous loss to West High, coming at a time when more, not less, help is needed. While he is being replaced, of course, it is a well known fact that it will take many months before a person totally new to a school system can become thoroughly acquainted with the people and the routine involved in guidance services.

As the educational literature shows, there is a nationwide movement toward providing more counseling service for our young people. The National Defense Act, with its funds for increased vocational guidance and for training counselors, attests to this. How, then, can one reconcile this with the fact that at West we are yearly forced to offer our pupils, teachers and parents fewer guidance services?

As in former years, the bulk of our time has been spent in individual counseling. In these counselor-pupil contacts our aim is to help the young person think his way through his problems, with the hope that he will learn how to handle future difficulties effectively by himself. Many and varied are the problems which have come to our attention. Often the problems are of an involved emotional nature and must be referred elsewhere for assistance. Our first source of added help, of course, is our own Child Study Department. Sometimes, however, we turn directly to other community agencies like Family Service, church affiliated welfare offices, Dane County Child Guidance Clinic, etc.

Other responsibilities of the guidance department are summarized below:

Orientation: As in former years, part of the orientation process for seventh graders has been to have them visit the guidance office for a short interview at the beginning of the year. It has been our aim not only to acquaint the seventh grader with the guidance services, but to learn to know him, to help him with problems he may already be experiencing, and to discover the pupils who will need special attention or consideration. As part of the routine, the counselor acquaints himself with all available information before the interview, records important facts

following the conference, and confers with the teachers about the pupils who will need extra attention.

The interview actually was the culmination of an orientation program begun in the spring when the counselors met with the sixth graders in their schools to familiarize them with what to expect at West. In addition, the sixth graders visited West to learn more about their new school and its activities.

This year we have revised our plan for the incoming seventh graders. While the counselors did visit the feeder schools as before, the sixth graders will not visit West until Friday afternoon, September 11th. At this time the pupils will meet in a large group for general introductory information. Following this they will go to their home rooms where they will be given their schedules. They will then run through a shortened version of the school day, with ample time to find rooms without the confusion of other pupils being present. It is our hope that this experience will make the first days in school much less complex for them.

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

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

Testing: One of the major guidance services at West is the selection, administration and supervision of standardized tests. The testing program extended throughout the year, including mental tests for all ninth and eleventh graders, achievement tests for all eighth graders, and vocational interest and aptitude tests for all eleventh 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.

Another type of testing which has become more common in recent years has been scholarship tests for national scholarship programs. Examples of these are the National Merit Test and the National Honor testing programs. In addition, the admissions offices of an increasing number of colleges have asked us to administer tests to individual pupils making application to their colleges.

The school must cooperate with such testing requests since we cannot deny our pupils the opportunities for scholarship aid nor can we jeopardize their chances for admission to the colleges of their choice.

Home Rooms: It is our philosophy that the home room teacher is an important member of the guidance staff. She sees her group daily for three continuous years and, for that reason, gets to know her pupils very well. She orients her pupils to the routine of West when they are new and acts as their adviser on many problems, particularly program planning. 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.

Vocational Guidance Unit: This unit is begun in October, starting with a "kick-off" meeting in each class conducted by the counselor. The importance of choosing a vocation carefully is brought out not only through a discussion but also through the use of the film, "Planning Your Career." The pupils then have an opportunity to take interest and aptitude tests, administered in their English classes. This unit is tied in with English activities through the themes the pupils write about such topics as their personal strengths, hobbies and work experiences and through their research paper on an occupation.

All through the year the counselors have individual conferences with each junior to talk over his interests and plans, to interpret his test results, and to suggest any additional exploratory or try-out activities that seem pertinent. The counselors emphasize the fact that learning how to make a wise choice is the important goal in this entire unit. The greatest advantage of the vocational interview is the personal relationship between the counselor and pupil, which often leads to further contacts regarding other problems.

In anticipation of the increased number of pupils to be included in this program in future years, we continued our efforts to find ways of cutting down on the time involved. The counselors again spent added time with each class discussing the meanings of test scores, their relationship to various kinds of work, and the importance of other related data. This did make it possible to spend less time in the majority of individual conferences.

We were very grateful for the assistance of Mrs. Enid Erickson on this project. She was deeply interested in this vocational counseling and did a thorough and capable job. In spite of this extra help and our time saving devices, we are not at all certain that we can continue this program next year. Because of the importance of teaching young people how to choose an occupation wisely and because of the other counseling that stems from these contacts, we feel that discontinuing this program would be unfortunate.

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

Vocational Talks: In order to maintain and re-stimulate our pupils' interest in their future plans, a series of vocational speeches are held throughout the senior year for twelfth graders. The procedure was as follows:

1. First a survey was made of the occupational areas about which our seniors were interested in having more information. The twenty five occupations in which the seniors showed the most interest were then selected as the topics to be covered.
2. There was an auditorium program for all seniors, at which time Dr. Waller described the general topic of vocational selection.
3. The second meeting was for all seniors interested in attending college. At this meeting Dr. Ruedisili talked about how to decide whether to go to college, what college entrance requirements usually are, and how to decide on what program to take in college.
4. Every week thereafter for approximately nine weeks there were three vocational talks scheduled. An effort was made to have these three as unrelated as possible so that pupils would not be put in the position of having to miss talks that they might be interested in. For example, aviation, interior decorating and dentistry would undoubtedly attract the attention of different kinds of pupils.
5. The speakers were contacted and were later sent a letter with a suggested list of questions which could serve as a guide in planning his speech. The week before the talk a card was mailed to the speaker to remind him of the time of his speech.
6. The members of the senior speech classes participated in this program by serving as hosts to the speakers. A senior student was assigned to each speaker and it was his responsibility to meet the guest, take him to the proper place and to introduce him to the audience.
7. Following the speech, the senior English classes wrote thank-you letters which were typed by the senior stenography class. In addition, the quality of the speeches was discussed and rated by the senior speech classes. These ratings were then forwarded to the committee in charge of the program to be used as a guide in selecting speakers for the next year.

Following is a summary of the program for this year.

VOCATIONAL TALKS - 1958-59

Date	Topic	Speaker	Student Sponsor
Dec. 9	Introduction	Dr. C. H. Waller	
Jan. 6	College Information	Dean C. H. Ruedisili	
Jan. 13	Armed Service	Col. Curtis Shepard	Tom Doran
	Occupational Therapy	Mrs. D. Wm. Hurst	Nancy Wynn
	Stewardess	Carl Guell	Virginia Alt
Jan. 20	Armed Service	Col. Curtis Shepard	Tom Doran
	Nursing - Med. Tech.	Miss Florence Griswold	Sandra Schaller
	Secretarial	Mrs. Blanche Murphy	Melinda Marsh
Feb. 17	Engineering	Dean Kurt F. Wendt	Steve Martin
	Physical Therapy	Mrs. Barbara McCarthy	Ann Ulvestad
	Law	James B. MacDonald	John Bailey
Feb. 24	Engineering	Members of the UW Eng. School faculty	Bob Rodenfels
	Home Economics	Mrs. Kathryn Beach	Karen Mickelson
	Advertising	Thomas Towell	Bob Hanson
Mar. 3	Physics - Electronics	Prof. Joseph Dillinger	Dennis McMillen
	Home Economics	Miss Emma Jordre	Karen Mickelson
	Sales	Verle Courtier	Jack Kanvik
Mar. 10	Aviation	Carl Guell	Charles Dopke
	Medicine	Dr. David Williams	Paul Geisler
	Journalism	Wallace Wikoff	Linda McDaniels
Mar. 17	Commerce	Prof. J. Howard Westing	Tom Steffen
	Commercial Art	Winfried V. Guenther	Linda Elliott
	Forestry - Conservation	William Jordon	Alan Kingsbury

Date	Topic	Speaker	Student Sponsor
Mar. 24	Commerce	Dean E. R. Gaumnitz	Tom Steffen
	Social Work	Prof. Helen Clarke	Sara Sand
	Drama	Elmer Barraclough	Martha O'Connor
Apr. 7	Teaching	Supt. Philip H. Falk	Marlys Quady
	Architecture	Paul Graven	Phil Tresch
	Radio - TV	Gary Nathanson	Martha Thomas

Military Information: Providing military counseling to our high school boys still presents a problem. There are still many programs set up by the various military organizations, but most of these are taking men on such a limited basis that it is almost impossible for them to do any worthwhile planning. Again this year we have had representatives from the different organizations talk to our senior boys. However, it is doubtful that this is of any value, other than to completely confuse them because of the uncertainty of many programs. It is recommended that the school seriously consider eliminating these programs and concentrate on more individual counseling and the distribution of an up to date fact sheet.

Programming:

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

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

10th grade programming: Although the ninth graders not new to West have carefully planned their curricula in previous years, their changing interests, plus their naturally greater familiarity with our subject offerings, necessitates yearly revision. Toward the end of the ninth grade, the general curriculum and college entrance

requirements are reviewed with them by their home room teachers and the pupils have a chance to bring their plans up to date. Following this, they make out their tenth grade programs. Once again these are carefully studied by the counselors, checking them against former achievement, ability, teacher recommendations and any other significant data.

Programming gifted pupils: A great deal of time was spent by the counselors in the selection of pupils for the advanced classes in eleventh and twelfth grade. It was planned to have such courses in Mathematics 11 and 12, English 12 and Advanced Biology. Selection was made on the basis of the following criteria:

Pupils must have:

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 18-26 pupils for each of these classes. Experience this year showed that pupils carrying two such courses felt this was a tremendous burden. They found it very hard to keep up in their other classes and to participate effectively in outside activities. On this basis, pupils choosing classes for next year were encouraged to take only one advanced class. Some parents preferred that their children be excluded entirely either because of the emotional strain of the anticipated competition or because the pupils would be involved in numerous outside activities.

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

In following up the ninth graders who carried an extra subject this year, it was found that five out of six earned A and B grades. One of these pupils has found himself pressed for time and has decided to take only four subjects in tenth grade, four of them plan to carry either music or science in addition to the normal tenth grade schedule. One, who earned lower grades but only because of lack of application, nevertheless wishes to carry a fifth subject in tenth grade. She will be required to meet the regular senior high ruling regarding extra subjects.

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

Scholarships: As in former years, the guidance office has made every effort to publicize available scholarships through the daily calendar, the High Times, special bulletins to the home rooms and posters in the library. In addition, two meetings were held during the year, one in October for pupils and another in February for parents desiring information about scholarship opportunities. (The latter was a regular PTA meeting this year and, unfortunately, lost some of its value by being scheduled too late in the year.) At these meetings all kinds of scholarship programs were described, including local awards, University of Wisconsin and other college scholarships, and national programs such as the National Merit plan. In addition, application procedures were discussed and sources of publicity explained.

Beyond this, our main functions are to encourage capable students to apply for awards and to write letters of recommendation for those who do apply. Both counselors served on a committee with Mr. Schuler and Mr. Krider which selected candidates for the many local awards. In making its selections, the committee tried to evaluate each applicant's qualifications carefully and fairly, besides trying to insure an even distribution of awards.

Scholarship activities have again demanded an enormous amount of time. Both pupils and parents have shown an increased interest in applying for scholarships, possibly because of the publicity given to them in newspapers and magazines, also an even larger number of organizations and businesses have offered scholarships this year. The time required for administering scholarship examinations has been discussed previously. It is sometimes hard to justify the time spent on the details of this work and yet equally hard to justify not availing our pupils of every opportunity to further their education.

About seventy-five took the Scholarship Qualifying Examination last April in conjunction with the National Merit program for 1958-59. Of the fourteen who became semi-finalists, none received scholarships. Of the fifteen who participated in the General Motors competition, two were winners of certificates of merit and one received a scholarship. Other scholarships and awards won are listed below:

Name of Scholarship	No.	Amount
Girls' Club of West High School	3	$375.00
Gisholt Education	1	200.00
Gisholt Industrial Proficiency Award	1	50.00
Theodore Herfurth Efficiency Award	1	50.00
Hi-Y	1	50.00
Y-Teens	1	100.00
Madison Education Association	2	200.00
McPyncheon	1	60.00
Madison Alumnae Panhellenic	1	100.00
PTA Welfare	4	300.00
Rotary Club of Madison	1	50.00

Name of Scholarship	No.	Amount
Allan Shafer Memorial Award	1	50.00
Gillette Award	1	
Ralph B. Jones Memorial Award	1	50.00
Shaw Essay Contest	2	8.00
Christian R. Stein	1	15.83
University of Wisconsin Regents	3	522.00
University of Wisconsin Freshman	4	696.00
University of Wisconsin Knapp	4	400.00
Francis Drew Winkley	1	120.00
Kiwanis Youth Citizenship Award	1	250.00
General Motors - Yale	1	1100.00
Antioch College	2	
Cornell College	1	
Lawrence College	1	
Oberlin College	1	

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

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

Future Teachers of America Club: This club was again sponsored by the guidance department. The club is large, consisting of eighty members and it has been necessary to confine the meetings to informational talks and films. However, we have been able to continue the tutoring program with a small group of girls who are qualified to assist students needing special help in the different academic subjects. Eight girls also participated in a service project in which they did volunteer work at Wisconsin General Orthopedic Hospital.

Future Nurses Club: This group was again sponsored jointly by the guidance department and the Woman's Auxiliary to the Dane County Medical Society. Through its programs it tried to provide information on the many opportunities for girls in the medical field. In addition, the girls have done volunteer work at St. Mary's Hospital.

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

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

College and Job Recommendations: A great deal of time has been spent by the guidance counselors and the home room teachers rating pupils for either a job, college entrance or college scholarships. The magnitude of college and scholarship recommendations has made this an overwhelming task. Since it is still difficult for students to get into over crowded colleges, many made application to five or more colleges, in hopes of gaining acceptance to one. In an effort to cope with this avalanche of applications, extra help has been provided in the office and a new system of personality rating has been worked out for senior home room teachers.

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 $200.00 was spent for such items as coupon books, fees, loans, lunch money, clothing, glasses, medical examinations, tutoring and extension course fees. The Parent-Teacher welfare committee selected two seniors to be given $125.00 scholarships this year. The pupils selected did not need to be outstanding scholars, but rather pupils who had used their abilities well, whose character had been an asset to West, and who had succeeded in spite of financial or family difficulties. The Parent-Teacher welfare committee once again gave $25.00 awards to two junior pupils who have been responsible, ambitious school citizens.

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

WEST HIGH SCHOOL

November 1958

DISTRIBUTION OF I.Q.'s

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		160-164	0	0	0	1	0	0	1
		155-159	0	1	0	0	2	0	3
		150-154	2	0	1	3	2	0	8
		145-149	2	1	2	2	2	0	9
		140-144	2	3	4	4	4	1	18
X	49	135-129	5	5	10	27	16	2	65
		130-134	8	9	14	25	25	16	97
		125-129	20	17	20	44	40	33	174
		120-124	17	30	27	67	58	38	237
		115-119	16	24	28	73	63	73	277
		110-114	23	14	24	83	46	52	242
Y	41	105-109	13	25	29	58	53	54	232
		100-104	16	14	20	43	51	26	170
		95-99	12	7	17	30	18	24	108
		90-94	5	11	13	15	25	13	82
		85-89	4	3	8	9	11	3	38
Z	10	80-84	2	1	5	9	10	4	31
		75-79	0	1	4	2	3	1	11
		70-74	1	0	0	3	2	1	7
		65-69	0	0	0	1	1	0	2
		No test	1	3	0	2	1	0	7
		Total	149	169	226	501	433	341	1819
		Median	114.35	116.79	113.44	114.70	114.46	114.23	114.57

	Total	X	Y	Z	Median IQ
Junior High	544	49	39	12	114.63
Senior High	1275	48	42	10	114.53
Jr.-Sr. High	1819	49	41	10	114.57

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

Percent of Withdrawals - Senior High School: The cause of withdrawals in the senior department as of June 12, 1959 shows the following comparison with former years.

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

Percent of Withdrawals - Junior High School: The cause of withdrawals in the junior department as of June 12, 1959 shows the following comparison with former years.

	40 41	50 51	55 56	56 57	57 58	58 59
Work and Vocational School	0	7	0	0	0	0
Vocational School	7	4	0	0	8	0
Transfers	18	18	11	16	13	6
Left City	50	60	80	69	71	77
Illness	7	4	6	6	8	0
Rural District	18	7	0	0	0	0
Court Cases	0	0	3	3	0	0
Directed by Child Study	0	0	0	3	0	11
Placed in Foster Home	0	0	0	3	0	6

June 1959

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

Date	No. Grad.	No. Appl. to UW	%	No. Ent.	% Ent.
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	148	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	187	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	206	.57
1946-47	292	172	.59	157	.56
1947-48	359	222	.62	202	.55
1948-49	301	191	.63	171	.57
1949-50	237	140	.59	140	.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	134	.48
1955-56	290	141	.49	135	.47
1956-57	285	144	.51	120	.42
1957-58	337	177	.52	164	.49
1958-59	338	200	.59		
Total	8216	4714	.57	4246	.52

The total of 4714 applications to the University of Wisconsin represents those who made application at the time of graduation. The total of 4246 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 1958-59

CHEROKEE HEIGHTS SCHOOL

Enrollment at Cherokee Heights during the school year 1958-59 was as follows:

Grade	September	End of First Semester	Close of School
Kgn	30	30	30
First	35	34	33
Second	36	36	34
Third	28	30	32
Fourth	22	22	23
Fifth	25	24	22
Sixth	36	35	35
Seventh	309	309	310
Eighth	272	274	273
Ninth	200	201	198
	993	995	990

During the year we enrolled 26 pupils new to Madison, and had 7 transfers from other Madison schools. Twenty six pupils withdrew to schools outside of Madison and 7 pupils transferred to other schools within the city. Our gross enrollment for the past year was 1,021.

Analysis of Enrollment - 1959

Grade	Cherokee	Area South of Odana - East of Midvale North of railroad tracks in Nakoma district	Total
K	30	6	36
1	28	2	30
2	29	4	33
3	32	2	34
4	29	3	32
5	22	1	23
6	19	3	22

The Cherokee elementary district includes the area in Nakoma west of Waban Hill, west of Whenona to the beltline, north of the beltline to the tracks and extended to Odana Road. Pupils living east of Midvale and north of the tracks to Odana may attend Cherokee by special permit but are in the Nakoma district. Because of the extensive building in the area west of Midvale to the golf course, it may be necessary to transfer all students in this area to Nakoma.

Organization 1959-60

Grade	Room	Enrollment	Teacher
K	10	37	Mrs. Hoops
First	11	30	Mrs. Struck
Second	12	33	Mrs. Ferrill
Third	15	34	Mrs. Morris
Fourth	14	31	Mrs. McSherry
Fifth	17	23	Mrs. Polinsky
Sixth	20	22	

Junior High School Total Enrollment by Grades

Grades	Enrollment	1955-56
7th	195	(six sections)
8th	none	
9th	none	
		1956-57
7th	211	(seven sections)
8th	193	(six sections)
9th	none	
		1957-58
7th	272	(eight sections)
8th	207	(six sections)
9th	176	(six sections)
		1958-59
7th	310	(ten sections)
8th	273	(eight sections)
9th	198	(seven sections)

Our anticipated enrollment by grades for the school year 1959-60 is:

		1959-60
7th	291	(10 sections)
8th	195	7 sections)
9th	265	9 sections)
	751	

The division of our Cherokee Heights Junior High School district with Van Hise has resulted in a decrease in our seventh grade enrollment. However, it will still be necessary to have ten sections. Enrollment from each elementary school is as follows:

Midvale	64	Orchard Ridge	46
Dudgeon	45	Queen of Peace	27
Nakoma	70	Cherokee	36

In order to have adequate room for all junior high classes it is necessary to have all seventh graders living in the Van Hise area attend that school next year. This resulted in approximately 110 students who will be in eighth grade sections at Van Hise. All ninth grade students in both districts will attend Cherokee which will necessitate adding two more sections. With seven sections of elementary students and twenty-six sections of junior high, all rooms in our building will be filled to capacity.

Special Achievements

The appointment of Mr. Foote as assistant principal has proved to be a valuable help. His work at Cherokee this past year has been extended to include some administrative duties along with a full assignment as a teacher of general science. The greater share of his work has been fitted into free time both before and after school hours. With some splendid help from our office staff, Mrs. Kreutzmann and Mrs. Knope, we have initiated a more comprehensive attendance checking system for students. Our added emphasis on this phase of our school administration has brought about a greatly reduced rate of tardiness and has made our students more aware of the importance of reporting to the office and to the teachers following an absence. Our many calls to homes concerning absences have created a more cooperative atmosphere between parents and school on student problems. Often, it is possible to help parents secure assignments for children where extended absence is expected.

The Improvement Committee, which consists of nine members, has been selected with representation from all areas of the junior high as well as from our elementary school. The aim of our staff at Cherokee and this committee is to improve instruction. To this ultimate goal the following suggestions have been made as possible activities for this committee:

A. To develop a professional library to be kept in an easily accessible place. (Books forming this library may be on loan from staff members or purchased if funds are available.)
B. To initiate Subject Matter Study Groups. (These study groups might have as aims (1) growth in knowledge of the subject-matter field, (2) improvement in instructional methods used. Discussion, study of professional literature, and guest speakers are tools available to such a group.)
C. To improve auditorium programs.
D. To stimulate more interest in school clubs.

We have two new science teachers this year and Mr. Foote has spent considerable time with them helping in the arrangement of instructional materials and supervising the ordering of new science materials. Our use of visual aids has been improved with the addition of shades in two of our science rooms. This provides for complete darkening of the biology room and one general science room. A new opaque projector provided for in this year's budget has become an effective teaching aid. Our shortage of microscopes for biology has been aided this year with the addition of three new instruments. We now have eleven and with future budget allocations hope that we may soon have a microscope for every two students in our biology work. Next year, we will also add considerably to our library of microscope slide materials available for instruction. All of these materials in science will aid us in providing a more experience-centered type of biology course.

The "general shop" set-up in our junior high industrial arts department has proved to be very satisfactory at the seventh grade level in metal, wood, electrical and drafting areas. Student participation is greater because of the smaller groups. Preparation is simpler but can be done in greater detail than before because of the small groups. New equipment is again being added in order to fill out the needs for the general shop in the eighth and ninth grades.

The industrial arts department handled five classes of seventh, three classes of eighth and one class of ninth graders. Our total enrollment was two hundred sixty-eight students. It was also the duty of Mr. Downs and Mr. Meihsner to supervise the detention period after school.

The home economics curriculum at Cherokee Junior High School attempts to train young teen-aged girls to participate in home living and to share its pleasures, duties and responsibilities. Cherokee requires all seventh grade girls to study home economics. A year of this training seems to be most valuable at the seventh grade level when girls are beginning to have greater independence. The seventh grade involves experiences in home living, child care, personal development, home management, housing, clothing and textiles, food and nutrition, and health and home safety.

At the eighth and ninth grade levels the same general areas are covered, and the basic learnings that have been acquired in each serve as a background for more advanced experiences.

In every grade, home economics classes try to help the girl to (1) meet the needs of her growing independence, (2) to become a better family member now and in the future, and (3) to apply the sciences of home economics to home living to make her life and that of her family easier and more satisfying.

I feel that our home economics department has done an excellent piece of work under the direction of Mrs. Luck and Mrs. Loomer.

As the primary purpose in teaching Latin to high school students is reading; the major emphasis of the course was made in this medium. Through extensive amounts of translating from Latin to English and English to Latin the students progressed well, finishing the required amount of material for the first year course. Translating from English to Latin necessitates a command of language forms, and it is in this area that Latin students this year have felt a definite gain in understanding English usage.

To further students' knowledge of their own language, for the first time this year each student maintained a complete list of English words derived from Latin thereby broadening his own vocabulary. Because of classes being grouped according to their ability and previous achievement, students were not only more comfortable in learning, but the two accelerated classes were able to be taught much more intensively gaining extremely fine points of the language. These two classes also had a more complete study of mythology and Roman history and culture which could be done because of their rapid comprehension of the basic skills.

German was offered at Cherokee for the first time this year with twenty students enrolled. The main objective in teaching German--like Latin--is a knowledge for reading the language. Thus much translating from German to English was done. Here the text was supplemented by an additional reader. Because German is a modern language, the students were highly interested in using it to converse. Conversation was held periodically but not intensively as it is not the primary goal of the course.

The German class had intense interest in learning about Germany and its people, and to further this study, a German club was formed under the direction of Mrs. Lang in which the history and culture of Germany were discussed. By using the club time for these discussions, class time was spent in formal learning of the language. Studying a country's people tends to make language study realistic rather than just a series of forms to be memorized.

Next year there will be four sections of Latin, two sections of French and one class in German.

Mr. LaLeike, English-civics teacher, reports that he has tried to work with his students to help them improve in the many English skills and abilities as were indicated by their various achievements. Effort was made to work in the different areas of English, reading, speaking, writing, grammar and mechanics so that association between the different areas was made. For example, when study of a certain type of literature was made, several examples of that type of writing were read and written by the students, putting into use the techniques and mechanics of good speaking and writing studied.

Correlation of civics and English was also done, particularly in those classes organized as blocks with the same students in each class. In the full year civics course the different levels of government, federal, state, and local, were comprehensively studied along with studies of such things as politics, international affairs, and differences in types of government.

In completing the full year's course, units vital to an individual's development and education are interposed with the studies already mentioned. Such units include studies intended to help the student discover and make the best use of his abilities. The culmination of these studies comes in the spring of the year when the students work with a study of vocations. This always creates lively interest.

In accord with Dr. Conant's recommendation that there should be a program for the academically talented, an experiment in math was carried out. Early in fall, all Cherokee Heights seventh graders were given the Step Test in Mathematics. Pupils who rated above the 90th percentile were given a California Achievement test in the field of mathematics. If in this test a student scored a 9-0 or higher grade level; if his sixth grade mathematics achievement test record was above a 7-1 grade level; if his intelligence quotient was at least 120; and if his present mathematics mark was A or A-, he, with his parents' permission, was placed in a special mathematics class. The subject matterof this course was the eighth grade material essential to the pupil's taking algebra in the following year rather than waiting until ninth grade.

Out of 309 pupils, 52 met the prerequisites. Beginning in January these 52 pupils met three times a week for a 30-minute class period, that being all the time that was available since the pupils were carrying a regular seventh grade schedule of subjects. In order to remain in the class, each pupil had to maintain a grade of A or A- in seventh grade mathematics as well as at least a B average in the advanced course. Of the 52 initial students, 12 did not finish the course because: 1. The pupil was not willing or able to master the more difficult material; 2. He or his parents felt the additional class too great a burden; or 3. Neither the pupil nor his parents were eager for him to advance faster than the usual rate. The pupils completing the course and the two instructors, Mrs. Suomi and Mr. Clausen, felt that this had been a most worthwhile undertaking.

Next year, as eighth graders, these students have been assigned to an algebra class with Mr. Losby as their instructor. Students completing the algebra course will be given geometry as ninth graders. We hope to get an earlier start next year in our seventh grades for students who have the ability and desire to do advanced mathematics. The recommendations from the elementary schools have made it possible to select these students and to section them accordingly. We will have two such sections next year.

The prime objective of physical education is the teaching of body control and motor skills. The physical education program for the seventh, eighth, and ninth grade boys and girls was based upon the skills and game strategy vital to the major team and individual sports. Throughout the year emphasis was placed on methods of developing and maintaining physical fitness. Incorporated into this program of fitness were basic health practices of cleanliness and well-being. The rules of desirable competitive spirit were stressed as essentials of social behavior and sound mental health. Skill tests and written tests were given quarterly to aid the student and the teacher in evaluating the student's development of skills and knowledge of rules and strategy. As a supplement to the class instruction, films were shown of all the areas of sports instruction. Professor Carl Sanger, of the University of Wisconsin Men Physical Education Department, gave a demonstration of tennis strokes, grips, and proper stance. Social dancing was presented to mixed classes in seventh and eighth grades with opportunities to practice conduct becoming ladies and gentlemen. In addition to traditional steps, instruction was given in basic rock-and-roll steps and turns. This introduction greatly heightened the willingness of the boys and girls to learn proper self-control and social conduct. Intramurals were conducted weekly for all grades, boys and girls, in the seasonal sports.

The program for the elementary grades was based on the important skills of body handling and ball handling. In addition to the rudimentary motor skills of the major sports, emphasis is placed on rhythmic and muscular coordination. Many opportunities for self-testing of skills were provided. Intramurals were conducted for the fifth and sixth grade boys and girls in soccer, basketball, volleyball, softball, and tumbling. A program of the study of menstruation was presented to the fifth and sixth grade girls and included movies on menstruation. Each girl received several booklets which deal with the health and social amenities of menstruation.

The 1958-59 school year was the second year in which Cherokee Heights Junior High School competed in interscholastic athletics against other city junior high schools in football, basketball, track, volleyball and golf.

The emphasis of this program was not on winning but on promoting good sportsmanship, team work and the development of skills in these sports. The squads ranged in size from 35 to 40 in football, to 8 to 10 on the golf team, with over half the 9th grade boys taking part in at least one sport.

Much emphasis has been placed on spelling and written expression particularly in our seventh and eighth grades. One of our seventh grade boys brought honors to Cherokee by winning the city spelling "Bee".

Excursions were made to the City-County Building, Telephone Company, Historical Museum, Fire Stations, State Capitol and Legislature, Madison Newspapers, etc. During the year each elementary grade culminated these units by giving a special program in the auditorium to which parents and students of other grades were invited.

The auditorium programs at the junior high level, we feel, were outstanding. For the most part, the programs were geared to the units of work being covered in the classroom and were presented by the various grades. It is possible to seat only one grade at a time in our auditorium; however, on several occasions, the entire junior high auditorium programs were held in the gymnasium.

Students in our elementary school were again given the opportunity of receiving milk at mid-morning for one cent a half-pint. More than 42,690 containers of milk were consumed from September to June. All elementary children went home for lunch. In the junior high the hot lunch program was available to any student living approximately a mile from school. During the year 46,065 hot lunches were served. Provisions are always made for any students who wish to bring a sack lunch and the gymnasium is made available to them at lunch time. Milk was available to students each day at one cent per carton and 200 - 300 students participated each day.

The Student Council, under the direction of Mr. Anderson, served this year largely in the capacity of a service organization. Among the duties of the Council were the sale of activity cards, acting as guides during football games, selling tickets, and acting in a supervisory capacity during basketball games, and ushering at P.T.A. functions. In addition to those duties the Student Council has taken an active part in the writing of a student handbook for our junior high school. The Council developed rules aimed at improving student behavior at games and auditorium programs as well as at the dances. Members of the Student Council acted as judges in the selection of talent for our annual talent show and two members acted as master of ceremonies. A principal function of the Student Council is that of a liaison between the administration and staff with the student body. The Council has interpreted school policy to the student body.

The Safety Patrol, directed by Mr. Bertone, was organized into twelve posts; six students from each of the fifth grades and the sixth grades acted as patrolmen, lieutenants and captain, taking charge of the weekly meetings. Schedules and posts were chosen at organizational meetings, and problems were discussed.

Preliminary plans for Civil Defense were developed for the safe and quick evacuation of the elementary school. A school district map was drawn and the evaluation of the student body according to residence is in the plan to be acted upon. Students are to be divided into districts and then identified and tagged. A mock drill will be developed and tested.

New emphasis has been placed on the library with the use of the core program such as we have at Cherokee. It stimulates the student not only to get books for recreational reading but also for investigative and research purposes. Therefore, in addition to a large external circulation, there is much greater use made of library materials in the library and in the classroom during the actual school day. Since the eighth graders had a scheduled library period, with the help and cooperation of the teachers, we concentrated on this group and tried to work out a program of integrating instruction in the skills of library usage with the regular classes and encouraged the wide use of reference materials in connection with the units taught. New books added number 698, and the circulation between September and April was 34,627.

Our P.T.A. has had another very successful year and we have appreciated the cooperation among the P.T.A. officers, chairmen, and our school staff. Outstanding programs were the all school pot-luck, "Go To School Night", the Christmas program and two general meetings on the curriculum of our junior high school. The last meeting of the year is our annual spring concert given by the music departments under the direction of Mr. James and Mr. Disrud.

The P.T.A., for the second year, will sponsor our ninth grade banquet and dance. They also gave a "tea" for all ninth graders and their mothers in May at which time Miss Perego and several senior high girls from West discussed the West High activities. This proved to be a very valuable means of acquainting our ninth graders with the many activities that will be available to them when they enter West next year.

The "Chero-Key", a social code for junior high school students, was a direct result of one of our P.T.A. committees. This "Chero-Key" was given to all junior high students during the first week of school and has been well received by students and parents and has also resulted in the forming of an "all-city" code.

Special Services

The services of a speech therapist were available in the Cherokee Heights School two mornings each week, Tuesdays and Thursdays. As a result of the annual speech survey of all first graders, newly enrolled students, those who received speech therapy the previous year, and students referred by their teachers, twenty-two students were found to need help with speech this year. These children, from kindergarten through the eighth grade, received speech therapy twice weekly for twenty-five minute periods either individually or in small groups. The following chart lists the disposition of these cases:

Type of Problem	Corrected and Dismissed	Showed Improvement But Should Continue	Showed Some Improvement
16 Articulatory Problems	11	4	1
1 Cleft Palate			1
2 Hearing Loss	1	1	
3 Delayed Speech		3	
22 Total Cases	12	8	2

The classroom teacher plays an important role in the speech therapy program, both in the referral of those children who are having difficulty with speech and in helping those who receive speech therapy to carry over their newly acquired speech patterns into everyday speaking situations. Their cooperation throughout the year was appreciated.

Parental cooperation is also vital in a successful speech program. All parents of speech students were invited to meet the therapist and discuss their child's speech during the fall "Go-To-School Night." Numerous home calls, conferences, and telephone conversations were held to inform parents of progress or to make suggestions for home practice.

A new program of testing in the Madison Public Schools freed the therapist's time to work only with speech, although she did assist with the heavy testing load early in the fall and the spring testing of all kindergarten children.

Joan C. Rollins,
Speech Therapist.

Health

Out of 328 kindergarten, first, third, sixth and ninth graders, 271 were examined by their family physicians, 253 by their family dentist.

The first and ninth graders were tuberculin tested, and no positive reactions were found in first grade, but five positive reactions were found in the ninth grade. All were followed by family physician with no active disease found.

Vision screening was done in all grades, first through ninth.

Hearing and dental screening was done in first, third, sixth and ninth grades. Defects found were referred to their family physician and dentist respectively.

The predominate communicable disease reported was strep infection.

A. Anita Anderson - nurse

Psychological Services

This year it was necessary to cut the psychologist's assigned time at Cherokee from one day per week to one-half day per week. However, the system's psychometrists, Mrs. Hunt and Mr. Benson did most of the individual and group evaluations. In addition, the other school psychologist, Mr. Seeman, helped out when the press of referrals became great enough to require this.

In counting those referrals for psychometric evaluation, there were 12 youngsters referred because their classroom adjustments suggested the possibility of emotional disturbances. In all of these cases the parents were invited to come to the school for an interview with the psychologist. In two cases more than one such interview was held with parents. Four of the children referred received an average of seven visits with the psychologist in an attempt to make their behavior more acceptable to the school. In all cases the results of conferences were discussed fully with the principal and guidance counselor, who then carried this information back to the classroom teachers. There were, of course, written reports which also went out to the school. The service functioned smoothly, though it would be better to strive for more teacher-psychologist contacts in the future.

Dr. Donald Bratrude

Guidance

Guidance services were available for the second year at Cherokee. Three periods a day were devoted by the counselor for this purpose. Two periods a day were used for teaching civics, and the counselor had charge of a home room. Part of the civics course did include a rather intensive program of group guidance.

The following units were used in all civics classes: 1. Orientation to high school; 2. Understanding Oneself; 3. My Future.

This program has been followed at Cherokee for the past two years. It is still an experimental one and it is quite possible that additional units may be added to the three mentioned above. For several weeks during the spring many seventh grade teachers and counselors throughout the city of Madison have been holding meetings for the purpose of trying to determine what guidance material should be used in the seventh grade curriculum and when this material should be used. It was the opinion of the group that units such as orientation, self understanding, and study habits would probably be included in the new curriculum. The counselor would work with seventh grade teachers for the purpose of using the new material to the best possible advantage.

The periods devoted to guidance involved a number of different activities. Working with students and helping them solve a variety of problems took approximately 65% of the counselor's time. The other 35% consisted of activities of the following nature: 1. To provide information to pupils, teachers and parents about course content relating to promotion and entrance into vocational fields. 2. Assistance in the process of programming through meetings with teachers and pupils. 3. To hold conferences with teachers in the area of guidance helping them recognize early signs of pupil maladjustment, to use more effectively the test results and to help identify pupils for class sectioning thus improving pupil programming. 4. To administer or arrange for selected group testing--intelligence, aptitude, general achievement, interest, etc. 5. To secure and maintain resource material relative to college, armed forces, vocations, social problems, study habits, etc. 6. To cooperate with community agencies and civic groups interested in the welfare of youth. 7. To serve on committees for guidance related to curriculum planning and revision. 8. Prepare forms and material related to guidance. 9. To confer with parents in instances where conferences are felt desirable. 10. To participate in research related to guidance. 11. Confer with teachers and principal.

Mr. Sherman Krauth
Guidance

Problems and Recommendations

Having a very capable teaching and secretarial staff along with a new, modern physical plant does not warrant one's having too many problems or recommendations. However, recommendations for improvement can always be made if one is to strive for better performance on the part of the schools and the pupils.

With the enlarging of our music room, which was completed last summer, the space is now adequate for seating up to 60 junior high pupils. The installation of sound proof doors and accoustical tile on the wall adjoining the band room has practically eliminated the transmission of sound to each room.

With twenty-six sections of junior high it becomes increasingly difficult to schedule all elementary and junior high physical education classes in our gymnasium. All elementary classes except the fifth and sixth grade classes are held in the activity room.

As discussed in previous reports, we still have the problem of overheating in many of our classrooms in spring and in the fall because of the large expanse of glass. The problem of glare still exists in six of the classrooms facing the north on the second floor of our building. This is especially bad during the winter months. Teachers have put dark paper on the windows which is a partial remedy. I would say that this is our most serious problem at Cherokee and that a study for a solution to the problem of glare on the eyes of pupils and teachers in these particular rooms be made.

During the past two years we have had numerous changes in the personnel of our custodial staff. We certainly hope this staff will become more stable in the future.

Considerable erosion has taken place on the junior high physical education field. The football area is in very poor condition with many washed out places and large rocks exposed. It is recommended that a top dressing of black dirt be applied this summer and that the entire upper area be reseeded. There is also need for an additional soft ball diamond with a backstop.

We at Cherokee sincerely thank you, the Board of Education, the Supervisors and Superintendent Falk, for your continued cooperation.

Respectfully submitted,

Emery C. Bainbridge, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
A. L. Anderson
June 1959

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1958-59

STAFF

Dudgeon had three new staff members this year. Our two Kindergarten teachers and one sixth-grade teacher were new to the Madison School system. At the present time, we have four classroom teachers who will not return to us in September 1959. One has been with us one year, one has been with us one and a half years, one three years, and Miss Elsie Rand resigned after thirty two years of dedicated professional service to Dudgeon and to the children of Madison.

SIGNIFICANT DATA

Total enrollment reached 459 pupils. We lost the Blackhawk and Mohawk Park bus areas that we had served for several years with the opening of the Spring Harbor School. Dudgeon and Nakoma continued to serve the Marlborough Heights Area with our totals from this area increasing over the previous year. We will continue to serve this area by bus in the coming school year. This year we served an area West of Hilltop Drive, bounded by Segoe and Odana Roads, by school bus. These children will be attending the new school in the fall that is now under construction in that area.

Following is a breakdown of our enrollment by areas as of June 12, 1959.

GRADE	DUDGEON WALK AREA	MARLBOROUGH HEIGHTS	WEST OF HILLTOP	TOTALS
Kdgn.	50	17	19	86
First	40	15	23	78
Second	31	10	10	51
Third	38	12	23	73
Fourth	33	11	8	52
Fifth	33	13	12	58
Sixth	40	11	5	56
TOTALS	265	89	100	454

Our total gross enrollment for the year as of June 12th was 480. Our net enrollment at the end of the school year was 454. During the school year, our attendance reports revealed the following statistics.

Transfers in	- 20	New Enrollees	- 12
Transfers out	- 18	Withdrawals	- 11

BUS

Dudgeon had two busses this year -- one served the Marlborough Heights area and the other the West of Hilltop area. Both busses made double runs morning, noon, and night.

W.I.A.A.

Three hundred fifty one dollars was paid to the Wisconsin Interscholastic Athletic Association to insure the student body for the school year. To date $167.20 has been paid out in claims to 15 students. Of this amount $53.00 was paid to one student. There are five claims still outstanding at the date of this writing.

MADISON'S SUMMER READING PROGRAM

Dudgeon pupils attend classes in Midvale school for the summer reading program. We have been gratified by the results of this six weeks of concentrated effort in this important skill subject. This summer we have ten children enrolled in the second through sixth grades.

SPEECH

The speech therapist attended Dudgeon School two mornings a week this year. Children were seen in twenty-minute periods. Thirty-nine students received speech therapy as follows:

Delayed speech	- 5 pupils
Articulation	- 29 pupils
Stuttering	- 1 pupil
Foreign accent	- 4 pupils

Of the thirty-nine children seen, 6 were dismissed as corrected, one may be dismissed in the fall if carry-over of sounds is good, one was dismissed in the fall because carry-over of speech sounds from the previous year was good, and thirty-three have improved but still have defective sounds or speech habits to correct.

ART - MUSIC - PHYSICAL EDUCATION

The art and music teachers shared a room this year. With the cooperation

of the supervisors we were able to alternate their schedules except for one-half day per week. These three departments worked out a fine P.T.A. program in May. The purpose of the meeting was to acquaint the parents with some of the activities and goals in these important areas. The program was very well received.

LIBRARY

Over 25,000 book circulations were made during the school year. Many of these books were used as supplementary material in the classrooms, but most of this number represents home circulation.

Over 300 titles were added bringing the total to a little over 6000 books. There was special emphasis given to non-fiction books in ordering.

Special time was spent in considering the book classification system. Such information, plus knowing how to use the card catalog, form the basis for independent library use.

Dudgeon still has the problem of a "two-room" library. It is felt that the removal of the temporary partition in the library would once again enable us to make maximum use of this room, both as a library and as an all-purpose room.

KINDERGARTEN

Throughout the year the children developed in their individual ways. The activities the first semester were concerned with basic socialization -- getting to know each other, learning school routines, expressing ideas, and developing simple manipulative skills were all objectives of the experiences the first few months. The children expressed themselves through class-discussion, music, stories, and poetry, which helped to form good listening habits and develop new concepts. Creative experiences developed physical skills, and served as another media through which the children could relate their feelings and impressions.

Activities during the second semester were of a slightly more formal nature as the work centered more on reading readiness projects and number experiences. The children built their own grocery store and learned to write numbers up through ten and read numbers through thirty.

FIRST

The variations among entering first grade pupils implies that the time for starting instruction in beginning reading varies with different groups of pupils. Therefore, different levels of instruction are maintained through the year according to the needs and abilities of the pupils. One

group is composed of pupils who are ready to learn to read and can begin to read immediately; another group includes pupils who need some further preparatory work before receiving definite instruction in beginning reading; and a third group is usually composed of slow learners who need a complete program in reading readiness before starting to learn to read.

Because of the new arithmetic guide we of course have covered more material in this field. The work in place value outlined in the new arithmetic guide was emphasized.

SECOND

A second standardized reading test given in May showed that much improvement had been made in reading.

Comparison of the results of the gates Primary median reading grade of the class rose from 2.6 to 3.96; that the lowest individual rose from a reading grade of 1.8 to 2.8; and that of the same 27 children in the group, there were twelve who had perfect scores on all three parts of the test when given in May. We feel that the Gates Advanced Primary test would have given a truer picture of the advances made by the children in the middle and upper reading groups in the Spring.

In arithmetic we have emphasized making arithmetic meaningful so that understandings and concepts were achieved before attempting mastery of the fundamental addition and subtraction facts.

THIRD

At the third grade level the foundations for good reading are still being laid. By adhering closely to the recommended course of study for the third grade, the materials for the year were covered with great benefit to all levels of ability. One of the greatest benefits fell upon the top group. The recommended series enables the children to work quite independently and teaches a great deal of responsibility.

Another extremely important area, with which a great deal of time was spent, was that of arithmetic. At the third grade level many doors of arithmetic are opened to the children such as; completing addition and subtraction facts, carrying and borrowing, and multiplication and division. The excellent guide presented by the arithmetic committee during the year was a great aid in determining the expected results of the year's work.

FOURTH-FIFTH-SIXTH

A basic reader for the slower-moving readers accompanied by a workbook was adopted city wide for these grade levels. Our staff felt that this was an important and very worth-while change in the reading program.

HEALTH

Grades 1-6 were vision screened and 22 students were referred for further examination. Grades 1, 3, 6 were tested for hearing and ten students were referred for further evaluation of questionable hearing losses. Grade one was also given tuberculin tests. No positive reactions were found.

This was the second year of the strep study conducted by the Madison Department of Public Health in three city elementary schools, including Dudgeon, with a grant from the National Heart Association. One hundred and thirty-eight pupils participated from Grades 3, 4, and 5. This number was divided into two groups. Each group had throat cultures taken every other week from December through June.

A third and final year of this study will be planned for the coming school year if funds are again appropriated.

BUILDING

The staff at Dudgeon and the community which it serves appreciates the Board of Education's foresight in its policy of keeping the older buildings up-to-date. Dudgeon School is now completely accoustically tiled. One experienced first-grade teacher feels that this was the most beneficial building improvement that has been made as far as the instructional program is concerned. This summer will see the completion of the last two classrooms on the long-range program for improved lighting in the classrooms.

We appreciate the cooperation and leadership given to us by Superintendent Falk and the support of the Board of Education in our endeavor to fulfill our obligation to the youth of our community.

Respectfully Submitted

A. L. Anderson
Principal

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 1958-1959

EMERSON SCHOOL

Gross enrollment figures at Emerson have continued to show an increase during the 1958-1959 year, as shown by the figures below:

1954-55	1955-56	1956-57	1957-58	1958-59
876	854	851	878	904

Following the high point during the year 1954-55 there was a decline, which since that time has steadily grown, and this year is another new high. The greater mobility that is suggested by the total gross enrollment becomes even more apparent upon examination of the figures below:

	New Enrollees	Transfers In	Transfers Out	Withdrawals	Net Gain or Loss
1954-55	54	22	36	33	+ 7
1955-56	69	27	75	47	- 26
1956-57	43	31	35	44	- 5
1957-58	30	19	17	30	+ 2
1958-59	56	37	66	53	- 26

JUNE NET ENROLLMENTS FOR THE LAST FIVE YEARS

Grade	1955	1956	1957	1958	1959	1959 Gain or Loss over 1958
Kgn.	155	152	133	143	143	0
First	120	116	107	119	112	- 7
Second	127	113	105	111	102	- 9
Third	116	119	121	105	106	1
Fourth	91	102	117	122	95	-27
Fifth	92	90	92	120	113	- 7
Sixth	106	88	87	92	111	19
TOTALS	807	780	762	812	782	-50 20 -30

FIRST GRADE PUBLIC RELATIONS

Some time during the school year at least one friendly personal note was sent to the parents of the children enrolled in the room. These notes reported special progress in reading, a comment or two on a project well done, noticeable improvement in work habits, citizenship, or school subjects. At times they were written as thank you notes for special cooperation the teacher received following a conference dealing with a child's progress.

This is an effective means of establishing close contact between home and school when frequent conferences are impossible.

SECOND GRADE DRAMATICS

Two plays were put on by members of a second grade class. The most interesting feature was not the type of plays used, but the manner of presentation. In most situations of this kind a script is prepared beforehand, and this guides the actors to a proper conclusion. In this situation, however, no script was prepared. A discussion of the stories upon which the plays were based, followed by a selection of the members to act the various parts and a few practice sessions, was about all the pre-play preparation that was carried out. Having no pre-conceived dialogue to follow, the children were forced to invent appropriate lines which would keep the action moving, as well as bring the play to a successful conclusion.

This was a very interesting and creative approach to see develop. Parents and members of the other second grade classes were invited to share in the final performance.

THIRD GRADE MURAL

Art was used by one of our third grade teachers as a culminating activity for a social studies unit. The class was studying about Fishermen at Sea. The group made a mural related to the unit and then were asked to explain various phases of the mural. A few of the statements given indicate the understandings gained from this activity:

1. Smaller boats called dories are used to do fishing.
2. I made him have muscles because he has to be strong to lift those barrels.
3. Some men are dressed in suits because they are the men who buy the catch.
4. A big boat has to have a deck, a compass, a steering wheel, and a place to keep the fish cold down below.
5. The fish must be cleaned and packed in ice.

Many more comments could be listed, but these tend to show the comprehension which can be facilitated when art activity is used in a culminating activity. This tends to illustrate the academic as well as creative value of ART.

FOURTH GRADE DAIRY STORE

A very stimulating activity was done in a fourth grade room this year. A dairy store was constructed in one area of the room. It was complete with cartons (empty) of all the products one would expect to find in such a store. The store became a center of learning activity for the entire class. Correlation was made with every subject: reading, arithmetic, science, social studies, writing, and language.

A SIXTH GRADE CLASS GOES TO PRESS

Introductory Approaches to the Unit:

1. There is value in directing the attention of elementary school children to the reading of a newspaper. The reading was identified with the language arts program. The word "publishing" was an incentive for accuracy and good form.

2. The fundamental language activities were developed naturally through the preparation of the paper.

3. Through the bulletin board display, newspapers made by other schools and clubs were examined and evaluated. The bulletin board stimulated the children's interest through the use of pictures, clippings, etc., from various papers.

4. Films were used to help to give an over-all picture.

Developmental Activities:

1. The class visited the East Side News to see a paper set-up.

2. The editor talked to the class.

3. The class exchanged newspapers with other schools.

4. Notebook records of persons important in the news were kept.

5. Each Friday news stories were given orally.

6. The class kept a news map of the world, marking places important in the news with events that occurred there.

7. The group watched the news on television once each week in the classroom. They were asked to watch the news on their TV sets at home.

8. A group gave a "Who Said That?" program on news quotations.

9. The children listened to and analyzed some newscasts.

10. Press interviews were acted out. One student took the part of an important person; another, that of a reporter.

11. Pupils interviewed teachers, pupils, and parents.

12. Those who wished drew cartoons about some school problems.

13. A good deal of committee and group work was executed.

14. Vocabulary charts were made and added to as new words were encountered.

15. Letters were written whenever the opportunity presented itself.

16. A group of students was assigned to a "beat."

17. All the children became editors one day. They wrote editorials. Another day each child wrote news articles. Each type of story was written by each student. They learned the difference between an editorial and a news story. The children evaluated each other's articles.

18. The youngsters learned the value of proof-reading articles.

19. An election was held. An editor, co-editor, feature editor, art editor, news editor, and a sports editor made up the staff.

20. An appropriate name was chosen for their paper.

Culminating Activities:

1. Grade six made a newspaper of its own. Plans and assignments were made in a very democratic way.

2. The group helped with the typing and the ditto work. They also assembled the paper.

3. A committee distributed the finished product to the various rooms and individuals.

4. A critical group made an excellent evaluation of their newspaper.

5. Letters of gratitude were written to people who had aided the class in any way.

This project recognizes the fact that children are junior citizens and not just pupils in a classroom. By training them in the habits of newspaper reading and of current discussions, they will have learned something very useful long after they have left school.

SCIENCE

Our fifth and sixth grade science classes developed a unit on space travel. With the approach of man's first journey into outer space quickly approaching reality, this becomes a timely topic. The classes engaged in research about the sun, planets, asteroids, meteors, comets, cosmic dust, radiation, and man's relationship to each. A search of newspapers and magazines was made in an effort to utilize the most recent data related to space travel. The material obtained was subjected to critical analysis to determine its reliability. Time was also devoted to a study of the following problems: escape from gravity, effects of changing air pressure, weightlessness, sound and silence, and friction on re-entry into the three levels of the earth's atmosphere.

MUSIC

Fifty-seven of our ninety member Sixth Grade Choir took part in the Elementary Music Festival at the Stock Pavilion in May. Emerson was represented this year by six boys who were members of the All-City Boys' Choir. Twenty-five fifth and sixth graders were enrolled in string classes during the year.

A fine Christmas program was presented by the fifth and sixth grade classes this year.

HEALTH

The annual health surveys revealed the following:

Type of Survey	Grades	Results
Vision	1 to 6, incl.	There were 635 tested; 45 were found to have defective vision.
Dental Survey	1, 3, and 6	Parents were informed of needed care of defects found. 86 defects were noted.
Hearing	1, 3, and 6	There were 27 children who gave evidence of hearing problems.
Tuberculin Testing	1	All but ten of the first graders were tested, with no negative results. All but one of the ten, who refused permission, had been previously tested.

The school nurse has again been a valuable member of the group. The time spent in conferencing with classroom teachers has proven of tremendous value. Facts exchanged during these conferences has made it possible to work more effectively with many of our children.

SPEECH

The past year has seen seventy-nine children taking part in the speech therapy program. All first grade classes were checked for speech difficulties. Children who were in the program the previous year were rechecked, also teacher referrals from each grade were checked.

Types of problems discovered were:

Stutterers	1
Voice Disorder	1
Delayed Speech	16
Articulation	61

Gains made in correcting problems areas follow:

Dismissed as corrected	26
Improved	50
Unimproved	3

CHILD STUDY SERVICES

School Psychologist

During the school year 1958-59, Mr. Seeman has served as school psychologist at Emerson School. Approximately 30 children were referred to Mr. Seeman. Most of the children were presenting behavior or learning problems. The bulk of the situations were handled by means of consultation with the principal and classroom teacher. In addition, about ten youngsters were observed in class prior to a conference. Nine children were seen individually for the purpose of diagnosis. Such examinations typically covered from one to three sessions, and several involved conferences with parents. One child was seen over an extended period of five sessions in order to resolve a problem of attendance at gym class. The services rendered by our schoolpsychologist have been extremely valuable.

Testing

Most of our testing was handled very ably by Mr. Benson, Mrs. Hunt, and Mrs. Holcombe. Three children were identified for special placement.

P.T.A. AND MOTHERS' CLUB

The P.T.A. and Mothers' Club have again contributed a great deal to the total school program. Mothers from these groups were very helpful in the health testing program of the school. Their contributions of time and talent is most greatfully acknowledged.

Both organizations conducted varied and interesting programs which were designed to help parents to a greater understanding of their children, the school, and the community.

The Mothers' Club helped with the pre-school registration, which experienced its most successful year. Approximately seventy percent of the expected total were registered during the evening set aside for that purpose.

PROBLEMS

The majority of persistent problems that have existed for several years are in the process of being resolved. Several other problems have for the present eliminated themselves. The problems that remain are primarily administrative, and must be dealt with on a continuing basis.

ACKNOWLEDGEMENTS

There are many people who play an important part in the operation of a school. I wish to express my sincere thanks and appreciation to the members of the Board of Education, Superintendent Falk, and all department directors for their assistance and cooperation during my first year.

Respectfully submitted,

Charles F. Quinn

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal

ARMAND F. KETTERER

June 1959

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
1958-1959
Franklin School

Enrollment

Our gross enrollment has gone steadily up this year. We had 32 withdrawals and 21 transfers out, leaving our final enrollment three more than we had last September.

Our gross enrollment for 1958-59 was as follows:

Grade	No. of Sections	Gross Enrollment
Kdg.	3	99
1st	3	88
2nd	3	75
3rd	2	64
4th	2	79
5th	2	65
6th	2	54
7th	2	63
8th	2	45
Remedial	1	18
Total		650

Our net enrollment for the year was 597.

Transportation

We have 100 children transported by bus from the Waunona Way area. A special bus transported 10 out-of-district children to the remedial room here. Nine pupils were transported by cab.

Lunch Program

We have noon supervision for the children who must stay at school for lunch either because of instrumental noon instruction or because of illness at home, etc. The child, except those who have music, must bring a written request from home before being given permission to stay at school during the noon hour. The privilege of carrying lunch to school was extended to first, second, third and fourth graders living a half mile or more from school during the months of December through March. About 120 pupils carried lunch to school daily, and these pupils were supervised the entire noon period by two staff members.

Lunch was prepared at Washington School and served by a matron for all out-of-district remedial pupils.

Staff

We would like to commend our staff for its 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. Every member of our teaching staff belongs to the local and state associations. Two members became life members of the NEA during 1953-54, and for the previous 11 years, Franklin had 100% in the National Education Association. We had about 90% enrollment in all three organizations during 1958-59. We hope to reach 100% enrollment in all three educational organizations again.

We have had several changes in our staff this year. The new members last fall were: Mary Stebbins, Barbara Marten, Carolyn Holland, Martha Sletteland, Lila Blaska, Jane Osborne, Harriet Kalka, and Scott Barnett. Marlene Klann replaced Barbara Cotter the second semester. Ruth Taylor finished out the year for Ardis Stewart, and Donna Bartel replaced Joanne Laszewski the first of May.

Mrs. Joan Rollins was our speech correctionist this year replacing Betty Suliver. Mrs. Ann Schein was with us for remedial reading replacing Walter Berger.

Special Reports

Art teachers this year were Mrs. Lois Hodgell and Miss Elvira Alexon.

Mr. Robert E. Lee has increased both the quantity and quality of our instrumental music at Franklin. The band and orchestra put on a splendid program as part of our Christmas Pageant and performed on several other occasions. At the close of the first semester, Mr. Lee left to accept a position at Waverly College. Mrs. Bielefeld finished the year in a most creditable fashion, and we feel fortunate to have her returning next year.

Mr. Mansel Johns, our Industrial Arts instructor in his third year with us, has done a very satisfactory job. His drafting and woodworking courses have been interesting and productive. Mr. Johns has had a few real problem boys in his classes who have disrupted the 8th grade class occasionally.

"The library had a total circulation of 29,585 books including 829 periodicals. 20,112 books were fiction although many such as The Landmark and We Were There Series have historical settings. 9,473 books were non-fiction, i.e. informational books to supplement the text books and special units in the classroom. We had reading designs from fourth through eighth grades to stimulate reading on a variety of subjects such as biography, other lands, industries, instead of all animal stories or hobbies. The increased interest in science especially astronomy was noticeable and the available material is outstanding. The Franklin Library has a great deal of up-to-date material to supplement the work in the classroom, books to explore special interests or hobbies, books to seek and evaluate information, as well as books for pure enjoyment. Our circulation shows an increase of 3,455 books over last year." Helen Moss, Librarian.

Special Services

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

Remedial reading classes were held at Franklin School three afternoons a week, Mondays, Wednesdays and Fridays. Each class period was of one half hour duration. Mrs. Schein, who succeeded Mr. Walter Berger, did a very conscientious job, and we hope someone can be found to do as well next year. Thirty-two pupils ranging from grades three through six were enrolled in Mrs. Schein's remedial reading program. On the basis of standardized test results, most of these pupils made remarkable gains in reading from October to May. "When teaching a skill such as reading, the problem must be seen in terms of the individual and individual needs. Perhaps in focusing on the individual, we did not see as many youngsters as we could have. But hopefully, we selected those who needed the help the most and who also profited from the help the most. There is no magic formula that works with all children. The reading teacher must decide how much thought and time she can give to each child. This I have tried to do." Ann Schein, Remedial Reading Teacher.

We consider the Remedial Reading Program most worthwhile and recommend its continuance.

Special Achievements

Franklin's community center continued to operate as a junior high center on Friday afternoons from 3:30 to 6:00, with an evening center once a month. It is apparent that both pupils and workers seemed to like the change. The plan had the endorsement of Mr. Holmes and of his staff. Co-directors, Mr. Ketterer and Mr. Don Ralph, feel that the 1958-59 center should be operated along the same lines. We wish to thank Mr. Holmes and his staff for their fine help and co-operation.

Our eighth grade excursion to Chicago has become an annual event. The trip is financed by class dues and other money-raising projects. A group of forty went this year on May 28th, including their principal, two teachers and four mothers. A tour of the Museums, the Prudential Building, the Aquarium, Skid Row and Maxwell Street, ending with dinner on the train, made this a memorable day for our eighth graders.

Spelling has always been important at Franklin School. We have participated in the city-wide spelling bees ever since they were begun in 1949, but our interest in better spelling goes back much farther. Our concern has been, and shall continue to be, improved spelling for all, rather than to train a handful or an individual to "compete" in any contest, however worthy it might be. I have been very glad to devote spare time to consulting with the State Journal staff, compiling the lists of words for city, county and state bees, conducting several county bees on Saturdays, and 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 permitting me to go to Washington occasionally so as to keep abreast of developments in regard to the National Spelling Bee.

This year at Franklin, Mary Jane Berg won the spelling bee. She was our representative in the city bee held on May 2nd.

A COMPARISON OF SPELLING STATISTICS

Final Second Semester Scores
Franklin School
1946 and 1959

Grade	Enrollment	Perfect Scores	Scores below 90%	Scores below 75%
2	46	20	0	0
3	33	8	13	8
4	46	7	15	8
5	50	5	17	8
6	39	4	20	8
7	34	22	23	8
8	37	0	27	15
	285	46	115	55

1959

Grade	Enrollment	Perfect Scores	Scores below 90%	Scores below 75%
2	66	27	9	6
3	59	30	8	5
4	72	24	15	7
5	61	15	17	6
6	51	18	12	7
7	56	3	27	10
8	41	8	21	10
	406	125	109	51

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

This summary of standard spelling test results for Franklin School first semester, 1958-59 shows: (1) individual scores, (2) range.

Grade Room	2 112	2 201	2 213	3 101	3 205	4 203	4 206	5 207	5 210	6 6	6 10	7-1 125	7-2 128	8-1 130	8-2 126
	100	100	100	100	100	100	100	100	100	100	100	98	100	100	92
	100	100	100	100	100	100	100	100	100	100	100	98	100	100	88
	100	100	100	100	100	100	100	100	100	100	100	98	98	100	88
	100	100	100	100	100	100	100	100	98	100	100	96	98	100	86
	100	100	100	100	100	100	100	100	98	100	100	96	98	98	84
	100	100	98	100	100	100	100	98	98	100	100	94	98	96	82
	100	100	98	100	100	100	100	98	96	100	100	94	98	92	82
	100	98	98	100	100	100	100	98	94	100	100	92	98	92	76
	100	98	98	100	100	100	100	98	94	100	100	92	98	92	72
	100	98	98	100	100	100	100	98	90	100	100	92	96	90	72
	100	96	94	100	100	100	100	98	88	100	98	88	96	90	70
	100	96	92	100	100	100	100	98	86	98	98	88	96	90	68
	100	96	92	100	100	100	98	96	86	98	98	88	96	88	66
	100	94	88	98	100	100	98	96	82	98	96	88	94	88	62
	100	94	88	98	100	100	98	96	80	98	96	86	94	88	58
	100	92	88	98	98	100	96	96	80	96	96	84	94	84	46
	98	72	86	98	98	98	94	94	80	96	94	84	94	82	40
	96	58	84	98	98	98	94	94	78	94	94	82	92	76	34
	96	44	84	96	96	98	94	94	78	92	92	82	92	66	32
	94	22	82	96	96	96	90	90	78	90	82	78	92	66	32
	94	12	78	96	96	96	88	90	78	90	78	76	92	64	14
	90		40	96	96	96	86	82	76	84		76	90	40	
			16	94	94	96	84	82	76	78		74	88		
				92	88	94	82	82	72	78		72	82		
				92	84	94	82	80	70	66		72	82		
				90	84	94	72	80	58			70	80		
				88	72	90	70	78	56			70	72		
				86		90	62	74	56			66	68		
				72		90	60	72	54			50	64		
				64		82	50	56	44			46	52		
				8		82	46	36							
						80	34								
							6								
Franklin Averages First Semester	98.73	84.3	86.9	92.3	96.1	96.1	84.0	88.8	81.0	94.2	96.3	82.3	89.4	85.5	64.0

This summary of standard spelling test results for Franklin School second semester, 1958-59 shows: (1) individual scores, (2) range.

Grade Room	2 112	2 201	2 213	3 101	3 205	4 203	4 206	5 207	5 210	6 6	6 10	7-1 125	7-2 128	8-1 130	8-2 126
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	98
	100	100	100	100	100	100	100	100	100	100	100	98	100	100	96
	100	100	100	100	100	100	100	100	100	100	100	96	98	100	90
	100	100	100	100	100	100	100	100	100	100	100	96	98	100	88
	100	100	100	100	100	100	100	100	100	100	100	96	98	100	84
	100	100	100	100	100	100	100	100	100	100	100	96	98	100	82
	100	100	98	100	100	100	100	100	100	100	100	94	98	100	80
	100	98	98	100	100	100	100	98	100	100	98	94	96	98	78
	100	98	98	100	100	100	100	98	98	100	98	94	96	98	78
	100	98	98	100	100	100	100	98	998	100	98	92	96	98	76
	100	98	98	100	100	100	100	98	96	100	98	90	96	98	74
	100	96	98	100	100	100	100	98	96	98	98	88	92	96	72
	100	96	98	100	100	98	98	98	94	98	96	82	92	96	70
	100	96	98	100	100	98	98	96	94	98	96	82	92	96	70
	98	94	98	98	100	98	98	96	94	98	94	82	90	92	48
	98	94	98	98	100	98	98	96	94	96	94	80	90	92	46
	98	88	94	98	98	98	98	96	94	94	92	80	90	90	42
	98	86	94	98	98	98	98	96	92	92	92	78	90	86	34
	98	72	92	96	98	96	98	96	88	92	82	76	88	86	34
	98	60	50	96	98	96	96	94	88	88	82	76	86	82	
	94	46	46	92	96	96	94	94	84	86	72	76	86	76	
	78	12		92	94	96	90	94	82	80	64	74	86	64	
				92	94	96	88	94	82	78		74	86		
				92	92	94	86	94	80	74		74	80		
				90	90	94	86	92	76	64		74	76		
				86	66	94	78	86	76	60		72	74		
				84	60	94	76	82	70			70	70		
				84		94	74	70	68			38	60		
				72		94	74	56	66						
				68		92	58		66						
				54		90	56		60						
						90	50								
						90	38								
						86	22								
						80									
Franklin Averages Second Semester	98.1	87.8	93.4	93.2	95.7	96.1	87.1	93.7	88.2	92.1	94.5	83.4	89.0	93.1	70.5

During this past semester considerable attention and emphasis have been given to instruction in arithmetic. Using the 1959 Madison Guide to Teaching Arithmetic as a springboard, our teachers attempted to evaluate their present teaching and attempted to carry out some of the goals as set forth. Written reports at the close of this semester indicate that the guide has been very helpful for kindergarten through grade six.

Accelerated Mathematics

During December the Step Test in Mathematics was administered to all seventh graders. Those pupils who rated above the 85th percentile and who were capable students were permitted, in addition to their seventh grade regular mathematics work, to cover regular eighth grade work. Seventeen pupils qualified and fifteen satisfactorily completed the course. In the Stanford test at the close of the work, these pupils rated higher than the city norms on the same test for eighth graders. These accelerated pupils are ready for algebra in eighth grade.

Plans are also being made to offer a foreign language at Franklin to selected students next year. This course will be taught by the principal.

Our PTA

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

On Halloween we held our twelfth Halloween Party. Franklin School pioneered in this effort to keep the youth off Madison streets on this particular night. The party is sponsored by the South Side Men's Club with the co-operation of the PTA. About 600 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-second 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. Lee and Mrs. Gilbert.

This year we held our third Fun Night to raise money for our Lyceum programs for next year. This is another co-operative venture of our PTA, our staff and our children.

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

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

Aside from the regular PTA activities, the president, Mrs. Sannes, appointed a committee to evaluate citizenship and to give recognition to pupils maintaining a desirable level of citizenship. As a result of this committee's

work, about 150 pupils in Franklin received a lithographed certificate and seal. The exact wording of the award reads as follows: "Franklin School PTA, Madison, Wisconsin, Good Citizenship Award. This is to certify that _____ has exhibited evidence of developing those habits of conduct and character which mark the "GOOD CITIZEN" in school, home and community. The FRANKLIN SCHOOL PTA commends pupils, teachers and parents for their part in the development of desirable character traits in our boys and girls. This certificate is hereby awarded in recognition and appreciation of this pupil's progress and achievement in GOOD CITIZENSHIP. Awarded this__ day of_____19__

_____ _____ "
President PTA Principal

Space has been provided for seals for each year from Grade 4 through Grade 9.

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

Organizational Plans for the year 1959-60

The plans for next year shape up like this:

Teachers	Names	Grade	Rooms	No. of Pupils
1	Peterson	K	107	60
½	Teacher to be named	K	5	30
3	Marten, Bock, Walsh	1	101-103-106	75
3	Sletteland, Purcell, Holland	2	108-112-213	75
2	Musser, Skoumbouris	3	201-203	66
2	Wong, Klann	4	205-206	64
2	Goldman, Blaska	5	207-210	72
2	Ralph, Fenn	6	6 - 10	62
2	Osborne, Gilbert	7	125-128	54
2	Bartholomew, Barnett	8	126-130	62

Plans are being made to move the remedial class to Washington School.

Band will have to set up on the stage in the gym.

Needed Improvements

Serious thought should be given to methods of brushing and cleaning walls annually or semi-annually to keep them cleaner especially over radiators, stair wells, etc. Some means have been devised whereby custodians can do such work effectively.

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

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 con-

tinued 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 needed some sound-proof doors from the gymnasium to the corridor in the new wing. If feasible, perhaps the doors could be eliminated entirely. This item is in the current budget.

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. This ten-year program is now completed, and maintenance will be a minor problem from now on. 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.

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 second year at Franklin. The same should be said of Beulah Dreyfus, our school nurse, who takes an exceptional interest in the health and welfare of the children and adults of the community.

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

Respectfully submitted,

Armand F. Ketterer, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1958-59

HIGHLANDS-MENDOTA BEACH SCHOOL

Presented to the Board of Education
by the Principal

George A. Blackman

June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report for the School Year 1958-59

HIGHLANDS-MENDOTA BEACH SCHOOL

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

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

1955	1956	1957	1958*	1959**(est.)
476	547	555	517	453

* This enrollment figure existed in spite of the fact that we transferred approximately 120 students to Spring Harbor in September, 1958.

** This enrollment figure reflects the transfer of our seventh, and eighth grades to Van Hise Junior High. It does not, however, make any predictions of enrollment growth as a result of moving in or out of the district.

II. SPECIAL SERVICES, ACHIEVEMENTS OR ACTIVITIES:

(1) Parent-Teacher Association

Our P.T.A. has again given us their continued enthusiastic and cooperative support. Their interest in the teachers' welfare is most commendable. Their support and praise for our scheduled parent-teacher conferences is truly appreciated. Their desire, directly or indirectly, to give status to the individual teacher is most gratifying.

(2) Preschool Parent-Teacher Association

This association of parents and kindergarten teachers is especially designed to meet the needs of kindergarten parents and parents of four year olds who are grooming themselves for entrance into kindergarten. The association meets in separate session from the regular P.T.A. and arranges its programs for the child-age problems uppermost in their minds.

Many of these parents also attend the regular P.T.A.

(3) University Education 41 Program:

During this past school year, 1958-59, eleven University students enrolled

in the Education 41 program did their ten week block semester student teaching under the direction of six of our staff members who served the University as cooperating teachers.

This program has proved to be very satisfying to us. It has allowed the participating staff members to crystalize their thinking with respect to teaching and its implications. It has given us, through the student teacher, a freshness of ideas and techniques. It has in some cases provided us with some very fine teachers.

(4) Scheduled Parent-Teacher Conferences:

For some eight or nine years we have had scheduled parent-teacher conferences at the termination of the first and third nine week's reporting periods. Such conferences have been in lieu of the issuing of a report card for each corresponding reporting period.

We believe -- and we think the parents believe -- that such a program has projected itself beyond the experimental stage. The enthusiasm on the part of parents for the conferences was responsible for a 97.7% parental response to the last conference this year.

(5) University of Wisconsin Research:

For the past six years our school has been cooperating with University staff members in a longitudinal research study having to do with the implications of a child's social status in the classroom as well as a study relating to the development of a child's motor skills in his physical growth.

Preliminary reports indicate the extreme worthwhileness of both study areas. It is our feeling that the completed research will point in the direction of new emphases for the elementary school.

(6) Student Achievement:

Needless to say we were quite satisfied with the achievement of our junior high students on the standardized tests administered this year in mathematics and English.

While it is true that our school population possesses its share of capable youngsters it is also true that some kind of direction ought to be given to these same capabilities. We think our youngsters are fairly well-versed in the basic fundamentals. Thus the above achievement has resulted from a two-fold display of ability -- the ability of youngsters and the successful response of that ability to the capabilities of our teaching staff.

(7) The School Staff:

Once again we should like to pay tribute to a very good staff of teachers -- teachers who, by and large, are not only concerned with the academic achievement of each child placed under their care but who are equally concerned about the child's welfare with reference to his social and emo-

tional needs and problems.

Over time we have developed the philosophy that the child's problem and the parent's problem with respect to the child is the school's problem and will be solved only as a result of mutual and immediate discussion of the problem with the final solution directed toward, and solely toward, the welfare of the child.

III. PROBLEMS OF THE SCHOOL:

(1) Central Library and Gymnasium:

As of this date we are the only Madison school without a central library or a gymnasium. More efficient utilization of money and books could be realized through the establishment of a central library. An increased variety of teaching techniques involving physical skill could be used by our physical education teachers if our facilities were not as limited as they are at present.

(2) Parking Facilities:

Parking facilities for school employees is becoming precious. The parking area in front of the building seems adequate in terms of space but some work needs to be done to make the space suitable for parking. In its present condition the area is filled with water and mud holes during inclement weather.

Respectfully submitted,

George A. Blackman
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

HOYT SCHOOL

Presented to the Board of Education
by the Principal
Dorothy F. Rule
June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-1959
Hoyt School

Hoyt School enrollments for the first and third years the school has been in operation:

Grade	September 1956-57	1958-59	End of First Semester 1956-57	1958-59	Close of School 1956-57	1958-59
Kdg	54	57	54	56	55	56
First	34	64	34	62	36	63
Second	37	43	37	42	35	42
Third	32	36	34	38	37	38
Fourth	33	41	35	42	38	44
Fifth	21	35	20	36	21	36
Sixth	23	37	23	37	22	38
	234	313	237	313	244	317

Our total gross enrollment for the year was 338. Changes in enrollment during the year were as follows:

Withdrawals	Transfers Out	Transfers In	New Enrollees
23	9	17	12

Twelve 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 remains an optional area for attendance at either Randall or Hoyt Schools. For the next school year the area formerly in the Van Hise district east of Owen Drive, north from Hillcrest Drive to Blackhawk Avenue to University Avenue to the west boundary of the Hoyt district is optional for attendance at either Van Hise or Hoyt Schools.

Organization

Our predicted enrollments for next September are as follows:

Grade	Sections	Class Size
Kdg	2	64
First	2	54
Second	2	51
Third	2	44
Fourth	1½	35
Fifth	1½	43
Sixth	2	36
		327

On January 15 a request was sent to the homes of children already enrolled at Hoyt School. Parents were asked to indicate as to whether or not their children would be attending Hoyt in September 1959.

During the 1958-1959 school year we had eleven classrooms in operation. There will be twelve rooms used next year if predicted enrollments are at all accurate.

The eight room addition which was begun in March 1958 had not been entirely completed by September 1958. Moving days into the new rooms were during the week of November 3. During American Education Week, which was the following week, parents could visit the new library, art room, music room and two first grade rooms. It was not necessary to use the new kindergarten room provided in the addition. This room became our projection room. Also, a television set presented to the school by parents of a sixth grade boy was placed in that room.

We made good use of our covered play area. Children could spend their recess periods there during inclement weather. As our own play area had been seeded, we used Hoyt Park for our recesses in the spring months.

Instructional Program

In their planning and carrying out of the many learning experiences, teachers have been deeply concerned about individual differences of children. We believe that our most important aim in the instructional program is that of motivating and challenging children to perform at the level of their mental abilities.

Milk Program

From the day our program began on October 1 to June 3, the children of Hoyt School consumed 34,151 half-pints of milk.

W.I.A.A. Accident Benefit Coverage

This year eleven accident cases were reported to W.I.A.A. A total of $100.00 was paid to cover these.

Excursions and Incursions

Several excursions were made by children at different grade levels. The following places were among those visited: Fire station, Schoolroom Progress Exhibit, University of Wisconsin Farm, Bowman Farm Dairy, Telephone Office, Vilas Park Zoo, and Little Norway. Several times during the year persons with special interests or travel experience came to talk with children.

Audio-Visual Aids

Visual aids have been used to a great extent by teachers at Hoyt to supplement classroom teaching. From our Curriculum Office 195 films and 425 filmstrips were ordered. In addition films were used from the University Bureau of Audio-Visual Instruction.

P.T.A.

The Hoyt School Parent-Teacher Association had a membership of 276 this year. The following meetings were held:

October 9 - Potluck supper and get-acquainted night.

November 12 - Go-to-school Night. A total of 330 parents visited classrooms that evening. During this American Education Week, 156 visited their children's classes.

December 18 - Annual program of Christmas music - "Christmas in Story and Song".

January 28 - Dr. Arthur Mennes, Curriculum Coordinator for the Madison Public Schools spoke on "Planning the Curriculum in the Madison Schools".

May 14 - Spring Musical Program given by all children, kindergarten through sixth grade. Instrumental numbers were presented by the string group at Hoyt.
Election of officers.

On April 27 our Summer Round-up Meeting was held in the General Purpose Room. Children were registered for the 1959-1960 kindergarten and parents had the opportunity to meet the kindergarten teacher and the school nurse. On June 2 there was visiting day in the kindergarten room for mothers and children in preparation for the next school year.

School Staff

It has been a real privilege to have such a fine staff with which to work. Their fine attitude and professional interest have been outstanding. Both the secretarial and custodial staffs have been important factors in the operation of Hoyt School. It is gratifying to have such qualified people.

Contacts between the school and the home have proven very helpful to us. There have been many such contacts:

1. Many conferences at school with parents to discuss progress of the child.

2. Parents stopping in to visit classes.

3. Telephone conversations to inquire about ill children.

4. Early in the school year after school meetings were held at each grade level. Mothers attended these meetings when teachers had an opportunity to explain philosophies, school policy, and school regulations. They were informal meetings and we feel very worthwhile.

Five students from the University were participating teachers this year. Two of these students remained for the second semester working at different grade levels than they had the first semester. A first grade teacher spoke of her work with two of these students: "This has been an extremely challenging year as a University Cooperating Teacher. Learning to understand and help two such different girls has been an opportunity that has really had me searching my own methods and ideas".

Extra-curricular Activities

The Hoyt School Chorus met each Tuesday and Thursday during part of the noon hour with the regularly scheduled music teacher. This teacher spent these two days each week at the school.

A Spanish Club for interested fifth grade children was started for the second semester. Meetings were held once a week from 3:30 - 4:00 P.M. Membership was limited to twenty pupils to allow for more conversational opportunities. Children were introduced to a foreign language and became acquainted with some basic Spanish expressions. A regular classroom teacher was responsible for this activity. Many of the children would like to continue in this activity as sixth graders next year and suggested that a new group of fifth graders be started. This will depend on the scheduling of other after-school programs.

Intramurals for fifth and sixth grade boys were scheduled for Mondays and Wednesdays after 3:30 P.M. and for fifth and sixth grade girls on Tuesdays.

Special Services

1. Library

The Hoyt School library was moved to more adequate quarters in November 1958. The change to a classroom sized room in the new addition to the building was made with great happiness on the part of the children, the staff, and the librarian. It has meant adequate lighting for working, better access to books, space in which to work, better ventilation, and tables and chairs for seating the children in the room. It has also meant that children could use the library for their needs even when not scheduled in classes.

The library has served a school population of 313 on a three-day schedule per week which has meant an improvement in service. The first through third grades were scheduled for half hour periods, and the four through sixth grades for forty-five minutes. The fourth through sixth grades had instruction on use of card catalogue and reference materials, work on authors, distinguished books such as Newbury and Caldecott award books.

The circulation has increased to 16,459, but does not tell the whole story, as much work was done in the library itself. The two sets of encyclopedias were kept in constant use. Three hundred sixty-nine books were added to our stock this last year, so we now have a total of 2,125 circulating books and a total of 78 reference books, making a grand total of 2,203 books.

Ethel McMillen - Librarian

2. Health

The yearly vision, hearing and dental surveys were conducted this fall with the cooperation of teachers and room mothers.

Vision screening was done on all students from first through sixth grade. Out of the 242 tested, 12 were found with vision problems. Only one of the 12 remains to be corrected as of this date.

Hearing screening is done on the first, third and sixth grades. Fifteen were found to have some hearing loss, two of these severe enough to be referred to M.D.'s, the remaining thirteen to be retested next year.

Dental survey. Thirty-one students were checked in this survey. One was given appointments at the dental clinic, all of the remainder were seen by their private dentists.

Tuberculin skin testing was done on all first graders. This program revealed no disease.

The health status of the children in Hoyt School is generally very good. A high percentage of children have completed their recommended physical examinations before entering kindergarten or first grade, third grade and sixth grade. Those examined before entering:

Kindergarten - 97%
First grade - 80%
Third grade - 71%
Sixth grade - 70%

Conferences were held with the teachers in which the emotional health as well as the physical health of each child was discussed in an effort to have optimum good health for all children in the school.

Gladys Kessenich - Nurse

3. Child Study and Services

This represents a summary of cases referred for psychological evaluation during the 1958-59 school year. Assistance was requested for approximately twenty youngsters. Most of the situations involved behavior problems with a scattering of questions concerning learning ability or placement. The bulk of the problems were handled by means of conferences with the teacher and principal. In several of these situations the youngster was observed briefly in class prior to the conference. One youngster was under treatment at the Dane County Child Guidance Center and a joint conference was arranged between members of the Center staff, the Principal, the teacher and this examiner. Four youngsters were seen individually for purposes of evaluation of relatively severe behavior problems. These youngsters were seen on two or three occasions and in each case a conference was also held with the parents. In all of these situations referrals to other agencies were discussed with the parents.

This summary does not include cases which may have been handled by other members of the Child Study Department, such as the Director of Special Education, the psychometrist, or the school social worker.

Myron Seeman - Psychologist

The speech therapist is concerned with locating and correcting speech patterns which deviate from normal. The child with defective speech is most easily differentiated from one with normal speech by noting if his way of speaking detracts from what he is saying. The types of deviations include problems with specific sounds (substitutions, omissions or distortions), rate or fluency of speaking, voice quality, pitch or inflection pattern and language.

The speech therapist works closely with the classroom teacher. The therapist and teachers cooperate in locating the children with defective speech and in helping the children use their corrected speech patterns learned in speech class in the regular class situation.

The speech therapist attended Hoyt School two afternoons each week. Children attended speech classes twice a week for twenty minute periods.

Twenty-five children received speech therapy this year. Types of speech problems were:

Articulation - twenty-four children (substituting or distorting sounds)
Delayed speech - one child

Of the twenty-five children seen, five children were dismissed as corrected. In addition, two other children were dismissed from further speech therapy because carry over was complete from speech work done the previous year. One child may possibly be dismissed in the fall if carry over of speech work is complete. Nineteen children have improved but still have defective sounds or speech habits to correct.

Virginia Mann - Speech Therapist

Acknowledgements:

We at Hoyt School again wish to express our sincere gratitude to members of the Board of Education, Superintendent Falk, and directors of all departments for their cooperation.

Respectfully submitted,

Dorothy F. Rule, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal

Maurine Bredeson
June, 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59

Enrollment:

As has been true for the past several years the school population at Lapham School has had a high degree of mobility. Figures are as follows:

	1955-6	1956-7	1957-8	To May 22, 1959
Transfers In	25	29	32	48
Transfers Out	55	34	33	58
New Enrollees	56	37	61	57
Withdrawals	36	44	59	58

The frequent moving which this represents occurs in both the Lapham area proper and at Truax. Analysis of this year's school population from that area is as follows:

	October	January	May
Barracks	94	90	90
Block apartments	32	31	25
Trailers	12	11	11
M.O.Q.	0	0	0
	138	132	126

Another interesting enrollment fact has been the arrival of nine foreign born, non-English speaking children from Japan, China, Puerto Rico, Venezuela, the Philippines and Israel. This situation has represented both a challenge and a satisfaction to the classes involved. We welcome the opportunity to know first hand that all humans are fundamentally alike and that different cultural backgrounds have much to contribute to us all; but it does challenge a teacher's ingenuity to add, for one or two children, a course in English language.

Oddly enough, with the ever increasing mobility, we this year have a much higher percentage than usual of sixth graders finishing who have had their total elementary schooling with us, 21 out of a total enrollment of 67.

Families in the district continue to show a good deal of instability. During May this was the existing situation;

Grade	Enrollment	Number of broken homes	Other serious problems	Working mothers (additional)	Percent affected to some degree
K	123	19	4	17	32
1	82	18	8	13	47
2	82	12	8	18	46
3	82	11	9	18	48
4	83	22	7	8	45
5	62	16	7	11	55
6	55	13	12	7	60
Totals	569	111	55	92	48

I hope there may be some significance in the fact that the percentage of broken homes and of known serious problems of other nature is down a little over last year's figures. The percentage of working mothers is considerably higher but that kind of problem offers more hope for a family to maintain stability than either of the other conditions charted. Too often, however, we still find children unable to give us their best because their mother is living illegitimately with a man they have learned to call "daddy", and one day gets taken to court. Or a policewoman appears needing to have a child immediately removed from class to find a place where he can be fed and housed while the "baby sitter and her friend" are dealt with by the law. Eventually disturbed family patterns result in seriously disturbed children. Several older children from such families have exhibited very anti-social behavior, stealing up to $75.00 from a neighborhood grocery being the most serious offense. One boy involved in this episode refused to go home after the police questioning. He willingly returned to school and left at dismissal time but returned at the sight of his father. He refused to leave the building until his teacher and I went with him to talk with the parents and police officer - not to minimize his wrong doing but to try to get them to recognize wherein the boy had tried through the year to improve his behavior and to think ahead to an equitable solution of his present problem. The fury exhibited by both the boy and the father and the histrionics of the mother left us feeling that the situation offered little if any hope for the child. Smoking has been a problem. This is the first time it has been so prevalent since our oldest pupils have been sixth graders.

There have been several staff changes. Though only two teachers were new in September, one of them, and also one who had been with us only last year resigned during this year because of pregnancy. One permanent replacement has been found, but the other position was filled from the substitute list. Two other teachers were unable to finish the year, one because of an accident which has incapacitated her for nearly a semester. Miss Neal retires this year after many years with the Madison schools, and several other resignations have been received. It would appear as though seven new teachers will be needed, of whom five are assigned, four with no experience.

With all of the turnover which has existed at Lapham School in recent years the loyalty and cooperation of all staff members, custodial, secretarial and teaching, is a real tribute to the professional attitude of the total group. I am especially appreciative of the help of those who have remained on the staff in working so effectively with the new members who come each year.

ACHIEVEMENTS

Academic

As in previous years Lapham School continues to score in the fall reading tests somewhat below city medians. The 1958 comparisons are:

	Lapham	Madison
Grade 2	2.38	2.56
3	3.9	4.1
4	4.3	4.5
5	5.1	5.5
6	6.0	7.1

Median scores in the California Achievement tests given in March 1959 to sixth graders are:

Test	Lapham	Madison
Reading Vocabulary	7.8	8.2
Reading Comprehension	7.9	7.9
Total Reading	7.6	8.1
Arithmetic Reasoning	7.1	7.3
Arithmetic Fundamentals	7.1	7.0
Total Arithmetic	6.9	7.2

	Lapham	Madison
English Mechanics	8.0	7.4
Spelling	7.4	7.3
Total Language	7.4	7.5
Total Battery	7.3	7.6
I.Q.	104	110

In most instances children seem to be achieving at a rate commensurate with their abilities. Where they are not, there is usually a known social or psychological problem on which some person or agency is at work. It is gratifying that many children with such problems can with guidance achieve in line with their capacity.

New language books, purchased in small sets for each classroom have been appreciated this year. Language is an area of the curriculum which needs much emphasis in this district, first spoken language, and later written language. Vocabularies are often meager, so that stimulating an interest in words and what they mean is important. Speech patterns are incorrect, due to the imitation of incorrect speech of adults. Mrs. Kellman, our speech correctionist notes a considerable increase over the years in the number of children needing her assistance. Correcting these patterns needs the attention of classroom teachers as well as the help of a specialist. To do so without destroying a child's willingness to talk or spontaneity becomes a matter for careful discrimination on the part of the teacher.

Fundamental to the development of vocabulary and language patterns is the need for experiences common to the class so that common understandings may be developed. These have been provided in various ways. Many trips have been taken to the fire station, bakery, dairy, parks, University farms, Madison Newspapers, Historical Museum, Wisconsin Telephone Company. Many visitors have shared their experiences with various class groups. In the social studies area this has been particularly true this year of people who have traveled to Alaska or Hawaii. The impending statehood of these two places has been discussed in the children's as well as adult newspapers. With the number of service connected people we now have, we find both children and adults who have lived in other sections of our country and abroad who can contribute a great deal to the class instruction in geography and history. Science experiences also constitute a basis for the common understandings which need to be developed. These have ranged from the observation of pets, birds, tadpoles and the planting of seeds to some rather advanced work by older children in various science areas.

The sixth grades for instance studied the effect of diet on white rats, proving quite conclusively the value of milk in the diet. This project led to a study of foods and health and the human digestive and circulatory systems. Appropriate concepts and experiences were shared with younger children. This grade too, working with fifth grade, planned and carried out an exhibit on air which was a part of the science display at the Southern Wisconsin Education Association. They conducted several experiments and compiled material to show a number of other possible experiments and activities using simple equipment to demonstrate the scope of the study of air-weather, wind instruments, layers of atmosphere, composition of air, how plants and animals use air, planes and the aesthetic use of air. A fifth grade in which several children became very interested in science worked out a program which they gave for other children and for their own parents. They showed and explained the simple pieces of equipment they had made, a wet and dry bulb hygrometer, a hair hygrometer, an anemometer, a wind vane and a rain gauge, explained their records of temperature, weather and barometric readings and conducted a number of experiments to demonstrate that air presses upward and fire needs oxygen to burn.

Other experiences which contribute to common understandings, and so to the growth of vocabulary and language skill have been radio and television broadcasts. Many of the long used programs were continued and some new series were used.

Spelling has been given careful thought and teaching too. Emphasis has been put on sounds, syllabication and meanings of words, especially multiple meanings. We again participated in the city Spelling Bee, though we feel the most functional use of spelling is always written.

Arithmetic teaching begins with the development of understandings concerning number and progresses through the mastery of the fundamental facts of addition, subtraction, multiplication and division. Work is given in fractions and decimals, and children with good ability in this area are encouraged to develop broader mathematical understandings, such as finding several solutions to a problem, and writing equations to fit their problems.

Contributions of the teachers of special subjects greatly enrich the curriculum at Lapham School. The time of the art teacher has been reduced by 20% this year, which has necessitated some curtailment of instruction in the lower grades, but much fine work is going on. We are especially grateful that such avenues of expression are open to our children to complement and often provide more satisfying results than those they can achieve in the language areas.

Music is another such area. Mrs. Tiffany is generous with her out of school time and makes many opportunities for the children to share their skill in and enjoyment of music with others. They sing well, and their contributions to the Christmas program, Award Day and the all city Music Festival are excellent. Physical education and the after school sports program make a fine contribution, too, and the cooperation of these teachers in helping with programs, parties, the marbles tournament and bicycle safety program is appreciated. The library continues to function as an effective force in the daily lives of children, as well as in the work of the classroom. Much recreational reading is done as well as research, and I am sure many children delved deeply into informational reading after watching hundreds of preying mantises hatch from the egg case Mrs. Kellman had on display this spring.

Classes for the deaf, blind and visually handicapped continue to function well, though this has been a difficult year for the deaf department. We were unable to fill the vacancy caused by Mrs. Iwert's resignation and class loads have been large, especially in Mr. Delavan's group of older children. We hope that for next year another teacher can be found who will take the high school age youngsters into a high school and relieve the situation at Lapham. Carrying out a program as highly individualized as is necessary in these special classes requires very careful planning and a high degree of cooperation on the part of all staff members, those whose main responsibility the children are and those into whose classes they go for part of their work. We appreciate the thought and extra effort which have gone into making the program function smoothly and well.

Civic

Student teachers from the University continued to work at Lapham this year. Most of the students, as in previous years, were juniors, but the program was broadened to include one girl in her block semester senior teaching. Much more is involved in this than in the junior year teaching, but Mrs. Zabrocki felt it a worth while task. The student, Miss Langer, has been hired to teach in Madison next year. We hope that she and others who have participated in that limited program will prove the soundness of the idea.

There was again a great amount of observation largely concentrated on the special class program. Hospitals are grateful for a chance to observe work with handicapped children and make ever increasing use of our school as a laboratory.

Teacher participation on curriculum work continues, on committees and in preparation of material for committee use. Lapham has also been represented on committees to evaluate supplementary books and to work out some problems in the area of book purchasing, distribution and use.

Children have continued to participate in the Junior Red Cross, School Patrol, Cadet Girl and other service programs. They and their parents appreciate the opportunities offered for summer activities, the availability of the library, the remedial reading program, playground and swimming activities and the University Laboratory School.

We are also especially appreciative of the fine cooperation of our school nurse, Miss Dahle, under whose leadership many health programs have been conducted, - vision testing, hearing survey, dental survey, tuberculin testing and physical examination programs.

The P.T.A. has again conducted their meetings after pot-luck suppers held for parents and children of various grade levels. Their program for the year was:

October	Go To School Night Speaker: Miss Barbara Dahle "How We Conduct Hearing Tests"
November	Fourth Grade Pot-luck Speaker: Miss Margaret Moss "Story Book Land"
December	Christmas activities at school
January	Second Grade Pot-luck Panel: Lapham teachers "How Johnny Learns to Read"
February	Fun Night
March	Kindergarten and First Grade Tea N E A movie: "Skippy and the 3 R's"
April	Third Grade, Deaf & Sight Saving Pot-luck Speaker: Mr. Richard Wilson "Would You Panic?"

May — Fifth Grade, Braille Pot-luck
Speaker; Dr. Robert O'Conner
"Growing Up"

In addition they have sponsored Boy and Girl Scouts, a kindergarten registration tea and a sixth grade banquet.

PROBLEMS

The long range problems in this neighborhood seem to be two, both an outgrowth of the fact that we have larger and larger segments of a deteriorating community within our borders. The first is analyzing the trend of population. As earlier figures indicate, there were in the first nine months of this year 105 children new to Lapham and 116 children who left us. With a gross enrollment of 671, this represents a very large percentage of turnover. Estimating what will happen becomes increasingly a matter of conjecture. The second is to provide a learning situation for children which can contribute stability and security for them since so many facets of their lives are unstable. The most skillful presentation of facts will not enable a child to learn unless and until he knows that he is accepted and he is and can accept others as they are.

When a number of children in the class are so disturbed as to withdraw themselves from the situation or to become highly volatile when faced with difficulty, teaching necessitates both great understanding and acceptance by the teacher and real mastery of the techniques of group management if youngsters are to be effectively motivated. The success which is achieved by the staff is very gratifying.

CONCLUSIONS

May we at Lapham School once again express our appreciation to the Board of Education, Mr. Falk and the various department heads for the fine professional atmosphere which makes it a pleasure to work in the Madison schools.

Respectfully submitted

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
Evelyn Simonson
June, 1959

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1958-59
LINCOLN SCHOOL

Enrollment figures at Lincoln during the school year 1958-59 were as follows:

Grades	Sept.	June	Gross	New Ent.	Trans. In	Trans. Out	With-drawals
Kdg.	57	45	59	2	0	8	6
1-D	28	27	33	2	3	2	4
1-V	26	23	30	2	2	0	7
1-2W	27	24	28	0	1	2	2
2-S	26	27	32	3	3	2	3
3-E	27	28	29	2	0	0	1
3-S	28	24	31	0	3	2	5
4-H	33	29	36	1	2	4	3
5-G	24	22	27	3	0	3	2
5-S	15	13	15	0	0	0	2
6-R	32	28	34	1	1	1	5
	323	290	354	16	15	24	40

The 1958-59 enrollment figures represent a total of 202 families as of June 1959.

137	families	with	1 child
46	"	"	2 children
16	"	"	3 "
2	"	"	4 "
1	"	"	5 "
202	Families -	290	Children

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

Sherman Terrace	Superior Street	Truax	Washington Heights	Total
21	29	41	33	124

The breakdown on the Truax area is as follows:

Apartments	Barracks	Trailers	MOQ	Total
12	22	3	4	41

W.I.A.A. Accident Benefit Coverage

This year nine accident cases were reported to W.I.A.A. . A total of $30.00 has been paid on five cases. Four cases are still pending.

P.T.A.

As was stated in last year's report, the widespread populus in the Lincoln district is a barrier in forming a strong P.T.A. group, and in maintaining a fair average attendance. The 220 memberships represented 65% of the families in our area.

The Get Acquainted Pot Luck in October, November Go-to-School-Night, and the Christmas Program were the best attended. From general observance, it is my opinion that when children are directly involved in performance, parents make a greater effort to be present.

P.T.A. Program - 1958-59

Oct.	8	- Pot Luck - Get Acquainted Night Safety Program - Captain Randall
Nov.	12	- Go-to-School Night Social Hour
Dec.	18	- Christmas Program Grades 4,5,6
Jan.	14	- Philip H. Falk, Superintendent of Schools "Our Schools"
March	11	- Dean Worcester, Professor Emeritus "The Gifted Child"
April	8	- Virginia Kahl, Author and Librarian "Children's Books"
May	14	- Spring Song Festival Directed by Mrs. Esther Tiffany

ACHIEVEMENTS

A survey of special emphases in the area of curriculum and citizenship development this past year focused upon varied points of interest:

Kindergarten

"In the Kindergarten this year special emphasis was given to number work. I worked with the Arithmetic committee and my interest grew out of that. Some of the areas we covered and concentrated on were:

1. Counting
2. Recognizing numbers
3. Writing numbers to 10
4. Recognizing shapes and forms
5. Calendar-every month
6. Telephone numbers and addresses.

These are some of the number activities used this year:

1. Sorting forms from colored paper.
2. Acting out number songs and games.

3. Using flannel board to recognize numbers - shapes.
4. Counting children for group games.
5. Drawing picture with certain number of objects in it.
6. Number films
7. Recognizing important dates or days on calendar.

Much of our number work is done incidentally through conversation , field trips, special activities and construction work.

The Circus Unit, especially this year, I felt was very worthwhile because both groups of children added so many new ideas and all worked so well together. We had three weeks of concentrated work - learning songs, dances, animal imitations and rhythms. Much art work - the children were willing to help each other and during the performances they behaved very well."

Grade 2:

" I did a great deal of science work this year. Of course, reading and arithmetic are two subjects I emphasize greatly in second grade as well."

Grade 3:

" I think arithmetic is very important in third grade, so my class concentrated a great deal on arithmetic. Reading is also very important. We spent about equal time on Social Studies and Science.

Units Taught

Social Studies	Science
1. The Sheep Country	1. Living Things
2. The Cotton Country	2. Fire
3. Great Lakes Country	3. Air
4. Wool	4. Moon
5. The Wheat Country	5. Weather 6. Sound

The Social Studies unit "Cotton" was probably the most interesting and enjoyed the most by the children.

Special Activities

1. A booklet on cotton was made by each child.
2. Maps were cut out for puzzles by each child."

4th grade Teacher States:

"Special emphasis was given in language arts, particularly in written composition, and in citizenship development. I tried to give guidance in the development of better study habits, self-control, and consideration for others. (However, the competition of out-of-school interests often makes the development of scholarly ambition very difficult.)

Throughout the year we worked on reading recreational books and writing better book reports as one worthwhile spare-time activity. Correct form and interesting content were stressed. Since there is an extremely wide range of language arts ability in this group of children, the final level of achievement varies greatly. A few children still have considerable difficulty in expressing themselves in a few clear-cut interesting sentences. The pupils with higher ability enjoy writing several paragraphs, in variety of style, and personal comments indicating some growth in critical judgment."

From a Fifth Grade:

"While this group, because of its varied range, has presented great problems and has not, as a group, attained as much educational growth as I have wished, there has been a marked improvement in their study skills and their ability to see things through to completion.

Looking back over the year, I believe I am most satisfied with the growth in study skills (some exceptions, of course). We have defined our problems in the science and social studies areas in a variety of ways, gotten our sources of information listed, worked individually, and largely pooled our efforts."

The Sixth Grade

"Language Arts was emphasized as a result of our new course of study and new text books.

I felt that the most emphasis was placed in the area of arithmetic (at least I did). This, in line with our new course of study and textbook selection process."

A SCHOOL PROJECT

The organizing center of Weather was chosen by the staff, following the suggestions by the committee which arranged for the science exhibit at the S.W.E.A. meeting. This seemed a very appropriate selection as the subject was of interest to all grade levels, hence a good topic for a Broad Fields approach to curriculum planning. While many concepts and understandings were common to all grade levels, this was a good opportunity for growth in breadth as well as depth within the given topic.

Various methods of measuring and recording weather facts were displayed in the exhibit which ranged from the very simple in construction to the more complex. Some children tried their skill at making their own hygrometers and anenometers, besides learning to read various weather instruments.

TV Programs

This year, a TV set was provided for the school's use through Miss Arlene McKellar, WHA Broadcasting Station. The set was installed in the library which was available at time of the school programs.

The programs found to be the most profitable were: Exploring the News, viewed by the 6th grade, Weather(1st semester) 5th and 6th grades, Pioneer Wisconsin (2nd semester) 5th grades, and Friendly Giant, primary grades.

From experience this past year it seems the general opinion of the staff that a TV set is a valuable teaching aid, and could well have a place in the school program.

SPECIAL FIELDS

Music

I thought the group singing in the gym for U.N. Day helped instill a feeling of patriotism for our country and also a feeling for school unity. Participation in the City Music Festival was of course, a highlight of the year. The Choir program for the school and for the P.T.A. was quite successful and inspirational.

The year we "wound up" music activities by having each class group perform for the children who will be in that grade the following year. Besides helping to stimulate interest, it has proved to be good training in self-reliance and self-assurance-something which I feel is badly needed by most of our groups.

The fifth graders presented a music program for the entire school the last day of school. The sixth graders sang at their farewell party.

Esther Tiffany

Art

Craft and design seemed to be the greatest success and interest this year. Clay, copper enameling, balsa constructions, wire mobiles, paper maché and wire constructions, and paper sculpture were some of the media we worked in this area.

The wire and paper maché constructions showed the greatest growth in ideas and execution. These were done by the fifth grades. Wire was shaped to the desired form and paper mache was added for muscles etc.; then they were painted. (Figures-animals-birds-designs.)

Anona Gilbert

Physical Education

I did quite a bit of testing this year on the physical fitness of the children, such as push-ups, sit-ups, standing broad jump, 35 yard dash, softball throw for distance and 600 yard run and walk.

Skills were tested in soccer, basketball, softball, and rope jumping. The 600 yard run and walk showed that our youth in Madison have good legs as a group.

William Slater

Speech

During the school year there have been thirty-nine children who have received speech therapy. Of this number, seven moved out of the district during the school year. Ten children were dismissed during or at the end of the school year because their speech problem was corrected. There will be twenty-two children carried over to next year's case load.

A break down of the children by grades shows twenty-two first graders, nine second graders, three third graders, three fourth graders, and two fifth graders.

Marianne Kellman

FUTURE NEEDS

Several needed building improvements were accomplished last summer-1958:

1. Rewiring of 1st and 2nd floor corridors plus new light fixtures.
2. Remodeling of boy's lavatory on 2nd floor, including new tile floor.
3. Asphalt flooring in Room 103
4. New stoker and coal conveyor installed
5. Accoustical ceilings - 4 rooms.

Most urgent needs in the future appear to be:

1. Parking area. At present there is no area for teachers.
2. Teachers' room
3. New office location and improved facilities.
4. Improved kitchen facilities
5. Interior painting of building
6. Improved classroom storage facilities.

CONCLUSION

In closing the school year 1958-59, I wish to thank all members of the staff for their many added efforts during my absence at the end of the year. I especially would like to mention Mrs. Lila Petersen, school secretary, and Evelyn Hahn who with the assistance of Richard Ripple performed many of my duties.

Respectfully submitted,

Evelyn Simonson, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
Helen Simon
June, 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-1959
LONGFELLOW SCHOOL

Enrollment figures for Longfellow School during the school year 1958-59 were as follows:

Grade	Sept.	June	Gross	Enrollees	Trans. In	Trans. Out	With-drawals
Kdg.	118	107	125	1	6	14	4
1st	58	49	65	4	4	10	7
2nd	49	42	55	3	3	9	4
3rd	51	44	54	2	2	7	4
4th	49	46	57	5	3	9	2
5th	45	41	50	5	2	4	6
6th	45	37	48	1	2	7	4
Rem.	59	57	65	4	2	2	6
	474	423	519	25	24	62	37

Comparison enrollment figures for the past few years are:

Sept. 1955	Sept. 1956	Sept. 1957	Sept. 1958
568	518	494	474

As is seen in the above tables, the trend of lowering enrollment is continuing at Longfellow. At present this is due, as also explained in last year's report, to the re-development plans for part of the area. Most of the buildings in the Brittingham Park area are razed, but further work on plans is halted, until the Supreme Court gives a decision on suits pending, contesting the right of the Urban Renewal Authority to condemn the properties. Work in the Triangle - the area bounded by Regent, West Washington and Brooks Streets - has not begun, but people with children are moving from it as they find satisfactory living quarters elsewhere.

Transfers Out and Withdrawals show 50 more than New Enrollees and transfers In. These numbers indicate a great mobility of pupil enrollment which has been typical the past few years and is expected to continue until the redevelopment stabilizes that section of the community.

At the end of the first semester, one of the sixth grade teachers resigned, and as the enrollment in fifth and sixth did not warrant hiring four teachers, a combination fifth and sixth was organized. Except for that class we had two sections of each grade, four of kindergarten and four remedial grades. Two of the remedial classes were beginning primary and two upper grades.

The new St. James School did not make a noticeable difference in this year's enrollment, but some families, who through this year sent their children to Longfellow, plan to send them to St. James hereafter. If St. Joseph's moves, or decides to not open a first grade, it may make a difference to our enrollment.

If Franklin School is crowded we would be able to care for any extra pupils that could be transported. Our anticipated enrollment figures, based on questionnaires sent to the homes, show small enrollments in grades two, three, four and five. At present we have a room used for visual aids which could be used as an extra classroom.

ACHIEVEMENTS

Testing Program

Results of the Reading tests given in September as part of the city-wide testing program were:

Grade	Range	Med. Grade	Med. I.Q.	Madison Med. Grade	Madison I.Q.	I.Q. Range
2	1.1-3.8	2.2	103	2.56	108	86-139
2	1.6-3.7	2.3	102			75-134
3	2.5-5.55	3.75	106	4.1	107	91-136
3	2.3-6.1	3.57	107			87-122
4	2.6-7.3	3.8	106	4.5	106	80-134
4	2.8-7.2	4.1	111			87-126
5	3.0-8.2	5.1	97	5.5	105	83-131
5	3.0-6.9	5.1	106			85-125
6	4.4-12.3	7.1	101	7.1	108	84-143
6	3.8-10.5	6.1	100			

Several teachers gave tests in the spring to measure pupils' growth. Results in the second grade show a median of 4.1 reading grade and range of 1.5 to 4.4.

With the adoption of the Ginn reading books for the third group in reading for grades 1 through 6, a special study was made of the pupils in these sections. A list is being kept of each one's individual reading so from year to year his progress can be followed. Help for pupils whose general ability is above their reading performance, is given by a special remedial reading teacher, Mrs. Ann Schein, who spent three mornings a week at Longfellow. Her work was much appreciated and results satisfactory. During the year she met with twenty seven pupils of grades 3, 4, 5 and 6. Her report is as follows:

"The remedial reading program has been most successful this past year. This is due in a large part to the attitude of the principal and of the teachers toward the program. It has been my experience that I have been welcomed with open arms. The teachers have been aware that I could offer assistance in at least two ways, taking some of the worst cases off their hands and helping them with the others. A very important part of any remedial reading program is what the child does between sessions. Here again, the classroom teachers were most interested. The child was encouraged to practice word-recognition techniques and to read easy material. Without this between sessions help, no child would have progressed very far in reading.

The selection of pupils is a very basic question to the success or failure of a remedial program. Here again, I was given a free hand plus help and encouragement on the part of the principal. For our master list, we took all the low scores recorded on a group reading test. But group tests make great mistakes on individual cases. Again we turned to the teacher for referrals. The youngsters referred were given an individual reading test. These tests gave us a true reading level for the child and insight to his individual reading difficulty. From these scores, we formed the reading groups. Several children with the same problem could be worked with at the same time. But our grouping never became inflexible. The child who moved ahead was placed in another group. If his growth continued at a rapid rate, he was seen individually for a short period and then retested and sent back to his regular classroom. At no time was the remedial reading class used as a "dumping ground" in order to remove discipline cases, mentally retarded youngsters, or children with emotional problems from the regular classroom.

If a remedial reading teacher is to help the poor readers, she must have the materials needed to help them. There is no use in knowing what is needed if nothing can be bought. Although there was no budget set up specifically for the program. there was no shortage of supplies. Dr. Waller found some funds in his budget, the principal uncovered other funds, and the librarian included books in her order that could be used both in the library and the reading classes. I am happy to say, that not one of our school children was hampered in making maximum

progress due to lack of materials.

When teaching a skill such as reading the problem must be seen in terms of the individual and individual needs. Perhaps in focusing on the individual, we did not see as many youngsters as we could have. But hopefully, we selected those who needed the help the most and who also profited from the help the most. There is no magic formula that works with all children. The reading teacher must decide how much thought and time she can give to each child. This I have tried to do."

We were pleased with the results of the California Achievement tests given to the sixth graders in January, which were as follows:

	Reading			Arithmetic			Language			
	Voc.	Comp.	Total	Reas.	Fund.	Total	Mech.	Spell.	Total	Battery
Long. Med.	7.3	7.2	7.2	6.9	7.7	7.4	7.1	7.1	7.2	7.3
Grade Norm	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4

Median Percentile Ranks: Reading 70 Arithmetic 90 Language 80

The change in the kindergarten testing program this year, whereby the teachers themselves gave a Reading Readiness test instead of the IQ test formerly given by workers of the Child Study Department, resulted in many valuable outcomes. It was especially helpful in the placement of those pupils whose promotion was doubtful. It was very useful in discussions with parents in helping them to understand what it really means to be ready for first grade reading. Results range in one grade from -2 to 100, in the other from 2 to 99.

A table of results is as follows:

Section I				Section II			
Score	No.	Score	No.	Score	No.	Score	No.
99	3	64	2	100	1	54	2
98	2	61	1	99	1	52	1
97	1	59	3	98	2	45	1
96	1	57	3	91	1	43	2
95	1	54	1	90	3	41	2
94	4	47	1	88	1	39	4
91	3	43	1	86	1	37	1
90	2	39	1	84	1	35	1
88	2	37	1	82	2	29	1
84	2	33	2	80	2	27	2
82	4	22	2	78	1	20	1
80	3	14	1	75	1	15	2
78	1	9	1	71	1	13	1
75	2	3	1	69	1	9	1
71	1	2	1	66	3	8	1
69	1			64	1	7	2
				61	1	3	1
				57	3	-2	1

The experimental kindergarten report card designed by the city kindergarten committee was used this year with great success. The teachers found it much more informative to the parents, and an aid to themselves in analyzing the individuals in their classes. It, too, was very useful in parent-teacher discussions. One teacher had a conference with each parent explaining the child's report card at the end of the first period, making it much more meaningful to the parent.

COMMITTEE WORK

As in past years, the teachers served on curriculum committees, especially Science, Arithmetic and Language Arts. The continuing work in Language Arts has been particularly valuable and much evidence has been seen in improved work in this area at all levels. The increased amount of writing brought about as a result of this emphasis has given chances for various studies. A much better understanding of the child has been arrived at in several cases, through a careful study of his writing.

Every teacher spent many hours of work the last few weeks of school filling out the Science Questionnaire sent from the Curriculum Office. We hope that in the future this can be sent earlier, at least at the beginning of the last quarter.

SPEECH THERAPY

The speech therapist is concerned with locating and correcting speech patterns which deviate from normal. The child with defective speech is most easily differentiated from one with normal speech by noting if his manner of speaking draws attention from what he is saying. The types of deviations include problems with specific sounds (substitutions, omissions, or distortions,) rate or fluency of speaking, voice quality, pitch or inflection pattern and language.

The speech therapist works closely with the classroom teacher. The therapist and teachers co-operate in locating the children with defective speech and in helping the children continue the corrected speech patterns learned in speech class into the regular class situation.

The speech therapist attended Longfellow School two afternoons each week this year. Children were seen in 20 or 15 minute periods. 37 children received speech therapy. Types of speech problems were: Delayed Speech - 6 children, Articulation Problems - 31 children. Of the 37 children seen, 6 children were dismissed as corrected, 9 children may possibly be dismissed in the fall if carry-over of sounds is good, and 22 children have improved, but still have defective sounds or speech habits to correct.

Virginia Mann - Speech Therapist

RETARDED CLASSES

This year four classes for retarded children were held at Longfellow - two beginning primary and two upper grades. Watching these pupils at work under the able direction of the teachers, one is struck by the many learnings and the worthwhile activities being promoted. Pupils are experiencing successes which they could never encounter in regular classrooms. Annual reports of these groups are incorporated in Mrs. Holcombe's report.

SPECIAL STUDIES

Again this year Longfellow School was used for two research studies carried on by the University of Wisconsin and one by the doctors in the cardiology department of the Veteran's Hospital.

The research project of Klausmeier and Ringness in cooperation with the U. S. Department of Health, Education and Welfare, the State Department of Public Instruction and the University of Wisconsin, was a continuation of that begun in 1957-58. The purposes of the Klausmeier study were to ascertain more finally the relationships among various physical, mental and achievement measures and to analyze the learning efficiency in Arithmetic of mentally retarded children in comparison with children of average and high intelligence. The major purposes of the Ringness study were to discover the relationships among self-concept, level of aspiration and emotional reactions of mentally retarded children with children of average and high intelligence. The same children in fifth grade were used in the two studies.

Results of the studies were given the school, and study of the report gives greater insight into the understanding of individual children.

A study under direction of Dr. Jensen was conducted of Problem Solving and Perceptual Solving in the lower retarded classes. The results of this study have not yet been received.

COOPERATING TEACHERS

Nine teachers participated in the University cadet-teacher program with three having a student both semesters and six having one for a semester each. The teachers find the cadets a stimulating challenge and feel the program is mutually beneficial. One senior from Edgewood spent three weeks doing practice teaching in the kindergarten at the end of the first semester.

THRIFT PROGRAM

The school saving thrift program, begun during 1957-58, was continued with the same plan in operation as last year. A committee of sixth graders, under direction of the principal, conducted the sale one morning a week. Sales were limited to 10¢ stamps and sold to grades 3, 4, 5, 6 and Upper Remedial. The number of investors was not so large as the first

year the program was in operation, but sufficiently large that it is considered worth continuing. The number of purchasers varied from 26 to 76 a week and amounts from $32.00 to $73.00 weekly. The total amount purchased during the year was $1253.60.

RECREATION PROGRAM

After a lapse of several years, the Recreation Department again conducted the Saturday morning recreation program at Longfellow during the winter months. The program was well received and from the enthusiastic participation it is felt it should be continued.

PARENT-TEACHER ASSOCIATION

The parent-teacher group again gave valuable service to the school by their help in various undertakings. Among those were the vision and hearing testing; the 6th grade party; and the spring kindergarten enrollment.

The monthly programs followed last year's pattern of a potluck supper for each grade, followed by a program for all members. The programs were as follows:

October 8	Second Grade & Primary Remedial Potluck Great Expectations A panel discussion of what parents expect of the school and what the school expects of the parent. Teachers and parents participants.
November 12	Go to School Night
December 10	Old Acquaintance Night A program honoring Miss Carrie Rasmussen who resigned.
January 14	Third Grade Potluck Old Dogs and New Tricks Opportunities Madison offers its adult citizens
February 12	Fourth & Fifth Grade Potluck Redeveloping Our Area Changes anticipated under the Urban Renewal Plan
March 11	Sixth Grade & Upper Remedial Potluck Children and TV
April 18	First Grade Potluck Family Vacations
May 13	Kindergarten Potluck Musical Program

W.I.A.A.

During the year eight claims were sent to W.I.A.A. Of these four were completed, amounting to $42.60. Four claims, which will be considerably higher, are pending due to the recency of the accidents. The premium

paid by the school was $342.00.

CHILD STUDY & SERVICE

The change in the testing program of individual children has been working out satisfactorily. Releasing the remedial speech teacher from this part of the service has improved the continuity of the speech service. We have had regular visits from John Thrower and Donald Bratrude who have given valuable aid in many adjustment problems. Mrs. Holcombe, who directed the retarded groups, also gave excellent help as did Mrs. Brandenhoff with our attendance problems. We hope to use the new attendance records, designed by Mr. Thrower next year.

PROBLEMS AND RECOMMENDATIONS

Work is continuing on the modernization of the building. We hope it will be possible to put in better lighting in the halls, and the Music Room which is the only classroom now without modern lighting.

Work should be done in the basement shower rooms to protect the walls from crumbling, due to steam and water getting behind the plaster.

We are hoping the 1959-60 budget will cover inside painting, as this is our scheduled year.

A factor of concern each year is the placement of our low sixth graders who for specific reasons are not retained, are not material for the retarded class and yet are not able to do the work of the average seventh grade. If it is possible to have a closer contact between the sixth and seventh grade teachers, principals and guidance workers conerned, probably we could come to some better solution.

Again I wish to thank teachers, parents, pupils, custodial and office force, directors of special departments and the administration for their help and cooperation during the past year.

Respectfully submitted,
Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LOWELL SCHOOL

Presented by the Board of Education
by the Principal

Eunice Warwick
June 1959

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report
For the School Year 1958-59

LOWELL SCHOOL

I SIGNIFICANT DATA

Enrollment Trends (End of Year)

The year ended with 729 pupils enrolled. The gross enrollment was 832. There were 36 transfers in, 40 new enrollees, 52 transfers out and 51 withdrawals.

Grade	1955	1956	1957	1958	1959	1959 Sept. Estimates*	No. of Sections
Kgn	135	146	134	144	165	126	4
1	110	105	106	115	106	129	5
2	115	106	95	103	89	75	3
3	98	104	96	88	78	62	2
4	64	100	90	95	92	74	3
5	70	69	85	85	82	71	2½
6	72	65	62	79	86	73	2½
Total	664	695	668	709	698	610	22
Remedial	30	33	31	33	31	34	2

Analysis of Enrollment
1958-59 1959-60 (estimated drop in enrollment)

Grade	Lowell*	Truax	Wash. Hts.	Total	Wash. Hts. Truax Apts. (Jacobson)	Truax Barracks (Lincoln)	Lowell District (Parochial School)	Total
Kgn	128	14	23	165	—	—	—	—
1	104	2	0	106	28	8	0	36
2	62	9	18	89	0	2	29	31
3	75	3	0	78	20	4**	2	26
4	72	4	16	92	2	1	0	3
5	74	2	6	82	18	2	0	20
6	68	2	16	86	7	1	0	8
Total	583	36	79	698	75	18	31	124

* Includes District #8
** To Lapham

The opening of the Jacobson site school will result in smaller enrollments at Lowell in 1959-60. The estimated enrollment for September 1959 includes Lowell and District #8 only. Children who have previously attended Lowell from Washington Heights and Truax Apartments will attend the new school. Children from the Truax Barracks will be transported to Lincoln and Lapham schools. Approximately one section of second grade will attend parochial school. The figures at the lower right of the previous page show the number of children attending Lowell this year who will attend other schools in 1959-60.

II SPECIAL ACHIEVEMENTS

The excellent cooperation of the entire staff and the fine job of teaching done by the staff as a whole constitute the greatest achievement of the year at Lowell.

There are, however, other things which are worthy of note. The school year began with a total enrollment of 756 and every room in the building in use. There were 25 homerooms, 30 full-time staff members and 3 itinerant teachers. The 9 new staff members (which constituted about 1/3 of the entire staff) composed an unusually large, but outstanding group. Another novel circumstance was the fact that during the school year, 3 secretaries served at Lowell.

There were several other innovations this year. A third full-time kindergarten teacher was added to the staff and the activity room was used as a kindergarten classroom. A French Club was added as an extracurricular activity for fifth and sixth grade and met before school three mornings a week. The fifth and sixth grade choir which had met three times a week previously, met only twice a week. The Ginn reading series which had been recommended for use with the slow reading groups in grades 1 - 6 was purchased for use in all grades. The teachers of fourth, fifth, and sixth grades have commented that these materials have contributed considerably to the teaching of reading to the slower pupils. These innovations were engineered, in the main, by Mr. Frater in the spring of 1958.

First Grade - The first grades this year have been especially interested in science. The first fallen snow is of natural interest to children. Their first thoughts are of playing in it, going sliding and ice skating. Soon they become curious about the how, where, and why of snow and the weather change. This interest, plus our long, cold winter led to a continuing unit on winter.

Some of the activities the children especially liked were making weather charts and thermometers, recording the weather and temperature on a calendar, and doing experiments with snow and ice. These experiments consisted of melting, straining, and measuring snow. They discussed how people, animals and birds get ready and live during the winter; wrote stories; read poems and stories; and prepared bulletin boards.

Ann Ebbers

Fourth Grade - Fourth graders in all three sections were unusually enthusiastic about social studies this year. The year began with a study of the world as a whole. An understanding of basic vocabulary words (i.e. equator, axis) was developed. A study of continents and oceans was also made. The children drew free hand sketches of each continent and the oceans bordering them. Although this was rather exacting and time-consuming work, it proved to be extremely worthwhile. All children were able to easily locate the continents and oceans and knew the form and shape of each continent. They were also able to recognize a distorted map. Real correlation with art was evidenced here, as both areas benefited from the project. Booklets were made and each time a new country was studied, children located and labeled it as well as the principal bodies of water and cities of the country on their original maps. The concept "learning by doing" was certainly applicable here. This was a long range project which was meaningful to the children as well as interesting and enjoyable.

Ronna Roberts

Remedial Primary - The children who composed this class this year were quite closely matched in abilities and interests. This facilitated both successful planning and execution of group activities.

One of these activities was a circus which was given for the other remedial class, the kindergarten and parents. The children did surprisingly well in suggesting and planning the acts and in collecting the properties.

Again this year, student teachers in art were "loaned" to us for an afternoon each week. This was a very successful experience this year. Although both the young man who came during the first semester and the young woman who was here during the second semester plan to work in secondary schools, they felt challenged by the problem of presenting projects which the children would be able to complete successfully and usually met this challenge well. They were interested in the children individually. Effort was made to correlate art projects with other classroom activities, and plans were always presented to and discussed in advance with the classroom teacher.

One child from this group, who has much more ability in art than the others, attended a fourth grade art class each week during the second semester. He was well accepted and did work on an average fourth grade level.

Two other children attended a third grade music class twice each week. There was no time available for a music class for the whole group with the music teacher.

If Lowell's enrollment in the regular grades drops slightly with the opening of the new school in this area, perhaps it will be possible to give the remedial classes time with the art and music teachers. Although integration with the regular classes has been successful, it necessarily involves only a few children. The remainder should not be denied these experiences.

This year an effort has been made to facilitate the sharing of equipment among the remedial classes in the system. This is definitely a practice which ought to be continued and expanded. The practice of including the names of books used by each child on the new class lists will also be very helpful.

There is a need for a more precisely outlined curriculum for the remedial classes. This plan might be set up so that definite areas of a broad curriculum division would be covered at a given level in the program for retarded children. This would be especially helpful in the fields of science and social studies. In arithmetic and the language arts, it would be useful to have a guide outlining the practical and necessary applications of the basic skills and the timing of their presentations.

Barbara Heimann

Remedial Intermediate - This year has been very satisfactory. My class has had no severe discipline problems, has been easy to motivate, and the range of abilities has not been too extreme.

All the children except three are working at or above their expected level. Of the three who are below, one is a new boy who is quite far behind in reading, and the other two have emotional problems that keep them from doing the level of work they are capable of doing.

The children could benefit from special classes in music and art. We have classes in gym, but no special help in art or music. Because of the full schedule at Lowell, it has been impossible to have these classes. I have a practice teacher from the University of Wisconsin come into our room once a week in art, and the children enjoy it very much. The special teachers have been very cooperative at Lowell. We have two girls in a fifth grade music class and three boys in a fifth grade gym class. This has been a very satisfactory arrangement. I would like the class to have a separate class in music because this is a very good medium of expression for the children.

The rooms we have at Lowell are excellent. Because we have no special classes in the art room, we have our art and handicraft periods in a separate room. This means we can work on clay and other messy projects and not have our classroom in disorder.

This spring the class took a trip to the State Historical Society Museum. Before going we had a unit on Indians and Indian Life in Wisconsin. This was a very interesting unit. The trip was so successful I plan to go again next year.

This year I used a form of psycho-drama with the children. We started using plays the children were very familiar with, such as Little Red Riding Hood. No script was used and the children played their part spontaneously. Then we used plays from the text books and finally plays or situations they made up, or situations I suggested. By trading or switching roles we had some interesting results. Miss Bayer permitted us to use the stage for our plays. We invited the parents

during our week of "Open House" to see the plays and had very good attendance. I plan to do much more of this type of project because of the effect some of the situations have had on the players and the insight it has given into attitudes and behavior.

During the past year, I have been taking 35 mm. color pictures of Miss Heimann's group and my own. We have tried to take pictures of all the special activities and also the regular school program. We have sixty some slides giving a good over-view of "life in our classrooms."

We had a special go to school night program for our parents in order to show the slides and get their reaction to them. Unfortunately we had a terrific snow storm and had only two parents attend. We re-scheduled the program and this time had more success. The parents enjoyed the pictures and also had favorable comments about the slides.

I have shown the pictures at a meeting of Madison Area Council on Retardation and have received favorable comment from many people. I believe this is a very good way to show the public what goes on in our rooms, a good method to acquaint practice teachers with the classes, and may be used to show parents of potential class members a little about the classes. I have had requests to show, and I am willing to show, our slides to P.T.A. groups. We of course would need some kind of blanket permission before doing this.

Next year I would like to add to our pictures and make it a more complete story by showing all the classes in the city and also going into more detail about my own class.

Mrs. Warwick and the staff at Lowell have been very cooperative and helpful. The children seem to accept the classes and are also very understanding.

Robert Kitto

Art - We used the materials approach in many of our classes this year again. That is, the children gained many and various experiences from the different materials that were used in the art projects that went on in the artroom.

Emphasis was placed on the three-dimensional projects, especially on the fourth, fifth, and sixth grade levels. At various times during the year the first, second, and third grades were given the opportunity to work on some very simplified construction projects with wood, toothpicks, and balsa which proved to be very successful.

At Christmas the fifth and sixth graders constructed a revolving stage which was like a giant pie divided into three sections. This allowed us to set up three different scenes simultaneously and made for much quicker scene changes which was necessary for the "Christmas Carol." This project won public recognition in the Madison newspapers.

The end of the school year brought with it the Lowell School Sixth Grade Banquet. This is a giant extravaganza which includes the art, music, and speech departments at Lowell. "Over and Under" was the

theme that was selected, and for the scenery which covered one-half of the Lowell gym, the gym balcony was used for the "over" portion and the main floor up to the balcony for the "under" portion. The main portion of scenery on the gym floor was constructed of 2 x 4's, covered with cardboard and painted with an underwater theme including many real and imaginative fish, deep sea divers and even sunken treasure. The center of this scene contained our revolving stage which had three different backgrounds. An atomic submarine, a space station, and a general scene used for "on the ground" portions of the program. The main portion of scenery also contained sliding doors on one side which allowed the actors to come and go after their scene had revolved out of sight from the audience. The balcony contained several planets and also a rocket ship. Portholes in the rocket ship and the planets allowed the faces of each to be seen and conversations carried on between them. Two of the Madison newspapers also carried picture stories of the banquet scenery.

Robert Haukedahl

Speech and French Club - This year's sixth graders at Lowell are the product of six years of speech training, starting in first grade. Their culmunating activity was the 6th grade banquet with the self-chosen theme of "Over and Under" (the North Pole) aimed at showing progress made in submarine development and spaceflight.

The hour and a half program of poetry, talk, skits, and music for parents and teachers was held in the gymnasium without aid of P.A. system. Several members of the audience remarked that the only persons not heard were adults not children. Of the class of approximately 90, two-thirds had speaking lines, and all appeared publicly in some portion of the program. Material used in the program was for the most part created by the children, and the fine cooperation of the art and music teachers made the finished product effective I believe.

After noting forensic, debate and leadership awards in the graduating classes of East High, Wisconsin High, and the University of Wisconsin, the writer reports with regret "a limited speech program" for the next year. It is her sincere belief that direct speech training helps build leaders.

This year, for the first time, we held before-school classes in conversational French for fifth and sixth graders. Because of the initial interest in the study, it was necessary to form two grade groupings of 20 students each. It is interesting to note that both groups ended up with 12 students each, due to difficulty in arriving at school so early, withdrawals from school, illness, etc. Also, both groups felt the need for more time--the sixth grade asking for their Thursday-Friday classes to start at 7:45 instead of 8:00--the fifth grade class, asking for an additional 12:30 class besides their original Tuesday morning time.

Common phrases became quite "pat" with all members. Several students showed marked aptitude for language study, and there was considerable carry-over into speech activities and additional reading for reports. It was agreed to continue the project for another year.

Gertrude Bayer

Library - This year there was a marked increase in study activity in the library. Not only have the sixth graders come in for continuous use of the encyclopedias but the third graders have needed all of their time to answer questions on a great variety of subjects--both in the natural and physical sciences and in special interests such as the making of traps to boat building. One hour per week is a pitiful portion of time to find answers to their eager questions.

On two occasions plays based on stories were started in the speech classes. Sad to say, the interest failed due to recurring interest in the field of science. This of course was not a wholly unfortunate development. The theme of the Sixth Grade Banquet was "Over and Under" and for this the Library did a great amount of research. Our speech teacher said that never had library materials been used more widely.

The Hawthorne Library has become an extension of our service--not a replacement. Several spot checks indicate that Hawthorne patrons are our own best readers. The first day of Community Library found just as many borrowers as ever and just as many books issued.

Circulation never tells the whole story but Lowell's gain this year was 611. The busy study and reference activity in the room shows that the pupils come in with a definite aim as to the use of their time.

For another year I would suggest that the time granted to special education be turned over to the fifth grade and the third grade science workers. Personally, I regret that literature is taking a lesser place in our program. But it seems to be in keeping with the trend of the times, and in serving the demands of the day I believe we are keeping well apace.

Leone Older

Health - The school year 1958-59 was a comparatively good one from the standpoint of general health of staff and students. This is probably accounted for by decrease in debilitating communicable diseases.

There was an increase in the number of streptococcal infections. Because of the effectiveness of medical treatment, all but a few recovered without apparent ill effects.

There were 21 new vision defects referred to doctors for eye examinations. These were discovered through teacher referrals and the vision survey.

The hearing screening program was changed this year. A group testing

device was used which shortened the time each classroom was disturbed. The result was the same or higher degree of accuracy. This method I believe, enhances the educational value of the program.

Dental defects seem to be one of the most widespread problems. Of 91 1st graders examined in the dental survey, 21 had dental defects; of 41 6th graders, 14 had defects. Those not examined in the survey were under the care of their private dentist. The number of requests for clinic services has increased; a total of 49 Lowell children were cared for in the Dental Clinic.

In my opinion, the problem affecting the greatest number of people is that of inadequate nutrition. This is a problem that is not easily measured nor easily improved. However through the combined efforts of the school, health department and parent groups, there is a possibility of some improvement in the nutritional pattern in the community.

Hazel Schiffer

III SPECIAL PROBLEMS AND RECOMMENDATIONS

1) The physical plant constitutes a continuing problem to efficient educational planning and operation. The old gym area constitutes the major part of the problem. This area is used 4 half-days per week when the itinerant boys' physical education instructor is here. The necessary and natural noise of a physical education class makes teaching and working difficult in this area. Included in the entire problem of the physical plant is the need for a larger playground, parking facilities, and remodeling of shower rooms.

2) The lunch program continues to be a problem because of its size and cost. The records show that it has been running very close to the margin for several years. The approximate number of children served and the price charged to children has remained constant while the costs of food and labor have risen continually. It is virtually impossible to operate at a profit under these circumstances and it is difficult to "break even" without constant vigilance. It seems that it will be necessary either to increase prices or to expand the program to include more pupil participation.

   Present pupil participation in the lunchroom is based on distance from school. Limiting participation on any other basis would be difficult 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. Even a partial expansion of the program would mean hiring another cook on a part-time basis and possible need for more supervisory personnel. For the present, the best solution seems to be to increase prices to pupils and adults in order to meet rising costs. Increased pupil participation in the lunch program could be a possible consideration for the future.

3) The fifth grade program presents some problems. Lowell has had the advantage of a full-time speech teacher but, as a result, has had one less homeroom teacher. Therefore, the speech or auditorium teacher has acted as a homeroom teacher and the fifth grade has been largely departmentalized. One fifth grade teacher has had two groups part of each day for most of their basic work. The groups spend the remaining time in special classes and with fourth and sixth grade teachers. Each group travels to a total of 7 teachers, including 4 for homeroom subjects and 3 for the special subjects--art, music, and physical education. Speech is included here with homeroom subjects since it constitutes oral language and the time for speech work comes entirely from the language arts segment of homeroom time. Also, no time is provided for speech work in the elementary school as a separate special subject in the suggested time allotments of the Madison schools.

There have been some advantages to this carefully planned program. There has been splendid cooperation among the teachers involved. There has been some effective correlation between homeroom and speech units. There has also been some continuity in the program since each fifth grade group has a former fourth grade teacher and future sixth grade teacher for one subject. The concerted efforts of these teachers has resulted in normal achievement by these fifth grade children.

The greatest disadvantage is for the children involved. It would seem that children of this age need more stability than can be achieved through a program where it is necessary to adjust to 7 different teachers in 7 different classrooms. It is also very difficult for the teachers who have these children for such a short time to know them and provide for them individually as well as one competent homeroom teacher should be able to do. Other disadvantages are the complex scheduling involved, the heavy load for one fifth grade teacher, and the extremely short period of time that this fifth grade teacher has the children for basic work.

This is, of course, an administrative problem. The trend is toward the self-contained classroom at the elementary level with much less mobility of pupils in classes within a school. The feeling is that the well-trained classroom teacher is probably best-equipped to provide for children's needs except where specialists are needed at the upper elementary level to give advanced work and develop talents in the special fields.

There are several possible solutions to this problem. First, it would be possible to continue the speech and fifth grade program as it is. Another possibility would be to move into a straight homeroom situation. This would eliminate the speech program since an additional full-time teacher could not be granted to the school. A third solution would be to attempt a limited speech program and try to establish a more stable classroom situation.

During the next school year, we plan to experiment with the third suggested possible solution. The expected advantages of this program will be:

1. One fifth grade group will have one homeroom teacher entirely.

2. The other fifth grade would have fewer teachers than previously and a longer block of time in the homeroom. Though still traveling, the schedule for this group would be improved.

3. There will be much less time spent in the actual moving from class to class--thus allowing more time in the homeroom.

4. The speech program can be effective as a carefully planned program of enrichment for intermediate grade children.

5. The primary grades will have more time for oral language in the homeroom. These activities form an important part of the primary language arts program and it is difficult to separate them from the homeroom. There is a natural correlation in reading and dramatizing stories and in telling and writing stories which needs to be used at the time that it naturally arises.

6. The auditorium would be free to be used by other groups for dramatizations and programs correlated with units of work. These programs could be scheduled at a time when it fits best with homeroom planning and given for other classes and parent groups if desired. The limited space in classrooms has hindered such performances heretofore.

Only time and the annual report for 1959-60 can tell if these "expected advantages" develop as it is hoped they will!

I wish to express heartfelt appreciation to the fine staff at Lowell for their splendid cooperation and to Mr. Falk and his administrative personnel for their kind assistance throughout the year. Special thanks are also due to the Board of Education for help with the secretarial situation earlier in the year. The year at Lowell has been for me a very challenging and rewarding experience.

Respectfully submitted,

Eunice Warwick
Acting Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

Marquette School

Presented to the Board of Education
by
Lillian Simonson, Principal
June - 1959

ANNUAL REPORT

For the School Year 1958-59

Marquette School

I. ENROLLMENT DATA

This year there was a marked increase in the mobility of school population. Comparisons may be drawn from these figures:

	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59
Transfers in and new enrollees	56	70	79	79	75	116
Transfers out and withdrawals	70	71	116	85	88	109
Gross enrollment	882	775	781	751	753	774
Final enrollment	738	695	659	667	667	665

In spite of increased mobility of pupils, the gross enrollment and the final enrollment tend to have stayed somewhat the same the last four years.

Distribution of pupils by grades has been most favorable. Enrollment by sections for this year and the prediction for 1959-60 are as follows:

Grade	Sections		Average Enrollment	
	1958-59	1959-60	1958-59	1959-60
K	4	4	33	34
1	4	4	26	30
2	3	3	28	27
3	3	3	28	28
4	3	3	27	29
5	3	3	29	29
6	3	3	31	30

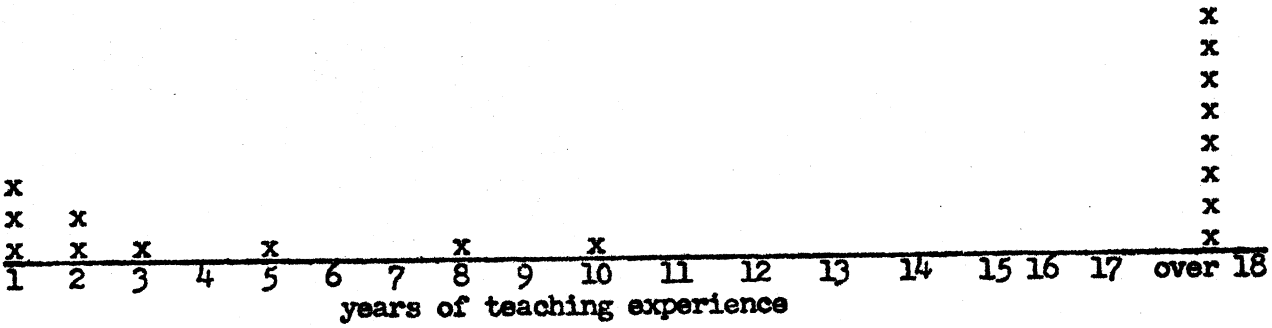
Other statistics significant to school stability are:

	K	1	2	3	4	5	6
Children from broken homes	9½%	11%	21%	23%	25%	25%	18%
Mothers working outside the home	22%	31%	30%	40%	47%	45%	41%
Children new to Marquette this year		19%	19%	22%	15%	16%	15%
Children who have been here since K (5-6)						42%	49%

Staff statistics indicate mobility. There were 9 teacher replacements plus a new secretary and new head custodian in 1958-59. In 1959-60 there will be 9 new teachers replacing teachers whose tenure at Marquette was as follows:

3 teachers	1 year
1 teacher	2 years
1 teacher	3 years
1 teacher	4 years
1 teacher	5 years
1 teacher	7 years
1 teacher	17 years (retirement) at Marquette

The total experience of the remaining staff members, including specials, may be graphed as follows:



II. ACHIEVEMENTS (SPECIAL)

Orientation of teachers involves careful planning. The following are involved in our orientation program:

1 - New teachers visit Marquette School in the spring, if possible. They go through materials in their rooms, get acquainted with their prospective classes, confer with teachers, and tour the school.

2 - They are given a principal-prepared handbook which includes the Marquette School philosophy as it relates to the skills program, problem solving, problems for the gifted, and creative expression; explanations of policies which have to do with mundane affairs such as accidents, attendance, attendance reports, Child Study services, fees, field trips, fire drills, free materials, milk, parent conferences, planning, professional responsibilities, pupil accounting, special help periods, substitutes, supplies, etc. The handbook has accompanying bulletins on the report card system, education of the gifted, mobility grouping, organizing classes for reading instruction, school lists of all supplementary books and their storage places, the commercial science materials available, as well as a list of all the science books in the library.

3 - They are given curriculum guides and basic texts to study in the summer to permit them to do broad planning.

4 - New teachers are assigned to buddies at their grade levels, if possible.

5 - Grade level meetings are conducted by the principal to meet needs of new teachers. Subjects discussed may be organization of the reading program, planning social studies and science activities, playground supervision, discipline, etc.

6 - This year intervisitation was preplanned. Various teachers demonstrated identification of problems in science, organizing class into interest groups, culminating activities of a unit, using phonics and structural analysis in a reading group, etc. This seemed helpful in the beginning of the year.

7 - General teachers' meetings centered on how to teach science, the problem approach as opposed to the essentialist approach in social studies, language arts, arithmetic, and the need to raise the professional level of teachers because of the improved salary schedule.

Curriculum Committees for the Madison Public Schools had Marquette representation. Romayne Timmers served on the arithmetic committee, Josephine Bolton worked on the selection of a dictionary for basic adoption, Eugene Sturdevant was chairman of the American Education Week Committee, and Violette Stewart worked on developing and evaluating a new report card for kindergarten. Next year a broader representation will include Aileen Manogue, Eugene Sturdevant and Lillian Simonson on the science curriculum and text adoption committee, Irene Schey and Lillian Simonson on social studies, and Doris Archie on selection of reading books for the middle groups.

Curriculum emphases at Marquette had several facets.

1 - Reading. The new Ginn series (and accompanying workbooks) was used in the slow reading groups from grades one through six. Individual reading programs based on self-selection and self-pacing were used to supplement the skills program in groups in the first grade, the third grade, and in at least one sixth grade.

2 - Language. There was greater emphasis on writing in general and in creative writing in particular. Oral communication was stressed at all grades with notable improvement.

3 - Social Studies. Problem solving was emphasized in social action problems in social studies. The emphasis was on how man's state is determined by geographic conditions and on what he has done in the past; as well as favorable courses of action for the present and future. It is important to consider all decisions on social problems as tentative. An open mind really means a willingness to revise judgments, not to refuse to make them.

When, then, the time arrives to reach a decision, the intelligent citizen does so. His decision is based on the data he has collected and studied; it does not go beyond the material, nor is it inconsistent with the weight of the evidence.

The following questions were emphasized to help clarify this step in the process for the student:
a) What are the possible conclusions which can be drawn from the analysis and interpretation of the information?
b) Have you taken into account the biases and prejudices which may influence the reaching of a conclusion?
c) Do these possible conclusions coincide with the various feasible courses of action listed at the time the problem was defined?
d) Which of these courses of action now appears to be desirable? Why?
e) Which course of action now seems to be the best in the light of the possible consequences?
f) What reasons support this decision?

These are from a bulletin by the National Council for Social Studies. Teachers simplified the wording of the questions and employed them in consideration of the children's varying abilities.

4 - Science. The science program received impetus through the classification of all commercial science equipment available in the school, and by the listing of all text and trade books by grade level in the nine basic areas. Again, the emphasis was on the relation of science and the humanities; or, how science affects man's life.

University student participation: The Marquette staff has found it to its advantage to have junior participants as well as occasional practice teachers from the University. This year we had four practice teachers, and nine junior participants. Education classes also visited the school.

P.T.A. - The theme for the PTA program for 1958-59 was "Parents And Teachers Work To Develop The World's Greatest Resource--Our Children." The program included a resale of clothing, books, and toys; a meeting on "What do you expect from your school?" American Education Week visiting day, teas, and open house for fathers; a Christmas bazaar and bake sale, and a Christmas program given by primary children; a Founders' Day program; a gym demonstration; and a sixth grade banquet. Two programs which were evaluated by parents as being most significant were a panel discussion by staff members on "What parents can do to help their children read" and a social studies and science fair given by children from kindergarten through sixth grade.

The PTA gave a tea for teachers at the opening of school, a mid-semester luncheon for the retiring head custodian, and a spring luncheon for the entire staff.

Mothers' Club - This group had an active year with emphasis on social activities and getting acquainted. Several programs on the pre-school and kindergarten child were featured. The group put on a successful spring luncheon and clothing resale.

III. PROBLEMS (SPECIAL)

School problems seem to stem from the conditions revealed by statistics in Part I of this report. They may be summarized by mobility of pupils, turnover in staff, and an increasing lack of home stability. These conditions may result in lower academic achievements and more overt behavior problems. Up to now we've been "holding our own" and have seen real growth in many areas. We hope that we can continue to stay "one step ahead."

I appreciate the professional attitude and performance of the Marquette staff, the outstanding school facilities, the efficient and creative administration of the superintendent and other administrators, and the keen interest and efficiency of the school board.

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, 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59
MENDOTA SCHOOL

ENROLLMENT DATA:

The population in the Mendota School area continues to grow very rapidly. It was not long after school started in the fall that it was necessary to relieve the pressure in our second grades by transferring the children in the Berkeley Heights area who were in second grade to Sherman School. By the end of the first semester it was again necessary to relieve all grades except kindergarten and 5th by transferring more Berkeley Heights area children to Sherman.

Our gross enrollment as of June is 629 with a net enrollment of 531. With approximately 120 new kindergartners coming in next fall and the continuing growth of our immediate area, it will become necessary to transfer still more students from Mendota to Sherman where they can be taken care of for one year. Mr. Farina and I got together and decided on a tentative plan for next year which was submitted to Mr. Falk at the end of the first semester. It now looks as if we will be transferring all of the Lakeview Heights children to Sherman with the exception of next year's kindergarten and next year's 6th grade. The reason that we are keeping these two grades is that we feel we can handle the kindergarten children in our present sections, whereas Mr. Farina would have to add a kindergarten room and equip it in order to accommodate them. We will keep the 6th grade children from Lakeview to prevent the sections at Sherman from becoming too large, and it will also make our 6th grade classes at Mendota a better size. We will need a bus to transport the Lakeview kindergarten children to Mendota, but we can use the same bus that goes to Veith Park and Debs Road.

The enrollment for the past two years, plus next year's anticipated enrollment is as follows:

	57-58	58-59	59-60
Kindergarten	109	139	120+
1st grade	72	93	79+
2nd grade	69	72	70+
3rd grade	64	50	60+
4th grade	45	61	40+
5th grade	58	57	50+
6th grade	35	59	45+
	452	531	464+*

*Plus from 50 - 100 new students moving into the area during the summer.

PARENT-TEACHERS' ASSOCIATION:

The P.T.A. meetings were exceptionally well attended this year. The programs were as follows:

OCTOBER - Get-Acquainted Social
NOVEMBER - Go-To-School
DECEMBER - Christmas Program by Children
JANUARY - Mack Hoffman, trip to So. America
FEBRUARY - Demonstration & Explanation of Reading
MARCH - Lt. Col. Margaret Steele, talk on Japan
APRIL - Family Fun Fair
MAY - Music Program by Choir

Our first family fun fair held in April was especially successful. A large crowd had fun, the prizes were worthwhile, and the P.T.A. treasury was enriched by $225.00.

HOT LUNCH PROGRAM:

Mrs. Roberts and Mrs. Klein, our two cooks, prepared and served approximately 37,300 lunches during the 1958-59 school year. Our program will be cut down somewhat by the transferring of pupils in the Lakeview Heights area to Sherman School. We are going to be in a position soon where all students could go home at noon for lunch.

SAMPLE UNITS FROM THE CLASSROOMS:

Grade 3 - Mrs. McCullough: - "Introductory Study of the Great Lakes"--The library book PADDLE TO THE SEA was used to create an interest in the Great Lakes and in the use of maps. This book was read aloud to the pupils and the excellent illustrations were shown to them. We studied our wall map of North America and drew each of the lakes and the rivers connecting them. We included Lake Nipigon, where the story began, and the St. Lawrence River.

After the lakes and rivers were mounted on the bulletin board, pictures were used to illustrate various cities, scenic spots, and industries along the shores. These were also put on the bulletin board, using colored string when necessary to show where each belonged. The children read about some of the industries which use the Great Lakes, with special emphasis on lumbering and iron mining. They learned about the canal at Sault Ste. Marie and a little about the locks.

Some of the children had visited a number of the places and they told of their experiences and I reported on articles I had read about the development of the St. Lawrence Seaway. Many children say that PADDLE TO THE SEA is their favorite book and all of them know more about the map of North America

and are conscious of the importance of water transportation.

Summary of a Science Unit on Power in Grade 4 - Mrs. Hernan:

This unit on power was motivated by the discovery in social studies of the differences in work methods prevalent in our country as contrasted with primitive countries such as China and India. Further interest in power sources developed from Weekly Reader stories on atomic submarines.

The story of power was developed from the beginnings of man's history when muscle power of first humans and then animals was used until our present day nuclear power.

Simple machines such as water wheels and home made steam and electric motors were built and demonstrated. Picture charts of all sources of power furnished a bulletin board display. Stories were written on what would happen if electric and gas power were suddenly not available. Realization of how man uses science to improve his life was emphasized. Geographical limitations were discussed. Considerable interest was aroused in relation to atomic energy and its possible uses and the concept developed that any new source of power requires much testing before it becomes practical.

Grade 6 Science Unit - Mrs. Clark: We had a unit on our own bodies in science. It was introduced by having a discussion on what things a doctor does during an examination. Plans were made for making notebooks with various information about ourselves. These were completed at the end of the unit. Each student kept a record of the amount of sleep and exercise he got each day for ten days and then made a graph for each. We followed the flow of the blood through the heart and body on a diagram. Blood was examined through a microscope and we looked for red and white cells. Our notebooks also contained information and diagrams about our digestive systems, the muscles, brain, skeleton, a record of our own health (height, weight, immunizations, etc.), and a paper on personal interests, which indicates personality and emotions. One student brought some X-rays to examine. Another brought some cow bones so we could see a ball and socket joint.

The school nurse talked to us about immunizations and factors about health and she showed us some of the equipment used for giving shots and taking throat culture samples. Actual culture plates of strep germ were seen. Results were very obvious to the students and it was very interesting to them. We followed this up with each child doing reference study on a different disease, and they all reported to the class orally on what they learned.

Unit on Electricity - Grade 6 - Miss Anderson: In the development of a science unit on electricity the children learned to read watt hour meters. Each week they read their home meter and kept a running account of the kilowatt hours used during the month. One child also read the school meters and

recorded the number of watt hours consumed.

At the end of the month the consultant from Madison Gas and Electric Company visited us and explained how electricity reached their homes, cautioned about safety measures with electricity, and calculated the cost of the kilowatt hours. Her demonstration was very interesting and helpful to the pupils.

SPECIAL CLASSES:

Physical Education - Donna Orr and William Rhodes: The indoor and outdoor physical education facilities were completed during this past year for which we are very appreciative.

The classes participated in a program of physical education for the development of physical fitness involving strength, power, endurance, agility, flexibility, balance, and neuromuscular coordination.

Intellectual fitness through a knowledge of healthful living, knowledge of fundamentals, rules and strategy of sports was stressed together with acquiring social traits which develop healthful attitudes, appreciations and understandings.

Music - Mrs. Dennis: The music program this year was correlated with other subjects in the classroom when it seemed that such a correlation would enrich the musical experience of the children.

Every child in grades one through six took part in the Christmas program, "Christmas Windows", with each room writing an original scene. The music, art, and physical education departments joined in the production. The "Spring Concert" given at the May P.T.A. meeting was presented by the 5th and 6th grade choir and string classes.

Art - William Godding: The materials approach that has been used at Mendota this term is aimed at satisfying the whims and imaginations of each and every child. Where one child will excel in drawing and painting, another might do likewise with three dimensional construction or modeling. We tried to balance the program, because children need both two and three dimensional work.

Paints, charcoal drawing, chalk, pencil (much of this done outside from life), crayons, Cray-pas, block printing, brayer printing, mosaics, and other projects made up our 2-D work. Three-D work consisted of copper wire, balsawood, clay, sawdust and wheatpaste, construction paper, and cardboards of various weights.

In the sixth grade (and the fifth to a lesser extent), we tried a workshop situation. Small groups of students would

work on different projects. For example, one group would work with mosaics, another with copper enamel, and yet another might be working with block printing. As each finished, he would go on to the next project. This is the first time this has been tried with these pupils and all in all I think it was fairly successful. Some of the most successful projects to come out of this experiment were mosaic table tops, art projects of practical value that will last a life time.

Many experimental projects were enlisted to help in developing inventive and critical thinking. Experimental projects give the student an opportunity to find the "better way" of doing things. One of these was working with native (Wisconsin) clay that the students themselves had dug. Many of them made projects from this clay and had them fired. Some tried to glaze them with glaze supplied by the school and learned first hand why the glaze must be made to fit the body of the clay.

The art department was happy to lend a helping hand with the Christmas program and wishes to thank the faculty for all of the cooperation extended.

It has been a wonderful year - we hope next year will be even better.

IN-SERVICE PROGRAM:

As part of our in-service program this year we worked on the construction of an arithmetic test at all grade levels to test the expectancies as listed in the Arithmetic Guide. We feel that by constructing these tests each individual teacher has become thoroughly familiar with the arithmetic expectancy for her grade level.

These tests were given to the students at the end of this year. We intend to use the results and compare them with results of the next few years to note any progress in the grade levels after the adoption of the stepped up arithmetic expectancies.

Many teachers (especially primary) commented on how much they had learned about the construction of tests. Our intention for next year is to revise and improve the initial tests.

COMMENTS:

I wish to express appreciation for myself and the staff at Mendota School for the cooperation received from the special departments, administration, and school board.

Respectfully submitted,

Richard W. Lee
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MIDVALE SCHOOL

Presented to the Board of Education
by the Principal
Paul J. Olsen
June, 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59
Midvale School

I. Significant Trends

School population pressures appear to have dwindled and leveled off in the Midvale area. The school building now appears to be adequate to care for the youth of the district. Class sizes for the most part have been in the very "comfortable" range.

Midvale is a 22 section building. It has been possible, however, to "squeeze down" the 4 sections of first graders who normally enroll into 3 sections by the time these youngsters reach the third grade, and by a bit of juggling to care for all groups. No special problem of classroom needs is anticipated for next year or the following year. (All these guesses are predicated on past parochial enrollments. Should Queen of Peace begin to take fewer than 30% of the child population, Midvale could once again experience room difficulties.)

For the record, we list the past five year enrollments:

	1954-55	1955-56	1956-57	1957-58	1958-59
Kdg.	226	176	180	149	157
First	143	123	118	118	98
Second	144	117	122	104	113
Third	113	132	109	117	94
Fourth	107	97	126	97	116
Fifth	100	103	87	118	96
Sixth	76	80	94	82	114
	909	828	836	785	788

Next year's estimates are:

	1959-60 (Est.)	Sections	Class Size
Kindergarten	160	6	27
First	109	4	28
Second	87	4	22
Third	108	4	27
Fourth	87	3	29
Fifth	111	4	28
Sixth	94	3	31
	756	28	

In studying next year's plans, it is to be noted that our second grades for next year are small. This is due to unprecedented drop-outs from our current first grades. It is entirely possible that the four sections can be reduced to three come September. We are watching these figures carefully.

It is my current belief that it may be entirely possible to soon include some of the area immediately south of Odana in our Midvale district. This is not a recommendation at the moment, but because the area represents an awkward transportation problem, careful thought is being given to it.

Generally the tide has passed us by to the newer areas.

II. Special Achievements

Instructional Program

Midvale continued in the Madison pattern. We were pleased with the results of the various testing programs - we felt we had a satisfactory year.

Our faculty is anxious to get on with the new arithmetic program and materials. We had felt for some time that the changes Madison made last year were needed.

Once again I call attention to the feeling by our staff and myself of the need to start cursive writing in third grade.

Staff changes continue to be a major problem. Two changes were made in mid-year, and four are anticipated for next year. Next year's problem will be greatly increased by the resignation of our secretary, who has served us so well for eight years.

Excursions

There were thirty one trips made by Midvale children to places in and near Madison by chartered bus.

Incursions

A great many adult speakers visited our classes. Subjects ranged from the Bedouins, to India, Australia, Alaska, Ghana, Switzerland, and Eskimo culture and art.

University Participants

16 University students participated at Midvale during the year.

P.T.A.

The P.T.A. remained our good and true friend. Ten programs during the year; attendance at all ten programs is estimated at 4500 - hard to believe, but true.

Special Help

Psychological Assistance
Dr. Bratrude gave psychological assistance on an "on call" basis this year. The plan appeared very satisfactory.

Library
It's June 1, 1959. Perhaps I am too close to this year's program to evaluate it. However, as I sit at home away from the great stacks of books that are coming back from the teachers and children, I commence to see a few gleams. Figurewise, 44,965 books, periodicals, and pamphlets have been checked out; but this is not the whole story. The greatest elements are those little intangible factors that cannot be tabulated - those lasting values that a child gets when he reads a good book.

It is ever a rich and rewarding experience to work with the children and books in Midvale library; but the high point of the year was "National Library Week", when each class chose to celebrate in some special way. There was a book quiz for the librarian. Many classes chose to tell about their favorite books. The books selected were the ones that are usually seen on the "Best Book" lists. When a third grader told about Kate Seredy's "White Stag", he ended by saying, "It's one of those things that's just too beautiful - it's hard for me to tell about it". Others chose to read poetry, while still others read beautifully written paragraphs, or just inspiring thoughts gleaned from books. The most exciting part for the children was drawing time for new books. Two or three new books went out to each group - first through sixth.

Midvale Library now has about 6500 books. This good number makes book selection more fun for the children; and for the librarian it means a greater number of supplementary materials are available to the teachers for their many different units and interests. This is very gratifying.

Another year ends - and it's with a feeling of gratitude toward all with whom the librarian has worked. May this ever be so - and may the enthusiasm for good books continue - and grow!

Respectfully submitted,

Mrs. Opal Steffen,
Librarian

Speech Correction

During the speech screening at Midvale School in the fall of 1958, there were sixty nine children found needing speech help. Due to the large number of children needing correction, and to the limited time spent here by a speech correctionist this year, there has been a waiting list for speech classes. A total of forty-six children were enrolled. They were grouped according to grade, type of problem, etc., with classes consisting of from two to seven children who saw the correctionist on Tuesday and Thursday mornings for approximately twenty minutes.

Parents were invited to visit speech classes during American Education Week, and conferences were held with parents and classroom teachers throughout the year.

At the end of the year, twenty five children had mastered their speech difficulty sufficiently to warrant dismissal. Twenty one children have been retained to receive additional help next year. The following statistical summary should prove of interest.

Grade	Number of Children	Type of Problem	No. Retained	No. Dismissed
1	11	1 Delayed speech* 10 Articulation	8	3
2	16	1 Delayed speech 14 Articulation 1 Foreign Dialect	7	9
3	7	1 Delayed speech 1 Stutterer 5 Articulation	2	5
4	7	1 Stutterer 6 Articulation	2	5
5	1	1 Articulation	-	1
6	4	1 Stutterer 3 Articulation	2	2
Totals	46		21	25

*Children who have many sound substitutions and omissions, and whose speech development is retarded in comparison to their chronological age, are said to have delayed speech.

- Mrs. Mary Jane Sprague,
Speech Correctionist

III. Special Problems

The building once again appears to be in excellent shape.

Flowage of water due to unremoved and large quantities of snow again did damage to the gym floor. Whether this continual "bad luck" which has been the fate of our gym floor will do final and permanent damage is impossible to tell. The thought persists in my mind that the best floor in town has had the greatest series of misfortunes.

Instructional furniture now shows eight years of use. Splendid attention by our custodians, plus the summer program, has kept it, however, in very reasonable condition. Probably more maintenance lies ahead. However, installation of formica on book cases and kindergarten wardrobe tops should be completed this summer. These are long range improvements and should help greatly.

A recommendation to enlarge the parking lot has been made. This is a very desirable improvement, but not of overwhelming necessity.

Generally the problems of Midvale do not include serious questions relating to building, class size or curriculum. Basically the problem is the general problem of staff turnover - a problem general to all schools.

IV. Recommendations

Organization plans have already been filed.

V. Acknowledgments

I wish to acknowledge especially the eight years of very devoted work by our resigning secretary, Mrs. June Hennie. The cooperation of the Midvale staff, our custodial force, the Board of Education, Superintendent of Schools, the supervisors of art, music, physical education, curriculum, library, the child study department, and the health department, are gratefully acknowledged.

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, 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the school year 1958-59
Nakoma School

PUPILS

Enrollment Statistics:

Grade	1957-58	1958-59	Increase	Decrease
K	113	69		44
1	122	56		66
2	96	88		8
3	69	68		1
4	64	59		5
5	111	57		54
6	73	72		1
Totals	648	469	0	179

The transfer of nearly two hundred pupils to the new school in Orchard Ridge has marked another major change in the organization of Nakoma School. The significant or most obvious differences have been in the reduction of bus pupils and the availability of special purpose rooms.

The elimination of pupils from Orchard Ridge has reduced greatly the number of special problems involved in the transportation and scheduling of a sizable segment of our school population. There are also complications of various sorts in successfully integrating a group geographically removed from the "community-centered" school such as Nakoma has been traditionally.

Through close cooperation with Dudgeon School a mutually satisfactory division of the pupils in the Marlborough Heights was agreed upon. In the main this was based on affording each pupil transported by bus the opportunity to be in a class that was not overly large. By equalizing class sizes in the two schools we were able to convince parents that any personal preference or inconvenience was of minor consideration compared to the educational advantages to the pupil. As a consequence, the number of pupils from across the beltline attending Nakoma School approximated 70 and one bus was able to accommodate the entire group.

Class sizes for the most part have been quite satisfactory. The 3rd and 6th grades showed the largest load per room, but even here the numbers were manageable. Fortunately Nakoma enjoys a fairly stable population, so that few withdrawals and new entries occur during the year.

One of the significant items this year concerning pupils is a growing awareness of the individual. I think this stems in part from the professional attitude of the staff, including the new teachers. At the beginning of the year we talked about the tendency in education to pick out some particular level of achievement and concentrate on that group. Recently it has been the "gifted" child. Our approach was to be continuously aware of each group and the place of each child in the classroom situation, with emphasis on the interaction that takes place in the learning process between pupils of greatly varying abilities.

In the 5th grade we were glad to cooperate with the Klausmeier study begun in 4th grade in seeking data which would measure the emotional reactions to learning situations as related to the learning efficiency of mentally retarded children. The findings have been summarized and discussed with teachers. The implications for the classroom teacher will be drawn upon next year.

Pupils have shown encouraging response and appreciation for the interesting activities they share at school. We hope we have kept unhealthy competition at a minimum, but nevertheless there has been a real challenge at all grade levels to improve learning experiences. New texts, an enriched library program particularly in the field of science, improved selection and use of films, an increase in the number and quality of field trips and incursions, and a desire to experiment with curriculum suggestions are among some of the things which stimulate pupils to greater achievement.

Additional evidence of the preponderance of mentally advanced pupils comes from a study of the readiness test given in kindergarten this year, where nearly 50% of the pupils scored in the 90th percentile of the test. More than twice as many of the older kindergarten pupils rated this high as did the younger group, indicating that at this age the chronological factor is quite important.

PARENTS

It has become a truism that a pupil's success in school is influenced greatly by the relationship of the parent to the school. At Nakoma the parent's first contact is through the census taker in May, a meeting (involving both parents) with the principal in June, a "go-to-school" program with the teacher in October, and a series of PTA sponsored activities the rest of the year. These latter activities are so planned as to attract the greatest number of parents, which means a careful study of their frequency and their value to the parents. Many "traditional" things have been dropped because of the changing needs of the school and the parents.

Every school has its share of special problems, some of which are solved successfully and some not. Intelligent criticism is more helpful than ignorant approval. Fortunately for Nakoma School the former is overwhelmingly in evidence. Teachers and principal are grateful for suggestions and also for numerous instances where parents have expressed their appreciation for our efforts. To quote a recent example, "...we are leaving Nakoma whether we want to or not!...From the day we started in kindergarten we've had a wonderful time with you and your staff. I've never known a school like Nakoma -- but certainly wish there were more of them. There's a spirit of fun which carries through the whole place, and learning becomes a great privilege, rather than a duty, at Nakoma...Nakoma has been so good to our kids and we appreciate it. If ever there's anything at all we can do to be helpful to you or the school, please let us know..."

The PTA has been fortunate in the talented leadership which willingly serves, often without publicity or public appreciation. Its encouragement of the school thrift program by which Nakoma pupils were able to buy $5,000 worth of savings bonds during the year, the planning of emergency evacuation procedures for civil defense, and countless other details of PTA sponsorship attest to the effectiveness of this organization. The officers and committee chairmen subscribe to the statement in a recent magazine as follows: "Its rightful place is alongside educator and administrator--not subservient. The how of teaching is the business of those trained for the job, but any kind of non-teaching activity that helps the child is definitely PTA business. Most of all, it works for the spirit of mutual understanding among parents, teachers, and school administrator. Its greatest accomplishments are little triumphs in diplomacy that never appear in the minutes or the newspapers."

In the light of this philosophy we have not allowed planned affairs to substitute for personal contact. Parents are encouraged to visit school under conditions that will give them a picture of typical classroom activities.

STAFF

Members of the staff have done an admirable job in the major purpose of teaching the pupils in their classes. While depending for their success mainly on the training and experience they have acquired, the rest of the staff has kept as a major aim helping the teacher to be more effective. Teachers have for the most part participated on committees and filled out questionnaires willingly, although the demands have been unusually heavy this year. In addition, several have carried on stimulating and rewarding experimentation in curriculum that seldom results in publicity but has definite professional values. For example, all teachers cooperated in a study of science materials and their allocation to grade levels. A couple of teachers are trying out the effectiveness of a white screen painted above the blackboard which may save teacher time, be more visible for projection work, and save the board of education considerable money. One teacher received a home-grown orchid from an appreciative parent for "having introduced the subject of botany into the elementary curriculum"!

Some of the experienced teachers have worked with university juniors in education to provide them with initial experiences in studying pupils and helping with class activities. Also, for the first time, a university senior did her practice teaching in kindergarten the second semester and was of tremendous help to the teacher, enabling her to do many more things because of the assistance given. If the quality of students is maintained we will continue to welcome such cooperation with the university.

For the record it should be noted that Mrs. Hitt suffered an accident during the summer and her first grade was taught by Mrs. Iva Hansen until December. Mrs. Rosemary Smith resigned in December and was replaced with Mrs. Mary Jane Sprague. Mrs. Arlene Grindstad resigned in February and her fourth grade was taught by Mrs. Idamarie Spurr. Indications are that there will be many changes on the staff by next September.

PLANT

Several improvements were made to the building and equipment prior to the opening of the school year. Asphalt tile was placed on the office floor and a formica top on the counter. In the art room peg board mounting panels were put on the walls, and six new tables provided. Thirty small chairs were purchased for the first grade, and several cabinets and filing cases placed in classrooms. All rooms in the building now have new fluorescent light fixtures and acoustic ceilings. A four foot wire fence has been extended along the surfaced playground. A cement walk around the back of the gym has filled a need felt for many years.

With the drop in enrollment the special rooms have again become available to the art, music, and library programs. One undersized classroom on the top floor has been used for speech correction and testing, but is always available for a classroom if needed.

MISCELLANEOUS

Teachers are constantly taking trips during the summer which have proved of real value in their teaching. Last summer three members of our staff were in Europe and brought back many slides, articles, and impression which have helped to enrich the pupils' study of these countries.

Respectfully submitted,

Walter W. Engelke
Principal

THE MADISON PUHLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1958-59

ORCHARD RIDGE SCHOOL

Presented to the Board of Education

by the Principal

Wayne L. Kuckkahn

June 1959

ANNUAL REPORT FOR THE SCHOOL YEAR 1958-59

Building Facts and Figures

1. The building site was purchased by the Board of Education December 7, 1953
2. Construction on the initial building began in November, 1957.
3. Construction on the first addition of ten classrooms to the initial building began in September, 1958.
4. School opened September 8, 1958, with 332 children, 10 teachers, a part time kindergarten teacher, 7 itinerent teachers, one custodian, and one secretary.
5. To date the building has not been dedicated, the cornerstone has not been laid, and final inspection by the Board of Education has not been completed.
6. Cost of land, equipment, and initial building--$395,602.00.
7. Cost of building and equipment for first addition--$210,310.00.

The Ridgewood Community

The areas of Orchard Ridge and Meadowood combine to form a rapidly expanding and rapidly growing community. As a resident of this community for the past four years, I have observed this growth and anticipate an even more rapid increase in population during the next five year period.

A community swimming pool, a planned shopping center, beautiful homes and churches, and a feeling of country living with the convenience of the city will attract the potential home builder or buyer.

Enrollment

The expected enrollment of our school, according to the 1957-58 census, indicated that approximately 280 children would be in attendance. After pre-registration prior to the opening of school in September, 1958, we found that a total of 330 children would appear on September 8. These additional children did not help us by enrolling in all six grades but rather filled already overcrowded sections.

The solution to the problem was the division of our library for one sixth grade class. Our art room became the new fifth grade classroom and a second-third combination class was placed in the Teachers' Lounge. The staff is to be congratulated on their effort to meet and solve this type of problem from the teaching standpoint.

Enrollment June, 1959			Estimated Enrollment September, 1959		
Grade	No. of Sections	No. of Children	Grade	No. of Sections	No. of Children
Kgn.	3	77	Kgn.	4	100
1	2	63	1	3	80
2	1½	46	2	2	68
3	1½	49	3	2	50
4	1	35	4	2	52
5	1	34	5	1½	43
6	2	48	6	1½	43
Totals	12	352	Totals	16	436*

*Estimation is difficult due to present plans for the construction and completion of an additional 200 living units during the summer of 1959.

Pupil Movement 1958-59

Grade	Tuition Students	Withdrawals	Transfer Out	New Enrollees	Transfer In	Change
Kgn.	5	6	2	7	5	+4
1	2	2	0	3	4	+5
2	0	6	1	4	6	+3
3	2	3	0	3	2	+2
4	1	2	0	2	0	None
5	1	0	1	2	0	+1
6	3	3	1	2	3	+1
Totals	14	22	5	23	20	+16

The figures in the table above concern the movement of pupils after September 12, 1958; hence, pre-registration results are not included.

Test Data

California Achievement Test Data Grade 6 (Total Battery)

Year	Median %ile National	Median %ile Orchard Ridge	Range Low	Range High	Median Grade Placement Orch. Ridge	Median Grade Placement Madison
1958-59	50%	95%	1-30%ile	7-99%ile	7.8	7.3

Intelligence Quotient Data Grade 6 (California Mental Maturity Test)

Year	Median I.Q. Madison	Median I.Q. Orchard Ridge	Range Low	Range High
1958-59	111	111	2-84	1-159

Results of California Achievement Test (Individual Test Results)

Median Test Results (Adjusted for 110 I.Q.

Tests Form W	Orchard Ridge 1958-59	Madison 1958-59	National Norm 1958-59
Reading Vocabulary	9.0	7.2	6.4
Reading Comprehension	8.0	7.3	6.4
Total Reading	8.3	7.3	6.4
Arithmetic Reasoning	7.8	6.9	6.4
Arithmetic Fundamentals	7.0	6.9	6.4
Total Arithmetic	7.5	6.9	6.4
Mechanics of English	8.0	7.3	6.4
Spelling	7.5	7.2	6.4
Total Language	7.5	7.3	6.4

Reading Test Results

Test	Grade	Median Grade Equivalent Orchard Ridge	Madison	National
Gates Primary Form I	2	2.7	2.56	2.0
Gates Advanced Prim.	3	4.3	4.1	3.0
Durrell-Sullivan	4	4.6	4.5	4.0
Iowa Silent Reading	5	5.3	5.5	5.0
Iowa Silent Reading	6	7.8	7.1	6.0

Eleven students will attend the Summer Reading Program at Midvale School.

It is extremely gratifying to find that our students with the same median I.Q. as the rest of the students in Madison have ranked so high on the standardized tests given this year.

This seems to indicate that, if the trend continues in our area as well as in others, teaching techniques, curriculum, and written material may require change or adjustment. It may be found upon investigation that text books or other materials which are adequate for one socio-economic area may not suffice for an area with an entirely different background.

Public Relations

The Orchard Ridge P. T. A. was organized this spring and officers were elected for the school year 1959-60. A free will offering at this meeting enabled the P. T. A. to purchase twelve raincoats, help defray part of the expense of the Safety Patrol's trip to Wisconsin Dells, and pay for a bus to transport our Safety Patrol to Central High for Recognition Day. The Program Committee has arranged seven programs for next year which appear to be very interesting and informative.

A tradition has been started at our school which, we hope, will be continued each year. The Orchard Ridge-Meadowood Community Club purchased a flowering crabtree for our school. This is the symbolic tree for our area. Our sixth graders, with the aid of a shovel purchased by the P. T. A., planted this tree as part of a Sixth Grade Recognition Day Program. The planting was captured on film by a local T.V. station and will be shown along with our Sixth Grade Recognition Day Program on June 5. At this time the shovel used for planting will be handed down to next year's sixth grade class. It is our intent to include as many civic groups in our school activities as possible.

Our school has prepared lists for our teachers of resource people in our community who are willing to give of their time to help enrich our curriculum. These people have been called upon and will be used again next year.

Our P. T. A. plans to ask everyone in our community to join the P. T. A. or at least make a visit to the school during one of the school functions next year. Using the methods mentioned, we hope to establish desirable school-community relations.

Staff

An excellent rapport has been established between the staff and the community. The staff is to be commended for the manner in which they handled the many problems which confront the occupants of new schools.

I am sorry to report that we are losing two fine staff members this spring. We have hired two people to replace them and have hired an additional three teachers to absorb the school's growth.

Members of our staff attended University classes during the school year and many intend enrolling in summer school at the University.

Safety Patrol

The capable handling of our 24 member patrol by Mr. Roger Roffler resulted in no accidents at school crossings.

One member of the Patrol was awarded a trip to Washington, D.C., and was selected by the Patrol members.

Twenty three Patrol members participated in the Wisconsin Dells trip.

Four members of the Patrol were chosen Sentinels of Safety for Madison and received the awards that are given.

A chicken supper was served to the Patrol and expenses paid from the Sentinel of Safety awards. This was done to express our sentiments of a job well done.

Special

Our school was involved in the very detailed and comprehensive study carried on by Professor Klausmeier et al. Nine students participated in this work.

Excursions

Numerous bus trips were taken by various classes and groups to places of special or related interest. One trip took the fourth grade to Little Norway as a culminating activity.

Plant

The new plant has been operating as smoothly as it is possible for a new plant to operate. A boiler change is due this summer. The biggest problem seems to be the entry of water into the building through the walls, windows, and ceilings.

The first addition has been delayed because of a shortage of glass for the windows. We are assured that it will be completed and ready for occupancy next fall.

Special Helps

Health

A very comprehensive program took place during the year. Tuberculin tests were given in late September. This was followed by the vision, hearing and dental screening programs. Individual rechecks of students who were found to have hearing or vision defects were done and parents contacted when necessary.

The remainder of the year was spent in checking with parents, students, and teachers regarding individual health problems.

The school health year will be completed in May and June with teacher-nurse conferences in which discussion centers upon the physical, emotional, mental, and social growth of each child.

Mrs. Sue Weisman, School Nurse

Library

The Orchard Ridge Library was officially open two days a week, although students and teachers made use of the facilities during the remainder of the week. After starting the year with a very few books, the circulation increased gradually with the increase in the book stock to a total of over 7,000 books circulated. Everyone looked forward to the delivery day and a display of new books each week. Since the library was divided by a partition with half of the room serving as a 6th grade, many of the library classes were held in the individual classrooms. Some classes were divided into two sections and came to the library at different times.

The fifth grade students enjoyed the historical and regional stories which correlated with their studies of the United States and increased their appreciation and understanding of the people who helped to build their country.

Another interesting event was the science project in which the students made simple machines. The library helped to supply books for the study of these machines and to aid in their construction.

Mrs. Irma Korbitz, Librarian

Speech

The services of a speech therapist were available in the Orchard Ridge school two afternoons each week; Tuesdays and Thursdays. As a result of the annual speech survey of all first graders and students new to Madison schools, those who received speech therapy the previous year, and students referred by their teachers, twenty-two students were found to need help with speech this year. These children received speech therapy twice weekly for twenty-five minute periods either individually or in small groups. The following chart lists the disposition of these cases:

Type of Problem	Corrected & Dismissed	Improved, should continue	No Improvem
3 Delayed Speech		3	
16 Articulatory Cases	8	5	3
5 Primary or secondary stuttering	1	1	3
Totals	9	9	6

The classroom teacher plays an important role in the speech therapy program, both in the referral of those children who are having difficulty with speech and in helping those who receive speech therapy to carry over their newly acquired speech patterns into everyday speaking situations. Their cooperation throughout the year was appreciated.

Parental cooperation is also vital in a successful speech program. Numerous home calls, conferences, and telephone conversations were held to inform parents of progress or to make suggestions for home practice.

A new program of testing in the Madison Public Schools freed the therapist's time to work only with speech, although she did assist with the heavy testing load early in the fall and the spring testing of all kindergarteners.

Joan C. Rollins, Speech Therapist

Child Study

The members of the Child Study Department were used whenever a need was felt. Their prompt attention to our problems and splendid follow up methods terminated or eliminated many of our problems.

The help given us in test administration and the administration of special tests by individuals from the Department was greatly appreciated.

Miscellaneous

A method of helping new teachers acquaint themselves with the "Madison Point of View" has been tried this year.

Each new teacher to our system has been sent the usual letter of invitation and welcome. In addition to this letter, and with the aid of the Curriculum Department, each new teacher will receive a package of current curriculum guides to be used in any planning they may wish to do this summer. These guides are being sent so that they will be received prior to the end of the school year.

It is genuinely felt that this may give them something tangible to use so their first weeks of teaching can be made as worthwhile as possible.

Problems

The usual problems found in new school buildings are in evidence at Orchard Ridge. I am sure that within the next few months many of them will be solved or resolved through the efforts of the Superintendent's staff and the Board of Education.

It would take a great many pages to individually thank all those who helped establish this fine educational institution. It has taken a great deal of effort by the construction workmen, the Superintendent's staff, the Board of Education, and the staff of Orchard Ridge School.

I would, however, especially like to thank Mr. Emery Bainbridge, Principal of Cherokee Heights School. His efforts, suggestions, and constant help was greatly appreciated by the Orchard Ridge School administration.

Respectfully submitted,
Wayne L. Kuckkahn,
Acting Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
By the Principal
H. RALPH ALLEN
June 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1958-59
RANDALL SCHOOL

I. ENROLLMENT DATA

A. Overview (five-year period)

	Annual Gross Enrollment					Net	Anticipated
Grade	1954 1955	1955 1956	1956 1957	1957 1958	1958 1959	June 1959	September 1959
Kgn.	137	128	111	103	115	105	100
1	98	107	83	80	71	66	73
2	116	98	83	78	84	82	71
3	102	111	79	83	75	70	79
4	104	106	90	87	80	75	70
5	94	106	86	85	86	83	74
6	101	95	91	87	87	84	83
Totals	752	751	623	603	598	565	550

Two non-resident pupils were enrolled this year.

B. Enrollment Changes (five-year period)

Year	New Enrollees	Transfers In	With-drawals	Transfers Out	Net Enroll-ment
1954-55	727	25	39	11	702
1955-56	733	19	28	16	708
1956-57	612	11	32	9	582
1957-58	594	11	27	11	567
1958-59	583	15	25	8	565

C. Class Sizes

The average number of pupils for each of the twenty-two class sections at the close of the school year was 25.7

D. Anticipated Enrollment for September, 1959

Grade	Enrollment for the Grade	Number of Class Sections	Average Size of Class Sections
Kgn.	100	4	25.0
1	73	3	24.3
2	71	3	23.7
3	79	3	26.3
4	70	3	23.3
5	74	3	24.7
6	83	3	27.7
	550	22	25.0

E. Enrollment from Optional Area

In the spring of 1958, the area bounded by University Avenue, Highland Avenue, Regent Street, and Farley Avenue was declared an optional area. Families living in this area were informed that they could elect to send their school-age children either to Hoyt School or to Randall School. For most of these families, Hoyt School is closer than Randall School.

During the 1958-59 school year, twenty-three pupils from this area were enrolled at Randall School as indicated here:

Grade	Gross Number Enrolled 1958-59
Kgn.	1
1	4
2	3
3	2
4	5
5	5
6	3
Total	23

II. ORGANIZATION FOR INSTRUCTION

During the 1958-59 school year, the twelve class sections of first, second, third, and fourth grades received instruction in self-contained classrooms. Each of these class sections met with the teachers of art, music, and physical education twice each week and with the librarian one period each week. Additional instruction in these special areas was provided by the homeroom teachers to satisfy time allotments.

II. Organization for Instruction (Cont.)

Each of the six class sections of fifth and sixth grades spent one-half of each day (all morning for three class sections; all afternoon for three class sections) with the homeroom teacher for instruction in language arts (reading, literature, language, creative writing, spelling, and handwriting) and in social studies. During the other half day, each of these six class sections met with special teachers for instruction in arithmetic and science each day and with the teachers of art, music, and physical education two and three times each week. Each of these six class sections was scheduled to be in the library one period each week. Each special class period was forty-five minutes in length.

If the self-contained classroom plan of organization were to be adopted for all six grades and the desired ratio of special subject teachers (art, music, physical education, and library) to the number of class sections be maintained, a net increase of .6 of a teacher would be required for our staff. Actually, this would require the added services of one full-time homeroom teacher. A net decrease of .2 of a teacher could be arranged in physical education according to the desired ratio mentioned above.

Plans for the 1959-60 school year include the continuation of the limited departmental program in fifth and sixth grades.

III. ACHIEVEMENTS

Instructional Program.

One of our great concerns in education of Randall School pupils is that of providing a program of instruction which will help all pupils to grow in all areas of instruction commensurate with their abilities. In some cases, factors operate which serve to handicap desired growth. In these cases, we endeavor to identify as many of the factors as possible and search for helps and procedures which serve to improve conditions of growth for the pupils.

At the beginning of the school year, our staff spent some time discussing characteristics of good teaching. Although there may be other necessary and important qualities, these points came from the discussions and have been evidenced quite consistently during the year:

Good teaching -

- takes into account pupils' individual needs and differences.
- makes purposeful and intelligent use of grouping for instruction.
- motivates and encourages individual pupils to work and progress commensurate with their abilities.

III. ACHIEVEMENTS (Cont.)

Instructional Program (Cont.)

Good teaching (Cont.) -

- provides as adequately for pupils who are very capable as for those who are less capable.
- includes "meanings" and "understandings" which are basic in learning. Learnings are strengthened when they grow from meaningful situations and are involved in real-life projects and activities.
- involves regular and systematic evaluation (by the teacher; by the pupil; by both teacher and pupil).
- aids the pupil to establish "purpose" in learning.
- includes patience and hard work on the part of the teacher and allows the teacher to rejoice with the pupil in his successes.

Academic achievement this year has been gratifying at all grade levels. Standardized achievement test results for our sixth grade pupils (January, 1959) in all three areas (arithmetic, language, reading) were the highest they have been.

Library

The library inventory, as of May 31, 1959, included 7935 books. A total of 25,018 were checked out during the 1958-59 school year, of which 11,230 were non-fiction and 13,788 were fiction. An analysis of the types of books used is shown here;

General	44
Science	3175
History and Government	1455
Biography	1234
Travel	985
Useful Arts	536
Fine Arts	1988
Pamphlets	141
Periodicals	362

Audio-Visual Aids

Seventeen class groups made some use of certain of the planned programs from Radio Station W.H.A. Approximately 815 showings of educational films and filmstrips were arranged by teachers. Four record players were used frequently. The tape recorder serves as a valuable tool in improving oral reading, speech, and singing. Some radio programs were taped and used with class groups.

III. ACHIEVEMENTS (Cont.)

Instructional Program (Cont.)

Health

Of the 106 kindergarten pupils enrolled at the beginning of the year, 91.5 percent were examined by their family physicians and 82 percent were examined by their dentists.

Responses to the physical examination recommended for third and sixth grade pupils were disappointing in that only 77 percent of the third grade pupils returned forms indicating that they had been examined and 79.7 percent of the sixth grade pupils returned the completed forms.

In the dental survey, which included first, third, and sixth grade pupils, sixty-one were found to be in need of dental care. This represented about 27 percent of the pupils examined.

One pupil from the first, third, and sixth grades was referred for further study as a result of the annual hearing testing.

All grades, except kindergarten, were included in the vision screening testing. Sixty-seven pupils were referred for further examination. Of this number, 16 were known to have had defective vision and had previously arranged for correction. twenty-one arranged for new glasses or new lenses and four plan to have corrections made soon.

First grade pupils were given tuberculin skin tests. No positive reactions were discovered.

Although at one season during the school year attendance was greatly affected by "flu", the amount of absenteeism due to contagion was less this year than it was last year. Common colds, mumps, measles, and strep throat accounted for their share of the absences.

Speech Correction

The speech correctionist examined, diagnosed, and administered speech therapy to forty-seven pupils whose speech patterns, voices verbal facility, and hearing affected their speech. The most common defect was articulation (39 cases). Five cases involved pupils from other countries who were learning to speak English. Three cases involved delayed speech. Forty-five pupils received therapy twice each week, while two cases received correction helps once each week. Twenty-two cases were dismissed as corrected before the close of the school year.

Pupils receiving speech therapy were as follows:

	Grades						
	Kgn.	1	2	3	4	5	6
Number of Pupils	1	15	15	4	6	4	2

III. ACHIEVEMENTS (Cont.)

Instructional Program (Cont.)

Excursions and Incursions

Experiences beyond the classroom which were related to academic centers of interest were provided in forty instances by walks in the neighborhood, and excursions to a chicken hatchery, the University dairy barns, zoo, railway station, Babcock Hall, University Engineering Exposition, University sheep barn, Wisconsin Telephone office, radio station WHA, fire station, bakery, dairy, and Post Office.

Many parents shared pertinent experiences and information of special interest with several class groups. Arrangements were made with twenty-five persons to come to the classrooms to show slides, present exhibits, demonstrate techniques, and talk in line with such topics as: Care of Teeth; Safety; Light; Telephones and Telephone Courtesy; Birds; Care of Pets; Life in Other Areas of the World; and Musical Instruments.

Much planning preceded these visits and follow-up discussions made the experiences meaningful.

Student Council

Promoting school unity and clearing issues relative to playground areas, keeping the school and its grounds tidy, school citizenship, and the Randall code of behavior represent the primary function of our student council. The teacher-adviser states further that it helped to promote:

- deeper understanding and appreciation of democracy
- improved manners in expressing opinions
- improved attitudes with respect to cooperation and concern for the welfare of all
- reduced need for rules and penalties
- improved leadership techniques

Each class section, beginning in third grade is represented on the council. Officers report to kindergarten classes and to the first and second grade classes to explain matters which have been discussed at council meetings. The council usually met twice each month.

Instrumental Music

Eighteen fifth grade pupils and seventeen sixth grade pupils received weekly violin and cello instruction at school. In May, these pupils presented a program for their parents and for the fourth grade classes in the auditorium.

III. ACHIEVEMENTS (Cont.)

Parent-Teacher Association

Seven meetings of the Randall School Parent-Teacher Association were held during the year, three of which were pot-luck supper meetings.

October - Pot Luck Supper. "Get Acquainted"

November - "Go To School Night"

December - Christmas Program by Pupils

January - Pot Luck Supper "The Randall School Program" presented by Randall teachers.

February - Pot Luck Supper "Some Results of the International Geophysical Year" by Professor George P. Woollard.

April - "The Changing Needs for Survival" by Richard Wilson, Madison Director of Civil Defense.

May - Spring music program by pupils

Preschool-Kindergarten Parents Group

The Preschool-Kindergarten Parents Group is a part of the Randall School P.T.A. As the name implies, it is composed of parents of kindergarten pupils and parents of children of preschool age.

Four meetings were held during the year by this group. Topics featured at these meetings include:

October - "Getting To Know You"

January - "The School and Your Child's Health" by Mrs. Alwan, public health nurse and Dr. Kincaid, Health Commissioner for Madison.

March - "Creative Activity for Your Child" by a panel

May - Kindergarten registration for 1959-60 school year.

French

Sixty-nine pupils from fifth and sixth grades elected to receive instruction during the second semester this year. Instruction did not begin until January (1959) due to difficulty in finding a teacher.

These pupils were divided into three class groups. Two groups (49 pupils) comprised the beginning French classes and one group (20 pupils)included those who had received French instruction last year.

III. ACHIEVEMENTS (Cont.)
French (cont.)

Pupils learn to express, in French, common greetings, requests for simple needs, responses to many kinds of questions, etc. The second-year pupils acquire some skill in reading easy sentences in French and begin to realize the value of a good knowledge of grammar.

The teacher this year was Miss Claire Asselin of Canada.

IV. PROBLEMS AND RECOMMENDATIONS

We are grateful for the attention given to keeping the building in good repair.

A remodeling project, which has been recommended before, should be given serious consideration. Such a project should include a kitchen on the lower floor, dressing rooms and shower facilities for the physical education department, and a new floor and altered partitions in the office.

It is recommended that instruction in French be continued but that certain changes be made in the experimental plan which should render the experiment more validity.

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

Respectfully submitted,

H. RALPH ALLEN

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

HERBERT SCHENK SCHOOL

Presented to the Board of Education
by the Principal

Ansgar Svanoe

June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1958-59

HERBERT SCHENK SCHOOL

ENROLLMENT DATA

Perhaps, for the last time, this annual report will reflect the tremendous increase to which the Herbert Schenk School has been exposed and to which it has become accustomed. Because of starting the seventh grade (September '58) and the eighth grade (September '59), the customary 150-200 average annual increase will be surpassed this coming fall.

Following is the record of total net enrollments and the anticipated September 1959 registration:

	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60
Sept.	399	512	694	922	1068	1309	1570
June	404	558	760	932	1074	1308 *	

* First report of loss from September to June

A total of 1392 children have attended during the year, the current daily enrollment being 1308 pupils. There have been 21 transfers in, 62 new enrollees, 32 transfers out, and 52 withdrawals.

End-of-Year Enrollment Data

	1958-59	1957-58	1956-57	1955-56	1954-55	1953-54
Kindergarten	224	223	211	186	129	81
First	203	201	169	129	98	106
Second	195	172	144	114	120	59
Third	171	144	110	136	63	41
Fourth	151	111	146	83	50	38
Fifth	116	142	89	58	45	46
Sixth	134	81	63	54	53	33
Seventh	114					
	1308	1074	932	760	558	404

Organization plans for the school year 1959-60 are as follows:

Grade	Sections	Classrooms	Approximate Enrollment
Kindergarten	8	4	245
First	8	8	210
Second	7	7	200
Third	6	6	195
Fourth	6	6	170
Fifth	5	5	145
Sixth	4	4	115
Seventh	6	6	180
Eighth	4	4	110
	54	50	1570

To accommodate the above organization and enrollment, the entire second floor of the junior high building will be used for one fourth grade and all fifth and sixth grade sections. The entire first floor will be used for junior high purposes.

By combining class enrollments, thus increasing the classroom enrollments, adequate teaching stations can still be provided.

Even though a shovel of dirt has not been turned, the local Roman parish plans to start construction on a 6-8 room building. Teaching power has been promised the parish priest at the first and second grade level, and it is planned to use lay teachers at the intermediate and junior high levels, if available and dependent on funds.

If these parish plans materialize, there will then be room at the Herbert Schenk School for the ninth grade in the fall of 1960, for which budget plans and allowances have already been made.

The Herbert Schenk School, starting as a two-section-per-grade school in 1953 is now averaging six sections per grade. The primary enrollment and the school census figures forecast an eight-section-per-grade organization. Fantastic!

SPECIAL ACHIEVEMENTS

Instructional Program

The instructional program for the seventh and eighth grades is being organized around the multiple-period of English and Social Studies. In a few cases, the multiple-period teacher also teaches the same group of children arithmetic and directs the activity period.

Ten seventh grade pupils have participated in the accelerated arithmetic program, with very fine results.

(cont.)

Instructional Program (cont.)

Teachers at every grade level continue to enrich the instructional program with excursions to local and area points of interest. Over eighty such excursions were taken this year. Also, many classroom groups presented programs separately to parent groups, in addition to programs by larger groups at the customary seasonal observances.

Annotated Class List. At the close of each year, the classroom teachers in grades K-5 prepare a brief summary on a number of their pupils (all of their pupils if they wish). These annotations are then passed on to the next teacher of that group, to aid her in quickly getting oriented and acquainted. This year we were so pleased to read the annotations from a first-year first-grade teacher, a few of which are as follows:

Pupil A--9114, high average. Reads quite well but poor printer; left handed; physically, quite immature; loves attention, free to tell you of all her ills (many psychological); sweet little girl, however.

Pupil B--9107, average plus. You'll love him to pieces! I do. He's all boy, loves baseball, yet very mannerly, and concerned about his neat work etc.; parents very nice; reading is average, but prints quite well.

Pupil C--9109, average. Class clown! always smiling, children love him; very often chosen for leader by others etc.; good sense of humor that radiates into the classroom; if matures in his reading growth (during summer), could possibly go into middle group.

Pupil D--993, low. He'll let you know when St. Patrick's Day is! Came dressed in green this year, real cute; has bathroom difficulty, poor control; sweet little guy, feels hurt easily.

Pupil E--9134, superior. Very good student; always finds something constructive to do in spare time; good reader and printer; cries easily during rain storms; enjoys responsibilities; nice to have in class.

Pupil F--994, average. Great pal of _____; often into mischief, but all boy! comes from large family; often puts his arm around my waist or grabs my hand, loves special attention and feeling wanted; although sometimes disgusting, he tries so hard to please one and has a smile that can melt your heart.

Special Projects

Two of the seventh grade homeroom groups demonstrated much excellent dramatic talent in a "The Gay Nineties Revue" which was well-directed and equally well supported by pupils and parents. This production was under the guidance of Mr. Jack Moore, with assistance from the various departments involved.

Music -- Mrs. Shirley Robinson and Mr. David Lewis

The vocal and instrumental groups collaborated in a program on June 2 to a standing-room-only audience. This program also served as a sixth-grade orientation program for pupils and parents. The program follows:

Demonstration of four-part vocal, "Peace of the River" by 48 pupils.

Excerpts from H.M.S. Pinafore by members of the seventh grade glee club.

Concert by the seventh grade band:

Musicana Overture
Waltz of the Flowers
Challenger (March)
Consolation (Choral)
Medallion Overture
Music Jamboree
American Patrol

At the February P.T.A. the band, under Mr. Lewis's direction, presented a program of seven numbers.

Other musical offerings by the school consisted of the program in May by the elementary glee club of 104 members, and the grade 5, 6, 7 strings.

Physical Education

The physical education department, under the direction of Mrs. Rosemary Berke, Miss Connie Clark and Mr. Donald Grubb, presented a demonstration of skills and games at all levels, grades 1-7.

In preparation for the junior high athletic program, the football field was made ready, and softball-baseball diamonds were relocated.

Library -- Mrs. Barbara Frenzel

The instruction in the use of library machinery was taught as a twelve week unit to grades three through six. The third and fourth grades learned how to use the card catalog. After a review of the card catalog, the fifth and sixth graders went on to learn the use of indexes (periodical, poetry, and subject). Study sheets for each lesson were given to each student to study and work out. The unit ended with a test.

Projects for the sheer enjoyment of reading were borne out in the unit Lasso a Legend.

(cont.)

Special Projects (cont.)

American legends were read in conjunction with a fifth grade social studies unit on American history. The unit culminated with the spinning of tales from Pecos Bill to Uncle Remus. Many students drew pictures of their favorite spinner of tall tales.

The sixth grades had organized debates in the library. The needed evidence to prove a point was taken from books found in the library.

The third and fourth graders found much value in exchanging ideas on "What Makes a Book Fun to Read." In working with this theme the student would bring up a book he had read in the past to get his idea across to his fellow student, thus an interesting book discussion evolved.

Summary of circulation for 1958-59:

Total in non-fiction books	22,416
Total in fiction books	29,345
Grand total	51,761

Remedial Reading -- Mrs. Amy Schein

The remedial reading program has been most successful this past year. This is due in a large part to the attitude of the principal and of the teachers toward the program. It has been my experience that I have been welcomed with open arms. The teachers have been aware that I could offer assistance in at least two ways, taking some of the worst cases off their hands and helping them with the others. A very important part of any remedial reading program is what the child does between sessions. Here again, the classroom teachers were most interested. The child was encouraged to practice word-recognition techniques and to read easy material. Without this between-sessions help, no child would have progressed very far in reading.

The selection of pupils is a very basic question to the success or failure of a remedial program. Here again, I was given a free hand plus help and encouragement on the part of the principal. For our master list, we took all the low scores recorded on a group reading test, but group tests make great mistakes on individual cases. Again we turned to the teacher for referrals. The youngsters referred were given an individual reading test. These tests gave us a true reading level for the child and insight to his individual reading difficulty. From these scores, we formed the reading groups. Several children with the same problem could be worked with at the same time, but our grouping never became inflexible. The child who moved ahead was placed in another group. If his growth continued at a rapid rate, he was seen individually for a short period and then retested and sent back to his regular classroom. At no time was the remedial reading class used as a "dumping ground" in order to remove discipline cases, mentally retarded youngsters, or children with emotional problems from the regular classroom.

If a remedial reading teacher is to help the poor readers, she must have the materials needed to help them. There is no use in knowing what is

(cont.)

Remedial Reading (cont.)

needed if nothing can be bought. Although there was no budget set up specifically for the program, there was no shortage of supplies. Dr. Waller found some funds in his budget, the principal uncovered other funds, and the librarian included books in her order that could be used both in the library and the reading classes. I am happy to say, that not one of our school children was hampered in making maximum progress due to lack of materials.

When teaching a skill such as reading the problem must be seen in terms of the individual and individual needs. Perhaps in focusing on the individual, we did not see as many youngsters as we could have. But hopefully, we selected those who needed the help the most and who also profited from the help the most. There is no magic formula that works with all children. The reading teacher must decide how much thought and time she can give to each child. This I have tried to do.

Speech Therapy -- Mrs. Mary Jane Sprague

During the speech screening at Herbert Schenk School this fall, 131 children were found to be in need of speech correction. Because of increased enrollment and a cut in time allotment, however, a total of 81 children received speech help during the year, the rest remaining on a 'waiting list.' The first graders received speech once a week, while most others enrolled were seen twice a week. By the end of the school year, 42 children were dismissed from speech classes, and 39 were to be retained to receive further help next year. The following table shows a breakdown by grade of speech cases enrolled, showing types of problems, number retained, and number dismissed.

	Number of Children	Types of Problems	Number Retained	Number Dismissed
Grade 1	33	5 del. sp.; 1 hearing 27 artic.	18	15
Grade 2	19	18 artic. 1 hearing	8	11
Grade 3	14	2 stutterers, 12 artic.	7	7
Grade 4	7	artic.	3	4
Grade 5	4	1 rep. cl. plt. 3 artic.	2	2
Grade 6	3	artic.	0	3
Grade 7	1	artic.	1	0
Totals	81		39	42

School Safety Patrol

Mr. John Knutson, sixth grade teacher, continued to serve in an excellent and thorough manner this area of school life. Forty-seven boys and girls and four sponsors, enjoyed the trip to the Wisconsin Dells Congress and one pupil, John Schultz, attended the national congress in Washington D.C.

Several parent groups, members of the P.T.A., under the leadership of Mrs. Arthur Halverson, P.T.A. co-president, served hot chocolate milk on many very cold mornings to the patrol youngsters. Three of our patrol were also recipients of the Sentinels of Safety Award of the Capital Times.

During the June P.T.A. meeting, awards were presented to the safety patrol by advisor John Knutson, and also, recognition of Mr. Knutson's services was given by Mrs. Harlan Adams, president of the P.T.A.

COMMUNITY SERVICES

P.T.A. and Mothers Club

Highlights of the 1958-59 P.T.A. season were the visitation days and the Family Fun Festival in November, Christmas Program in December, with several presentations for both children and parents, Open House in April, with 1267 visitors and 851 families represented, and elementary glee club and grade 5, 6, 7 strings program in May. Financial support was given in generous measure for the visitation of 47 safety patrol and four adult sponsors to the Wisconsin Dells congress, and for miscellaneous equipment, and for University Lyceum programs, Marta Becket and The Piper Puppets.

Mothers Club co-sponsored the Fun Festival, sponsored the kindergarten spring round-up, enjoyed Open House of kindergarten rooms in March, and supported generously a books, records, and phonograph project costing about $300.

We are indeed grateful to these two organizations and their leadership for continued excellent support.

High School Services Committee

Mrs. Ellis Wertz, mother of one of our seventh grade pupils represented our school on the above-named committee, and together with other mothers and the homeroom teachers surveyed our pupils and parents as to an acceptable social-code behavior pattern. We are grateful for the efficient way in which this matter has been handled.

Cub Scouts, Brownies and Girl Scouts

The Cub Scouts continue to operate two packs under the leadership of Mr. Sherrill Walker, cubmaster. Mr. Donald Horn, who for three years has been a most competent pack committee chairman, reports that there were

(cont.)

Cub Scouts, Brownies and Girl Scouts (cont.)

145 boys enrolled in 19 dens with about 25 den mothers and assistants, and 10 active committee men.

Mrs. George Kirch, the neighborhood chairman for the Brownies and Girl Scout groups reports that there are about 160 girls enrolled in 14 active units. Mrs. Ellis Wertz serves as troup consultant and Mrs. Richard Ledford as the organizer. These groups (boys and girls) have shared time at the February P.T.A. program in presenting information about their interests and activities.

Youth Center

The elementary recreation program was operated for the second year with primary grade children attending in the morning and intermediate grade children in the afternoon. The average morning and afternoon attendance was 140 and 125 respectively, a decrease in the former and increase in the latter, over the previous year.

The seventh grade recreational program was an outstanding success with 100% participation. We were fortunate to get the services of many of our faculty members in this Friday, 3:30-5:30 program, and also enjoyed the leadership of Mrs. Russell McCall, the area's leading exponent of the youth and folk dance movement.

Also, the homeroom groups sponsored four additional evening affairs, in three of which there was parent participation. Perhaps the most outstanding was the masquerade dance in April. A picnic was enjoyed in May, card party in February and dance in March.

Adult Center

The Vocational School sponsored two daytime classes and five evening groups. The enrollment approximated 100 adults.

The Recreation Department operated four activities, with an enrollment and participation as high as 85 adults.

ADMINISTRATION

The 20-room junior high was put into operation, with all fifth and sixth grades utilizing every first-floor room. The seventh grade groups used four rooms on second floor. Also, many special purpose rooms were used for the first time, namely, band, home economics, sewing, shop, junior high art, and primary music.

Miss Louise Cooper, fifth grade teacher, was elected assistant principal by the Board of Education in the summer of 1958, and served on a released-time basis in that capacity at various times during the year. Her work in the administrative capacity covered a total of 74 days, and was of inestimable value. She began her work about August 20.

Mrs. Louise Willis served as secretary on a half-time basis. Her previous experience as school secretary was extremely valuable. She, together with Mrs. Mae Nelson, full-time secretary, perform the multitudinous office duties with precision, punctuality, cheerfulness, and splendid sense of humor. I know the staff joins me in grateful appreciation to these two wonderful people.

The Staff

Of the 50 members of the staff on the Herbert Schenk payroll, fourteen had perfect attendance. Twenty members had only 1 to 4 days absence, and fourteen 5 to 9 days. Two were absent 12½ and 23 days. The average for the entire group was 3.6 days absent.

Replacements in January and February consisted of one first-grade, two third-grade teachers, one speech correctionist and a band director.

Thirty-two new staff members in September 1958 set some kind of a record, I'm sure. However, with eighth grade opening, and 10-13 first-year-in-Madison teachers having left, there will be nearly twenty-five new staff members, full-time and itinerant in September 1959.

Special Problems

Plans for the organization of the school for the 1959-60 school year (and subsequent years) have already been presented to the Superintendent and the various department heads. In those plans are included:

1. Addition of a fourth-grade section.

2. Need for additional itinerant personnel for music, art, and physical education.

3. Need for additional time from speech correctionist, school psychologist, band, industrial arts, and home economics personnel.

4. Need for additional full-time administrative personnel.

5. Need for additional full-time secretary.

6. Need for landscaping of junior high grounds, and some planting on the elementary grounds.

7. Utilization of entire second floor of the junior high school for elementary purposes, and utilization of first floor of junior high for the seventh and eighth grade classes.

8. Continuation of bag-lunch program for pupils from the Lowell School district and from the Wedgewood addition across the East beltline.

(cont.)

Special Problems (cont.)

9. Need for additional blacktop surfacing in the area adjacent to the north junior high and band room exits.

10. Need for repair of concrete platform at junior high main entrance where ice and water gathers, in season.

11. Need for athletic storage facilities for ninth-grade equipment.

12. Need for portable bleachers for junior high gymnasium.

Everyone connected with Herbert Schenk School--parents, pupils, teachers, and other members of the staff join me in expressing sincere thanks to the Board of Education, the Superintendent, assistants and department directors for their cooperation in and understanding of our school problems.

Respectfully submitted,

Ansgar Svanoe, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

SHERMAN SCHOOL

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

June 1959

THE MADISON PUBLIC SCHOOLS

MADISON , WISCONSIN

ANNUAL REPORT

For the School Year 1958-59

SHERMAN SCHOOL

The Community

Sherman Park has been rather unspectacular as far as new residential building is concerned. A few houses have been built in Brentwood Village; Sachtjen Street, the last platted street northward, is just about completely built up; and there has been spotty building in the few vacant lots in the rest of the neighborhood. At present, there are about 15 new houses in process of construction.

Apartment construction, however, is another story. At the beginning of the school year two large, 4-unit apartment buildings just off Sherman Avenue, about a half mile north of our school, were occupied. Four more apartment buildings are now completed, and another four are going up. In addition there have been a half dozen or so apartment buildings and duplexes put up in the neighborhood in the past couple of years. Three school age children come to us from these units.

A shopping center on the Roth property, in the 1100 block of North Sherman Avenue, has been in the talking stage for two years. Supposedly, construction of this center will start this summer.

Enrollment

As predicted a year ago, our school enrollment increased by quite a few children in September, 1958. The increase in our elementary school was due to the transferring of about 55 Oak Park children from Mendota to Sherman, as well as the fact that 119 kindergarten children replaced the 65 sixth graders who went into junior high school. At the beginning of school our elementary enrollment was 665. Our junior high school numbered 100 pupils.

Then at midyear came the explosion! Mendota School, bulging at the seams because of the housing boom in that area, had to transfer 57 children to Sherman. A month earlier, due to overcrowding in its second grades, Mendota had had to transfer 13 pupils to us. All these children were from Berkley Heights, a new subdivision built by Elkind Construction Company, about a mile north of Sherman School. In September, 1958, only a handful of school age children enrolled at Mendota from Berkley. At midyear, the total was nearly 100, most of them at Sherman, the others at Mendota School.

In all grades but one we were able to absorb the children from Berkley into our existing sections. The exception was grade one, where we had to form another section and hire an additional teacher. Average class size of our first grades was 26 pupils, and in grades 3-6, 32 pupils.

During the year we enrolled 159 new pupils and transfers in, and withdrew 84, for a net enrollment during the year of 831 pupils.

Enrollment figures for the year follow:

Grade	June, 1958	September, 1958	June, 1959
Kindergarten	118	119	121
First	81	119	129
Second	66	80	98
Third	79	82	98
Fourth	89	82	96
Fifth	84	93	89
Sixth	84	89	98
Seventh		100	102
Total	584	764	831

Enrollment in the new seventh grade was very steady, with a low of 98 and a high of 104. Our June enrollment was 103 pupils.

Enrollment in 1959-60 will again take a sharp increase. There are two reasons for the expected increase:

1) Transfer of about 95 pupils who live in Lakeview Heights, from Mendota School to Sherman.

2) An additional 40-50 kindergarten children who live in Berkley Heights and Oak Park.

Anticipated enrollment and number of sections per grade in our elementary school is as follows:

Grade	No. of Pupils	Sections
Kindergarten	165	6
First	160	6
Second	140	5
Third	108	4
Fourth	108	4
Fifth	108	4
Sixth	100	3
Total	889	32

Plans call for the use of 10 rooms on the first floor of our junior high wing for elementary classrooms. Rooms 101 and 102 will be for the use of the additional kindergarten; rooms 103 and 105, grade 1; rooms 107 and 109, grade 2; room 104, grade three; and rooms 106, 108 and 110, grade 6. All other elementary classes will be in the elementary wing.

Our junior high school next year will consist of grades 7 and 8. Our eighth grade will total about 100 pupils, while our new seventh grade will number about 160 pupils. Of these 160, about 100 pupils will be from Sherman, 50 from Mendota, and 10 from Emerson.

The second floor of the junior high wing will be used for 7th and 8th grades, with seven classrooms in use. Four rooms will remain vacant, and probably used for ninth grades in 1960.

Staff

Thirty four full time and part time teachers made up this year's Sherman School staff. Of this number, twenty three taught elementary children only, six taught junior high only, and five taught both elementary and junior high pupils.

Of these teachers, thirteen were new to Sherman, and seven of these had had no previous teaching experience. One teacher came at mid year to teach a new section of first grade; another teacher finished out the 1st three months for a teacher who was granted maternity leave.

Next fall will see the highest percentage of turnover in ten years. Eight of our elementary staff, or more than one third of the total, are leaving for various reasons. In addition, there will be seven additional teachers because of increased enrollment, for a total of fifteen new elementary teachers! The addition of eighth grade to our junior high will mean five more classroom teachers, plus replacements in two special areas. So next year, veterans will be in the minority! All together, I expect to see twenty-five new faces at Sherman in September of 1959.

Over the past six years, we have had quite a turnover of staff:

Grade	Total number of teachers, 6 years
Kindergarten	4
First	8
Second	4
Third	10
Fourth	12
Fifth	8
Sixth	3
Special Areas	10
	62

The problem of organizing these many new staff members into a working team will be an important part of the principal's task next year. Since many teachers will be new, I expect to spend a scheduled part of every day in regular classroom visitation, to help and encourage new staff members.

PTA

Sherman School's PTA continued its theme of several years, "Know Your School". All the programs were centered around parent needs and interests. Banquets for first, second and third grade children and their parents gave mothers and dads a chance to see programs illustrating what the children were doing in the classroom. A talk by Dr. Thomas V. Geppert on the adolescent was aimed directly at parents of our seventh graders; and our final program, the "Spring Festival", showed off the abilities of our junior high band, and elementary and junior high choirs. Our two art teachers combined talents to put on an elaborate Salon of Art that same night, featuring work of our boys and girls over the past year.

All in all, the PTA had its most satisfying year. It is a group that will provide good direction to its members.

The Junior High

Next year, our junior high school will include seventh and eighth grades. There will be about 100 eighth graders, in four sections; and about 165 seventh graders, in six sections. Our junior high staff will number three seventh grade teachers (multiple period), two eighth grade (multiple period), a half time guidance teacher (seventh and eighth grade mathematics, and algebra, the other half), and teachers of art, general science, industrial arts, home economics, and band. Seven classrooms, plus special purpose rooms, will be used on the second floor of the junior high wing.

Our time schedule for junior high next fall will have seven 50 minute periods, with a 50 minute noon hour. We expect to start a hot lunch program for junior high pupils next fall, with only one lunch hour for the whole school. Another year may see a double lunch period, and the elimination of the activity period as such.

Our junior high program this past year was a rich one. We had an excellent staff, who understood teen-age boys and girls, and gave them a chance to "flex their muscles". Academically, the program was first rate. Nineteen pupils started the advanced seventh grade mathematics program, and eighteen completed it, and will study algebra in eighth grade.

The electives, art and band, offered pupils enrichment of a high calibre. The classes were stimulating to nearly all pupils.

Next year should be even more exciting, and all of us are looking forward to it with anticipation.

The Classroom

The heart of a school, of course, is in the classroom, and in the relationship that exists between the teacher and his individual pupils.

Following are extracts from end-of-the-year reports that teachers at our school submitted.

Grade Six

The most interesting part of my year was the opportunity to try out some of the individualized reading methods that have been suggested in the current literature. As a result of these experiences I feel I would like to do more with this type of reading another year. If so I would encourage more of the boys and girls to use the basic readers for at least part of their work. Many neglected these texts this year for the first semester.

We have had many more books reported on to the rest of the class over the year than in previous years. I believe many books have circulated among a lot more boys and girls than they usually do. Part of this no doubt is due to the fact that this group reads very well as a group.

Grade One

Reading is my greatest concern and interest. I felt moderate success in this year's accomplishments in that area. I still have much to learn about the teaching of reading. Almost daily, new ideas and concepts fairly pop from listening to and working with and thinking about this consuming subject. I feel confident that next year will produce more effective results on my part. I need to learn more about working with the slow readers and to develop more patience with them.

Of the activities carried out in our room this year, I consider science the most rewarding in interest, participation, and learnings. The children's natural curiosity at this age makes this subject alive and important.

Grade One

We had several programs for parents. The first one was about eight weeks after school started, which showed the parents what we were studying and doing in school. The second program was in the middle of the year and it was a circus, the culminating activity of that unit. The third was in the last week of school and was again the kind that was what we had been doing in school.

Grade Four

Social Studies - Fun to teach because I experimented with several different methods. I found committee work to be the most satisfactory - most rewarding to both teacher and pupils. Here was an excellent opportunity to see children improve. Besides learning to cooperate with each other - I feel they improved greatly in research skills (exploring, notetaking, skimming, fact gathering) oral reports and listening. I found the necessity to get many research books from the dontown library - for reading ability 2 through 9. Even though the 4th grade teachers stayed out of each other's way as to teaching units at different times - we ran into 6th and 7th grades wanting the same material.

Grade Two

This group has been a wonderful motivation for me this year. They were always alert and willing to learn new things. Much research in the library, at home with various books, and at the public library was done by this group. They did much work in committees "on their own". In the field of science, they were especially interested. We did experiments and had many interesting lessons on space. Through this study, we learned to read the newspapers. What they couldn't do, parents or I did for them. Then a discussion followed. The "goings on" at Camp Canaveral played a big part in our newspaper life and our bulletin board on "Life With a Newspaper." We discussed various newspapers and news magazines.

Grade Five

In evaluating the past year's work in my room I would judge it to have been an average year with only a few highlights. The children were not overly ambitious to do large projects so I found myself consciously aware of improving my own methods of organization and presentation to inspire them. I feel perhaps I improved my teaching much more than the children imagined in thispast year. I feel that I have gained many new insights into the relative importance of concepts to be learned and skills to be developed in the fifth grade. I think I taught individual children instead of facts alone. Due to my own better understanding of what is expected from children in study and behavior I found that there was more time to do the many little things in the room to make it and the day more interesting.

Grade Three

This group did well in all the content areas. In reading they were particularily enthusiastic about library reading. They enjoyed book reports. The above average reading group spent about a month doing individualized reading. Here they had additional time at the library whenever they finished a book. They were allowed to go to the library each day between nine thirty and nine forty five in groups of four or five. This they did independently every day.

Some people read and reported on as many as one book a day, others chose more difficult books which took them longer. Miss Oliva's comments on time in the library were also favorable.

Art

Looking back over the past year, I feel that we have had a very successful art program. The art room walls have been bursting at the seams with new additions of boys and girls, new art activities and even a brand new ceramic kiln.

Our first grade increased by a whole new class and even though they came once a week to the art room, they were introduced to many new activities. This year all of the classes had an intensive program in painting, chalk and crayon, combining many of these together and trying different techniques with them - such as ironing crayon designs on cloth, candle and crayon drip paintings and paint and chalk pictures. We also experimented with sand and plaster and stones to make sand casts, plaster sculptures were made, balsa wood mobiles and structures, and paper mache' which resulted in Birds, Butterflys, Marionettes, Masks and Animules. Finger painting, sun fade pictures, block printing, transparencies, paper constructions and toothpick constructions just about include all of the many kinds of fun we had in the art room.

The seventh grade section which I had, did very fine block printing work - even a mural, also watercolor paintings which were framed, plaster carving and foamglass sculptures. The latter, being a new media, came into the schools just this year and has been very popular with all classes.

Junior High Art

Thanks to our eager Junior High students our new art room is well initiated for next year's full time schedule. We moved into room 112 last fall with the wonderful help of the Elementary Art Dept. and Mrs. Lund to carry on a half day schedule.

Every student has had experience in certain basic areas of art with the opportunity of extending his or her interest in a variety of directions. For example - block printing was continued into the sphere of color printing to produce some of the best prints we have seen in any Junior High. Many students experimented with creative lettering doing what we call "type talk". Other successful attempts were made with such things as painting with colored wax, relief painting and using paints for designs on cloth.

Three dimentional work in plaster and foam glass sculpture was used by some to study combinations of textures, lines, and the balance of

weight to express an idea. Reed mobiles carried these combinations further with the use of motion.

Crafts added enjoyment too, using leather, bulsa wood, and other material adding art to our homes. Crafts in other lands were considered. In Mrs. Ness's class, art joined in with the study of Japan. Their makamonos, wall scrolls, utensils and prints added to our knowledge of the world. World artists are being studied, to help our understanding of the place of art in our civilization.

Next year we will be adding equipment to expand the service of art education. Copper enameling and ceramics will be the big additions as well as oil painting for the new eighth graders. But the biggest item for next year will be the new ideas of all the students as they work, experiment, and create with all the media available.

Grade Five

First, I would like to express thanks for the aid and guidance given me this year. I have found my first complete year of teaching an enjoyable experience.

My group of children was an interesting group. The range in ability was great, but each child contributed something to the class in his or her small way.

The staff members have been very friendly and helpful in many ways. Mrs. Lund has helped me in construction of my bulletin boards and has given me some useful hints. I also talked to Sam about spelling and finally adopted the sentence type test; which in my opinion is much better than a single list test. In fact, all the staff have been very helpful with any problems that have arisen during the school year.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

SPRING HARBOR SCHOOL

Presented to the Board of Education
by the Principal

A. Kermit Frater

June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
For the School Year 1958-1959

SPRING HARBOR SCHOOL

I SIGNIFICANT DATA

Enrollment:

1958-1959				September 1959 Estimate		
Grade	September 1958	June 1959	Sections	Grade	Enrollment	Sections
Kg.	80	74	3	Kg.	89	3
1	60	55	2	1	78	3
2	79	72	3	2	58	2
3	48	47	2	3	76	3
4	45	40	2	4	50	2
5	57	60	2	5	42	2
6	45	41	2	6	63	2
Total	414	389			456	

Predicting school enrollments in new school areas is always a hazard. The difficulty here is not from rapid growth, but from rapid turnover. Rental units attract short time residents. The number of people moving out has greatly surpassed those moving in during the spring months. The vacant housing units no doubt will be occupied by September, and our quota of children will be back to normal. Since this loss has amounted to about 5%, this number has been added to the "end of year" numbers in predicting the enrollment for September.

II SPECIAL ACHIEVEMENTS

Construction - Probably the foremost achievement of the year was opening the school in September on schedule under conditions somewhat less than ideal. In fact, local residents still talk about the 48 hour miracle--meaning the 48 hours before the Monday morning of September 8. In that time the building was transformed from a shambles of construction materials and with furniture only for a temporary office to a building in which classrooms were practically completed, with furniture, books, and equipment to carry on a full schedule of classes.

To perform this miracle required the wholehearted cooperation of many different people:

--The General Contractors who concentrated on finishing the classrooms at the expense of other work.
--The plumbers and electricians who gave the building water and electricity for the first time less than 48 hours before the opening.
--The flooring men who laid tile evenings after other workers left.
--The ceramic tile men who worked that Saturday and Sunday from sun to sun.
--The men of the "Summer Work Crew", who moved in all the furniture those last two days. Their work was easier, however, in that they could slide the desks directly into the rooms through the unfinished walls.
--The many Board of Education employees and others who cooperated to the fullest. I would also include the parents and the children.
--And finally, the teachers who accepted the situation without complaint and proceeded to provide a strong educational program from the first day.

By the end of October only a few odd jobs remained to be done, and the noise and dust of construction was a thing of the past. It is significant to note that, in spite of the hazards of scaffolds, extension cords and saws working in our midst for six weeks, the first reportable accident occurred on October 17; and it is ironical that it should have occurred on the main stairway after the permanent steps were installed.

Books - The need for more books was dramatically emphasized when at the end of the first week of library service not a single loanable book was left on the shelves! Other schools responded to a plea for help and we were soon supplied with not only extra library books, but additional text and supplementary books as well.

Public Relations - A unique situation existed in which the four areas of the district (Blackhawk Park, Mohawk Park, Indian Hills and the Mendota Beach area) were brought together for the first time. The children had been attending (primarily) three different schools. A monthly newsletter, "Harbor Lights", was inaugurated to help interpret school policy and objectives; and the building was opened wide for the dedication and a day of classroom visiting during American Education Week.

Of real help in pulling the district together was the newly formed P.T.A. The organizing committee was skillful in bringing together all areas and interests. Some of the services performed by the new organization include a clothing re-sale, the vision survey, auditory screening tests, and the kindergarten roundup. Programs for the meetings were on the curriculum, the report card, radio and television, and a talk by a local resident who had visited Russia last summer. The most popular meetings, however, were the ones where classrooms were opened for inspection. Three such events were scheduled.

Scouting - The area was fortunate to have inherited people with prior scouting experience who took the lead in organizing Cubs, Brownies, Girl Scouts and Boy Scouts. The Blackhawk Club Hall was of real value in this work. The school auditorium was needed only for the larger gatherings.

Professional - The staff proved to be a very strong and energetic group. While only a few were former Madison teachers, all of the home room teachers had some prior experience.

Much energy was spent on the mechanics of finding new and suitable materials for children coming from different curricular backgrounds and deciding on procedures and policy, realizing that what was done this year probably would set the pattern for years to come. New York's Experiment on Individualized Reading was studied and several teachers adopted some of the techniques to supplement the basic program and our meager supply of supplementary readers.

Staff tours were conducted on a voluntary basis to the Forest Products Laboratory and the new School Forest.

The newly created "Teacher Improvement Committee" made a commendable start and has already won the respect and cooperation of the staff.

III PROBLEMS AND RECOMMENDATIONS

The Underpass, or "tunnel" under University Avenue, is the first one in Madison and has been something of an experiment. A crossing guard and/or Police protection was provided on the Avenue until construction was completed, and for several days after completion. There was no problem in getting children to use it--almost no cases of "skipping" were noted.

By agreement with the City, the Spring Harbor custodians are responsible for servicing the underpass. This, partly because of the severe winter we had, was a real problem. Large quantities of snow blew down the stairway from the west and had to be removed. On the south end the only way to remove this snow is to carry it back out, one shovel full at a time. A second problem developed when spring came and the snow started to melt. Water from the west ran down the sidewalk into the tunnel and immediately froze treacherously on the colder steps, plugged the drain and flooded the whole underpass.

It is our recommendation that the west approach to the south end of the underpass be enclosed or covered during the winter months, eliminating to a large extent both the above problems and related hazards. Pedestrians from the west would simply follow the walk to the eastern approach with far less inconvenience than is now experienced with the ice and snow.

Building - In general, the Spring Harbor School is proving to be not only beautiful--as it had to be for the unusual setting--but also a splendid building in which to teach. Classrooms are well planned, light and comfortable. The major building problem lies in the administrative area which in some respects is something short of adequate. The critical spot is the secretary's office. One hundred thirty square feet properly planned might be of sufficient size for the secretary of a small school, but any effort at a functional arrangement of furniture is defeated by channeling traffic through it via 5 different doors to 5 different rooms--the principal's office, nurse's office, testing and speech correction room, teachers' work room, and teachers' lounge. I don't think that Madison expects facilities to be so curtailed that employees have to continually ask people to back out of the office in order to let teachers through to pick up their keys to start the day's work.

It is my strong recommendation that this problem be tackled in the near future. The only logical solution seems to be to move the library to new quarters, to make the present library the lounge, move the secretary to the teachers' work room, the principal to the present lounge and use his present office as a work room or conference room. The present secretary's office would then become a waiting room--for which it is admirably located and designed.

It has been a distinct privilege and pleasure to have had a part in the opening of another school in a city noted for its fine schools.

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 1959

ENROLLMENT TREND FOR 1959-60

Overcrowded conditions throughout Sunnyside School for the school year 1958-59 will be greatly relieved by the new school to open on the Jacobson site in the fall of 1959. According to the bulletin as set up by the Board of Education, the boundaries for both Sunnyside and the Jacobson site school are as follows:

> The area north of Highway 30, west of the beltline (Highway 51), southeast of East Washington Avenue and northwest of East Washington Avenue to Truax Field, be designated as Jacobson site school district.
>
> Pupils at Truax who live in the apartments will be served at the Jacobson site school, if possible. All others will be transported to Lapham or Lincoln schools as in the past.
>
> Pupils living in Burke Heights will be transported to Sunnyside or Jacobson site school depending on enrollments.

As a result of the above, the estimated enrollment trend for 1959-60 can be broken down upon this statistical survey:

Grade	Sunnyside	Burke Heights	Estimated Enrollment	Number of Sections
Kgn	23	8	31*	1
1	27	7	34	1
2	22	2	24	1
3	26	5	31	1
4	16	1	17	1
5	23	0	23	1
6	22	3	25	1
	159	26	185	7

Approximate transfers from the present Sunnyside area to the Jacobson site school are as follows:

Kgn	65
1	55
2	35
3	25
4	25
5	18
6	20
	243

Because we have lacked room facilities for special areas this past school year, the additional new school will provide rooms for music, library, speech correction, testing, and visual aids.

ENROLLMENT DATA

Grade	1956-57	1957-58	1958-59
K	57	60	86
1	50	69	59
2	42	42	57
3	41	42	43
4	38	50	42
5	26	32	45
6	24	29	33
	288	324	365

For the past three school years, there has been a steady increase in enrollment.

LUNCH PROGRAM

Mrs. Clara Lehr served as head cook and did a fine job preparing and serving lunches with Mrs. Esther Hilton as the assistant. During the school year 21,786 lunches were served, an increase of 4,990 over last year.

HOMEBOUND

Three children were given homebound instruction this year. One child was a case continued from the previous two years. This child suffered from a muscular disability and the other two children were rheumatic fever patients.

TRANSPORTATION

An estimated 340 children were transported daily by Checker Cab bus service.

FEDERAL AID

There were 76 Federal Aid children enrolled at Sunnyside School during the past school year.

PHYSICAL EDUCATION

In boys physical education we have several objectives that we try to achieve. They are: better physical conditioning, neuromuscular development and citizenship building. The main part of the program is centered around the fourth, fifth and sixth grade boys. The curriculum includes soccer, basketball, volleyball, softball, track, wrestling, combatives and simple group and individual games. Group tactics for conditioning and self discipline are also included in the program.

-- Dick Steckelberg

This year the classes in girls' physical education ranged in size from seven to twenty-four. Because of the small classes, much individual instruction could be done. Most of the time was spent building on skills already learned and incorporating them into game situations. Since these girls have no after-school sports, I taught activities that could be used for leisure time. Much opportunity was given for

student leadership and officiating.

Grade 3 met once a week and the first grades met once every other week. Individual skills such as throwing, catching, dodging, bouncing, etc. were taught during class and the classroom teacher taught games that used these skills at another time during the week.

All in all, it was an enjoyable year.

-- June Stoskopf

MUSIC

Since there was no music room at Sunnyside School, the first, second and third grade students have had music in their own rooms. The regular music activities included singing, rhythm and rhythm instruments, listening to music, and keyboard experience. The first grades presented a Valentine music program; the second grades presented a spring music program, and the third grades presented a May music program.

-- Sylvia Howard

The music program in the upper grades at Sunnyside attempted to emphasize freedom in singing and joy of singing. Many children have grown in their ability to sing out freely and enjoy this form of personal expression. They have become leaders in the music classes where leadership is needed very much.

The children sang together at Christmas time. The All-City Festival and the May PTA program provided opportunities for the chorus to sing. I'm sure the children and their teacher will be glad to repossess their music room with its many advantages that enrich the total music program.

-- Juanita Sullivan

There were seven pupils from the fifth and sixth grades enrolled in violin classes at Sunnyside School. Beginning pupils study from TUNE A DAY BOOK I, and the second year students study from Book II. One class hour per week is spent in this work and it is supplemented by mass grade school string orchestra rehearsals at East High School one Saturday a month during the second semester.

-- Paul Haack

ART

This has been a good year at Sunnyside School. Many of the "old" media, crayon, painting, drawing, etc., were used and expanded upon. Exploration of both old and new tools and materials help to develop independent, inventive thinking.

Several media were explored for the first time this year at Sunnyside

because of new tools and equipment. These included; ceramic kiln, enamel kiln, and a jig saw. The students and I most certainly appreciate the addition of the equipment. One other item that helped a great deal was the new shelving for storing unfinished art projects.

Next year it would be helpful if we could have shelves installed over the sink area for storage and mixing paints. Also, the faucet should be raised and extended out into the sink as it is difficult to get a container under it in its present position. More important, much water is splashed onto the counter and it finds its way under the formica top which is beginning to lift. This work would be much appreciated.

The art year at Sunnyside was climaxed with an art exhibit for the P.T.A. All grades 1 through 6 were represented. It was a wonderful way to end the year.

-- William G. Godding

CHILD STUDY SERVICES

This represents a summary of cases referred for psychological evaluation during the 1958-59 school year. Assistance was requested for approximately twenty youngsters. Some of these situations were handled by means of conferences with the teacher and principal. This also entailed observation of the youngsters in the class. Ten youngsters were seen on an individual basis for purposes of more extensive evaluation. Each of these youngsters was seen on one to three occasions. Many of these situations also involved conferences with the parents. In several situations referrals were made to other agencies.

This summary does not include cases which may have been handled by other members of the Child Study Department, such as the Director of Special Education, the psychometrist, or the school social worker.

-- Myron Seeman

SPEECH

Twenty-six children attended speech correction classes this year. Three children were also carried on the inactive list and were periodically checked for progress. Classes were held Friday morning and afternoon, for one-half hour periods. The children attending classes were in grades one through six.

The types of speech problems were:

Articulatory -	17 children, and 2 on inactive list
Delayed Speech-	8 children
Stuttering -	1 child, and 1 on inactive list

Of 29 children, seven were dismissed as corrected, one is greatly improved and may possibly be dismissed in the fall when carry-over is checked, and twenty-one have improved but still have defective sounds and speaking patterns to improve. Of the total (29),three

have moved during the school year.

-- Virginia Mann

LIBRARY

Due to increased enrollments, the library as a room ceased to exist at Sunnyside School this year. However, the library as a program was far from non-existent. Books formerly housed in the library were divided into ten classroom collections with other materials being stored in any extra nook or cranny available. The classroom collections were rotated from week to week depending on units of study and student interest.

It was very difficult to teach the use of the card catalog and reference tools, but all upper grade pupils are at least familiar with them and some were able to do very commendable research work in spite of the fact that the catalog drawers had to be transported from room to room and that classroom collections were very limited. Often those few pupils who did not ride the bus would drop into the former (and future) library room after school to look for something special--but more often request slips for certain books were handed to the librarian who distributed the books.

It should be pointed out here that through all the unavoidable confusion and difficulty of running a library program in this manner, not one grumble or cross word reached the ear of the librarian from any of the staff. It is a credit to the teachers at Sunnyside that enthusiasm for reading remained at a high level and that the total circulation for the year amounted to 15,785. Three hundred and eighteen books were added to the collection bringing the total to 3,906.

-- Nancy Hilfiker

PTA

The Sunnyside PTA held six regular meetings and finished the year with a school picnic. Membership continued at a high level and members' attendance at the meetings was good. Additional activities consisted of two resales, a card party and a sixth grade farewell party.

The teachers were greeted on the first day of school with a vase of flowers on each of their desks. At the first regular meeting of the PTA in October, the teachers were introduced and presented with corsages. Everyone was then invited to "Get Acquainted".

American Education Week in November saw the traditional classroom visitation program which is so thoroughly appreciated by all. Activity continued at a high level through December with the mothers helping out at the Christmas dinner and all children invited to participate in hot lunch for that day. The children were also treated by Santa Claus before starting on their holiday vacation.

The rather informal meetings of February and March were planned to include just half of the membership at each. In this way it was possible to have a pot luck supper at each one without overcrowding.

The final fund raiser was the annual spring resale and bake sale. Proceeds from this and prior ventures enabled the PTA to sponsor a record number of Cub Scout and Brownie units as well as to carry on the traditional activities.

The topic most frequently discussed this year has been the impending division of our school district with the opening of the new school in this area. We were fortunate in having Superintendent Falk speak on this subject at our April meeting. Mr. Falk answered all questions that had been subject to speculation and allowed everyone present to pose his particular query.

The PTA school year ended with the traditional picnic and sixth grade party. Attendance at the picnic broke all previous records and the program was expertly planned by the officers elect.

At the kindergarten round-up, PTA mothers assisted with a large registration and provided punch and cookies for all attending that afternoon.

This report could not be concluded without a word of commendation for our energetic hospitality chairman and our art instructor. Both contributed inestimably to the color and decor of our meetings. The entire teaching staff also contributed enthusiastically to a display of classroom accomplishments.

We are sorry to see our group divided for next year but we wish success to the new organization at the Jacobson site school and stand ready to aid them and join them at their invitation.

PTA OFFICERS FOR 1959-60

Co-presidents	Mr. and Mrs. Bob McDermott
Vice-president	Mrs. Reuben Schantz
Secretary	Mrs. Marion Haugen
Treasurer	Mrs. Norman Rex

-- Sarah Hogoboom

SPECIAL PROBLEMS AND RECOMMENDATIONS

Due to the decrease of child population and the short walking distance as a result of the new school, the children of Sunnyside area could walk to school. This would release bus service providing crossing guards are placed on the hazardous highway.

Eliminate lunch program

a. Too few participants because of smaller enrollment. Under present conditions, a great number of pupils can still go home for lunch.
b. Replacement of heavy equipment, ie. refrigerator, sink, tables etc.
c. Program could not pay for itself.

Eighty minutes of valuable class time is spent on hot lunch collections, refunds, daily count, which is the same as a reading period per month.

In the event of a hot lunch program, it might be wise to think in terms of its operation under one department on a city wide basis. The suggested provisions are the following:

1. One person in charge
2. Buying commodities on a volume basis thus getting better buys
3. Makes for more uniform accounting and record keeping
4. Relieves school personnel to build better teacher morale and thus better teaching in general.

Another problem of great concern is that of remedial reading. During the past three years, ten pupils have been sent to the summer reading clinic sponsored by the Madison Board of Education. These students are those of above average ability but do not work up to their capacity.

A number of pupils not included in the above group need a regular remedial class program. For example, a sixth grade pupil of average intelligence can not read a second grade book, but in arithmetic can do computation problems. The same pupil can compute story problems providing they are read to her. The following such pupils could benefit from a remedial program:

Grade	Number of Pupils	
2	3	
4	2	
5	7	
6	2	
6	1	(Burke Heights)
	15	

The entire community, the teachers and the other members of the staff join me in expressing sincere thanks to the Board of Education, the Superintendent, assistants and department heads for their cooperation in making our school an integrated part of the Madison system.

Respectfully submitted,

Daniel J. Kirley

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

VAN HISE SCHOOL

Presented to the Board of Education
by the Principal

Walter H. Argraves

June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For The School Year 1958-59

VAN HISE SCHOOL

I. Statistics

A. Enrollment

Grade	Sept. 1957	Sept. 1958	Sept. 1959 (Estimate)	Sections
K	124	133	127	4
1	86	116	102	4
2	75	98	101	4
3	68	83	81	3
4	78	77	86	3
5	54	74	78	2½
6	52	62	72	2½
7	-	-	255	9
8	-	-	161	5
Total	537	643	1,063	37

Breakdown of junior high enrollment

	Grade 7	Grade 8
Cherokee	-	112
Highlands	64	49
Hoyt	1	-
Midvale	55	-
Queen of Peace	30	-
Spring Harbor	43	-
Van Hise	62	-
Total	255	161

Breakdown by grades of elementary transfers to the "Odana" School at the end of Tokay Street

K	25	(enrolled May 6, 1959)
1	16	
2	22	
3	23	
4	13	
5	13	
6	7	
Total	119	

This spring the Board of Education created an optional area between the Hoyt School and Van Hise. Generally, this is the area between Owen Drive and a line running south from Hill Street to Westmorland Boulevard. Out of a possible forty-three students, there were five that elected to transfer to Hoyt this next fall, September 1959.

B. School Accidents and W.I.A.A. Coverage

There were thirty-eight accidents reported during the last year. Twenty-five were serious enough to warrant a doctor's attention and were therefore reported to W.I.A.A. A total of $253.10 was paid on twenty-two claims, with three still pending. Payments ranged from $3.10 to $65.00 per accident.

C. Milk Program

The milk program ran from October 1 to June 1. A total of 86,968 half pints of milk were served, or an average of about 595 bottles per day. The dairy bills totaled $4,348.40; however, the children paid only 2¢ per bottle, or $1,739.36, due to the Federal subsidy.

D. Visual Aids

It is obvious that visual aids, like many teaching tools of real potential, can be misused or used in a haphazard manner. However, I believe the staff has made a sincere effort to get the most from the films and filmstrips ordered. A good introduction, follow-up discussions, and occasional re-showing of a movie, have been the rule. This year we have used:

41 - University movies
192 - Curriculum Office movies
311 - Curriculum Office filmstrips
(In addition to those that accompany the adopted readers)

In many instances, all sections of a grade viewed a given film or filmstrip.

II. ACHIEVEMENTS

A. With a group of children with the usual ability range, but with the mean level of ability very much above the average, we have sought ways and means of enriching the curriculum. Many of these devices and procedures are basic to all good teaching; however, they seemed to have been of particular help in endeavoring to give breadth, depth, and meaning to each subject area.

1. The visual aids previously mentioned, were valuable in expanding on and bringing to life places and concepts in social studies and science. Letter writing came into play as flat pictures and booklets were sent for on areas of the United States, on aircraft, and in connection with the study of foods.

2. Personages in the neighborhood and community have added a personal slant with "facts and figures" not in the textbook. Our guest "lecturers" included a fire inspector, a contractor, travelers in the Scandanavian countries, Alaska, Canada, France, Africa, and western United States; the school nurse, the health educator of the City Health Department, a policeman, a member of the faculty of the Medical School, an aviation expert from Truax Field, a telephone lineman, and a Norwegian whaler.

3. A further extension of the classroom was provided by field trips. In most cases, classes involved themselves in letter writing in arranging a trip, and also in thanking their hosts for attention received. Some of the places visited were the zoo, a bakery, a cheese factory, a turkey ranch, the fish hatchery, a farm, the post office, a fire station, the telephone company, Truax Field, the museum of the State Historical Society, the University planetarium, Cave of the Mounds, and the state game farm. Short nature study walks were taken to the grassland and small patches of woods near school in the University farm land.

4. The field of arithmetic received some attention designed to both motivate and enrich basic learnings. To this end, suggestions in the basic text and enrichment suggestions in other texts were used. A series of enrichment booklets put out by one publisher were found to be particularly good at the third and fourth grade level. A Curriculum Office bulletin gave help at all grade levels in developing understandings through arithmetic "games".

   The sixth grade found that by second semester about a third of the class was ready to enter seventh grade books (this was indicated by the January results of the California Achievement Tests). At the end of the year, about one-sixth of the class was thought to be ready for the accelerated junior high mathematics program.

5. Good textbook and library utilization is basic to all teaching, and particularly in providing for the wide variety of interest and talents shown. True, a child needs only one book to tell him that the Declaration of Independence was signed in 1776, or that good diet makes sound teeth. However, we are grateful for our growing collection of texts and library materials that give answers of greater depth and breadth than this - about personalities - about when, where, why, how, how much, etc. The cooperation between our librarian and teachers developed steadily a year ago, and I believe became most effective this year.

6. Efforts were made to use the City Spelling Bee as a stimulus to all children. Within each classroom it seemed to give a general spurt of interest; however, forty-eight fourth, fifth, and sixth graders spent many hours outside of school studying for the building spelling bee. Subsequently, in classroom writing, the effect of this extra effort was noted.

B. Our P.T.A. grew and prospered this year. Three aspects of their rather full program are of particular note:

1. In the field of safety, they have concerned themselves with developing a suggested set of procedures in the event of an air attack. This included general evacuation plans.

   They provided recognition for the School Safety Patrol in the form of a luncheon for each group on duty, each quarter.

2. As a general addition to the school program, P.T.A. has provided money for a series of auditorium programs, engaged through the University Bureau of Program and Lectures. The first one, put on this spring, was very well received.

3. The school staff contributed to several P.T.A. monthly meetings. However, two instances are of special note. In January, four staff members gave an overview of the intermediate grade social studies curriculum. Each grade was then explained more fully by a teacher of that grade. They pointed out through slides the value of personal travel in enriching this subject area. Three of these teachers had recently been overseas, while the fourth person had just completed a trip in southwestern United States and Mexico. The questions which followed seemed to indicate great interest in this type of program.

   In March we had an "arts" program. A combination art solon and demonstration started the evening in the auditorium. Parents could view the displays and go from one demonstration table to another, seeing boys and girls at work on typical projects. The second part of the meeting was in the gym. This was put on by the fifth and sixth grade violinists and the one-hundred voice upper-grade choirs. Finally, the fifth and sixth graders put on a demonstration of typical physical education activities. This program, too, seemed to be well accepted.

C. The first of what promises to be a traditional sixth-grade noon picnic and field day, took place June 2. A tired but enthusiastic group of boys and girls received class pictures as a memento of their last year in elementary school, from the P.T.A., at the close of the afternoon.

D. This year saw an increasing number of staff members shoulder professional obligations of many kinds. While the first year of our existence as a staff saw a substantial amount of such activity, a very noticeable increase came about this last year in the following - participation in professional committee work of the Child Study Department, the Curriculum Department, the M.E.A., and the S.W.E.A.

Our S.W.E.A. and W.E.A. membership continues to be 100%. Our N.E.A. membership increased from 20% to 90%.

III. SPECIAL PROBLEMS

A. In a rapidly expanding school, finding adequate staff becomes a prime problem. It is hoped that we can include at least a few experienced staff members along with good beginners each year as we expand.

It follows that working with these new staff members and aiding them is the next major goal and problem.

B. A conservative estimate, based on the latest census and actual school enrollment, shows that both sections of this building will be crowded by the fall of 1960, and too small by the fall of 1961.

Grade	1959-60 No. of Sections	1960-61 No. of Sections	1961-62 No. of Sections
K	4	4	4
1	4	4	4
2	4	4	4
3	3	4	4
4	3	3	4
5	2½	3	3
6	2½	3	3
Sub-total	23	25	26
7	9	10	10
8	5	10	10
9	-	6	10
Sub-total	14	26	30
TOTAL	37	51	56

Elementary building capacity - 22 sections (including 4 kindergartens)
Junior High building capacity - 27 sections

Sincere thanks is expressed to the Board of Education, the Superintendent and his staff for their interest and ready cooperation and help.

Respectfully submitted,

Walter H. Argraves
Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
WASHINGTON SCHOOL

presented to the Board of Education

by the Acting Principal
Helen B. Bruce
June - 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin
ANNUAL REPORT
For the School Year 1958-1959
WASHINGTON SCHOOL

COMMUNITY

Progress and the rapid growth of our city and the University have gradually changed the area which is served by Washington School. We have fewer families each year who remain in the community long enough for their children to have their entire school experience with us. Twenty percent of the children were unable to complete even this current school year.

STATISTICS	1954 1955	1955 1956	1956 1957	1957 1958	1958 1959
Gross Enrollment	614	562	540	481	484
Orthopedic Department	52	65	63	46	46
Out-Patients (Pupils who come for treatment only)	47	37	27	21	26
Withdrawals (Minus Orthopedic)	50	53	47	33	46
Transfers to other Madison Public Schools (Minus Orthopedic)	47	29	43	29	40
Transfers to Washington and other New Pupils (Minus Orthopedic)	66	81	72	52	65

Our enrollment has again this year decreased. The gross enrollment, as evidenced by the above figures for last year compared with the present, shows little change as we had more new pupils and transfers to Washington School. However, the withdrawals and transfers out during the year were of such a figure as to show approximately twenty less pupils from the preceding June net enrollment. This is exclusive of our Orthopedic Department.

As in previous years the turn-over during the summer was also large. We had 81 children excluding Sixth Grade and Orthopedic children leave our school. The new Kindergarten children and the 54 new children who entered our school during the first week of September are not reflected in the figures above.

NUTRITION ROOM	1957 1958	1958 1959
Total Pupil Enrollment (Nutrition, Orthopedic, Longfellow and Franklin)	124	132
Average Daily Pupil Attendance for Lunch	101	111
Total Enrollment of Nutrition Pupils	24	25
Average Daily Attendance of Nutrition Pupils for Lunch	13	19
Total Enrollment of Special Education Pupils for Lunch (Longfellow)	43	54
(Franklin)	13	13
Average Daily Attendance of Special Education Pupils for Lunch (Longfellow)	41	46
(Franklin)	12	11

	1957 1958	1958 1959
Total Enrollment of Orthopedic Pupils for Lunch	44	39
Average Daily Attendance for Lunch (Orthopedic)	35	33
Average Daily Attendance of Adults on Duty*	19	20
Average Daily Attendance of Adults Who Pay for Lunches	6	8
Total Average Daily Lunches for Adults	25	28
Total Average Daily Lunches for Pupils and Adults	126	146

*Adults on Duty: 2 cooks, 1 matron, 3 assistants, 1 part-time custodian, 1 teacher (Orthopedic) 1 teacher (Elementary) to supervise pupils who bring their lunches, 5 Longfellow adults, 2 Franklin adults, 7 University students. These students help in the Orthopedic Department and help with the Elementary children two noons a week plus 1 teacher every day.

You will note that the figures for the years 1957-58 and 1958-59 on Total Enrollment of Nutrition Pupils are practically identical. However, these figures are for the entire year. They do not reflect the fact that there were only eight children enrolled in the Nutrition Department at the beginning of last year as compared with an initial enrollment of 22 this Fall. After the closing of the Kiddie Camp last year we had a marked increase in our enrollment, and it has remained constant during this year. It is now apparent that we need a full time matron in the Nutrition Department.

HOMEBOUND

We had two children registered for Homebound teaching this year. Both of these children were from our Orthopedic Department.

HEALTH REPORT

"Physical and dental examinations were recommended for all Kindergarten, First, Third and Sixth Graders; better than 50% were examined by their Family Physicians and Dentists.

"The Health Department conducted four surveys, one of which was a research project. All children in Grades 1 - 6 plus all Orthopedic School students were given vision tests. First, Third and Sixth Graders plus the Orthopedic School children were given hearing tests. Health Department dentists examined the mouths of all First, Third and Sixth Graders plus the Orthopedic School children. Approximately 150 students in the Third, Fourth and Fifth Grades plus one of the Sixth Grades participated in the Strep Survey during the second year of this study, provided for by a Federal grant and being conducted in three Madison schools.

"Once again First Graders were given the Tuberculin skin test. All but two children received the skin test. There were no positive reactors.

"Throughout the year Teacher-Nurse conferences were held in regard to individual children. As a result of these conferences, several physical and emotional problems were discovered.

"Home visits were made to families of school children in regard to survey defect follow-up, to aid families in need of medical attention by interpreting

facilities available in Madison, and to do health education in the home."

-- Venus Petcoff
Washington School Nurse

ACHIEVEMENTS

Improvement in Teaching

In our Staff meetings early this Fall our first concern was given to the matter of how we could, individually, and collectively, improve our present standards of teaching. We formulated the following questions as a guide:

1. How can we make our BEST -- BETTER?
2. Do our own standards of instruction meet the needs of our groups of children?
3. Do we need to see more fully the possibilities in our children, study their environmental backgrounds, their abilities and their community's expectations?
4. Are we utilizing the resources which are available to us?

It has been apparent in reviewing the reports of the teachers that they have conscientiously endeavored to incorporate the guide we formulated in all phases of their teaching. I was impressed by the emphasis that has been placed on teaching the basic skills at all grade levels and the awareness of each teacher in planning her curriculum to meet the individual needs of each child.

Science has been stressed in all grades including the Orthopedic classes. In correlating the program field trips were planned at all grade levels.

The new Arithmetic Guide gave us new specific aids in basic concepts and definite grade levels for achievement.

In this transient area there is an ever increasing number of broken homes. The lack of parent cooperation is a source of many of the problems which confront the teacher. Teachers have made a special effort to identify these children and to ask for guidance and counseling at the onset of the problem.

Parent-Teacher Conferences

It was felt that there was a definite need for a closer Parent-Teacher relationship. After the first report period a schedule was set up in which the teacher contacted the parents of children whose work fell below grade level. From then on the schedule was arranged in alphabetical order. A conference was held with each parent in the class. It was most gratifying to both parent and teacher to be able to evaluate the growth and achievement of the children. 99% of the parents cooperated in this program.

U.S. Savings Stamps Program

Washington joined Longfellow and Nakoma in the School Savings Thrift Program under the auspices of the U. S. Treasury Department and the Director of School Saving, Mr. John T. Omernik. The project began early in November. We followed basically the plan which Miss Helen Simon of Longfellow School found to be most successful:

1. The program was to be carried on by the Sixth Graders under the supervision of the principal.
2. Stamp Day would be Wednesday of each week. Sales would be limited to Grades 3 through 6 and the Orthopedic School.

3. Sales would be limited to 10¢ stamps.
4. Stamp books would be kept at home.
5. Envelopes would be furnished by Mr. Omernik to carry home stamps.

The program has been most successful and the results excellent. Up to the present time our children have invested $1,262.90. The lowest week has been $22.00 and the highest $91.00. We hope that the program will continue next year.

Speech Improvement Program

At the beginning of the Second Semester a program in Speech Improvement was incorporated into our school curriculum. I met with each grade once a week in the auditorium for a period of one-half hour. The teachers felt that our children needed systematic instruction in oral communications. The children's enthusiasm was most rewarding, and I hope this program may be continued next year.

SPECIAL DEPARTMENTS

In the ART program this year Mrs. MacDonald has tried to have a balance of emotional experiences so necessary in our "science-mad" world and subject based experiences that tied in and widened the visual perceptions of some classroom units that were also valid art problems. Outstanding in the emotional branch was a stitchery unit purely for personal enrichment in the 5th Grades. It received 100% cooperation from both boys and girls. Murals on eskimos, prehistoric animals, insects and water-life, to name a few from the subject-based experiences, were successful culminations of classroom knowledge of the subject, library research with the splendid cooperation of Mrs. Gunderson, our librarian, and the applying of any art knowledge that was necessary to use.

The use of the LIBRARY by teachers and students was given special emphasis this year in the correlation of all classroom activities. Mrs. Gunderson, our Librarian, was most cooperative in assisting both the teachers and the children in becoming better acquainted with our LIBRARY facilities. Two of the more outstanding projects carried out this year in connection with the Library were the program presented by the Fourth Grades to the Parent-Teacher Association on the subject of The Cold Lands and the Science projects by the Sixth Grades and Orthopedic for the Southern Wisconsin Teachers' Association display at the Wisconsin Memorial Union.

With MUSIC Miss Wiemann has presented some outstanding programs featuring the Fifth and Sixth Grade Glee Club, such as the Christmas program and the Spring PTA program.

Mr. Thompson and Mrs. Pratt, our PHYSICAL EDUCATION teachers, have assisted us in many ways during the school year. They, too, are keenly aware of the needs of our children and have planned activities in which the children enjoy participating. This year they have added to their curriculum lessons in golf and tennis.

SPEECH CORRECTION

There was a marked increase in the number of children receiving therapy during the year. 42 children were enrolled in the classes with the greatest number enrolled at the primary level. In the delayed speech group there were nine children. The delayed group were seen four times a week and were given both

group and individual therapy. The other groups were seen twice a week. The classroom teachers as usual were most cooperative in integrating the suggested therapies with the child's daily classroom activities.

Two children from Holy Redeemer School and one from Nakoma School, with serious speech defects, were seen twice a week as "out-patients" coming to Washington School for therapy.

SPECIAL SERVICES - CHILD STUDY

Mr. Myron Seeman reports that he has seen approximately 15 children at Washington School this year. Most of these children were presenting behavior or learning problems. The bulk of these were seen individually for purposes of diagnosis. Such examinations typically covered from one to three sessions and included conferences with the respective parents. Several of the problems were handled by means of observation of the child in class situations. In all cases findings and recommendations were discussed with the Principal and Teacher. In several instances it was felt that referrals to other agencies should be instituted. This summary does not include cases handled by other members of the department such as the Director of Special Education, the Psychiatrist and the Social Worker.

UNIVERSITY STUDENTS

The Classroom Teachers and Physical Therapy Department cooperated with the University School of Education and the University Hospitals by having cadet teachers and clinic students observing in the Orthopedic Department. During the year we had 28 students participating in Classroom, Recreation activities under teacher supervision. Two senior students from Edgewood College spent three weeks in January assisting in the First and Second Grades.

P.T.A.

This year it was decided to inaugurate a series of Grade Pot-Luck suppers to which the entire family was to be invited. After supper the adults would adjourn to the auditorium for the program and the children were shown a movie. The younger children were supervised in the Kindergarten Room by parents with the aid of Sixth Grade girls. The results of these activities have been most gratifying and the attendance has been excellent.

The P.T.A. has been most cooperative in giving the school financial assistance when it has been necessary. At the present time they are working on the establishment of a T.V. fund. Their ultimate goal will be a T.V. set for the Auditorium to be used for educational television programs.

I wish to express my sincere appreciation to our loyal and competent teachers, to our indispensable secretary and to our efficient custodians, cooks and health matrons for their excellent cooperation and willingness to assist me at all times. Their combined efforts have helped to make this year an enjoyable and successful one.

This year at Washington School has been a challenging and a most rewarding experience. I wish to express my thanks and gratitude to Superintendent Falk and the members of the Board of Education for having given me this privilege.

Respectfully submitted,

Helen B. Bruce

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

Art Department

Presented to the Board of Education
by the Director
RUTH ALLCOTT
June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59

An art staff of 31 teachers--7 on a part-time basis--serves Madison's elementary and secondary schools. All are especially trained in art education and the arts. This is an important factor in building a strong art program.

For many years our far-sighted Board of Education has maintained the policy that Madison's educational system should provide for the well-rounded development of the child...the mental, physical, and emotional outlets of growth. It is through the arts that the child finds emotional release for good mental health.

In order to give a balance among the various learning activities, a school program needs to give appropiate emphasis to the creative arts. Every child in every classroom is creative to a degree. Some create as a natural form of expression without adult help or stimulation. Others need an environment which supplies both materials and the encouragement of a creative teacher. To some children who do not excell academically, art experiences in various forms are especially valuable. Such experiences often give them the opportunity to succeed that is necessary to their mental and emotional security.

The Superintendent provides us with a trained art staff, adequate facilities in each school, and materials to carry on a worthy art program. All of these are important. Children work best in rooms especially designed for art experiences. Such rooms have facilities for the storage of art materials such as: paint, clay, glazes, paper, wood, etc.; electrical outlets for kilns and other art equipment; large tables for group projects; efficient storage for paintings and constructions-in-progress; and work areas where children can carry on projects involving a variety of art media. Art teachers play an important role in encouraging and discovering children's powers of creative expression. They realize that although every child may not become an artist, he can use art forms creatively in his daily living, and for his own pleasure and enjoyment.

The art department has a planned program of experiences in which emphasis is placed upon the opportunity for children to experiment, explore, and express ideas in a wide variety of ways using a wide variety of materials. This program, we hope, will develop originality and inventiveness and give each child an emotional outlet; and also make him a contributing member to his school and to his community. Because each child is an individual he may prefer one medium to another. A

function of the art teacher is to help each child get some experience with as many art mediums as possible. Teachers encourage children to experiment with paint, clay, paper, wire and wood constructions, etc.---and explore any medium that will encourage the desire to create.

Art teachers themselves engage in creative workshops throughout the year. Here new ideas are discussed and experiments carried on with new and challenging materials. We are all aware of the national trend which emphasizes the "materials" approach to art education.

Our responsibility is to try to help each individual child develop most fully his many uniquely individual abilities and talents. We do this not only for the child's immediate emotional satisfaction, but also for the enrichment of his life, and his appreciation of all arts and crafts.

We also have another responsibility which is equally important. This is to provide the kinds of experiences which will help make the child a contributing member to his school and meet the cultural needs of his community. This can be accomplished through murals for his classroom, cover designs and posters for school plays and PTA programs, scenery for school performances, and in many other ways.

The greatest of all community resources is to be found in its people. It can be expressed in a variety of ways. We hope that through the art program we can develop contributing members to a school and community society. Properly handled the arts can provide experiences which help raise the level of taste and provide a valuable stimulation to the cultural life of the community.

We think we had a very good year.

Respectfully submitted,

Ruth Allcott
Art Director

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 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1958-59
Department of Child Study and Service

Since the junior high school movement began in 1910, educators have been working to provide a program especially designed to meet the needs of young adolescents. In keeping with the changes coming about nationally, Madison has experienced increasing concern since the new junior high schools have been constructed. There has been a constantly changing curriculum as the unique needs of pupils ages 12 to 15 have been more clearly identified and as experimentation has given new emphasis for further planning. The junior high school has come to be regarded as an educational experience in its own right, not as an extension of elementary school or as a period of preparation specifically for senior high school.

Guidance is a most important function in the junior high school. It strives to work closely with curriculum to help boys and girls solve problems which are of concern to them and their parents. Guidance which is focused upon aiding the child to help himself is synonymous with teaching. Guidance is not a set of facts or information to be taught by a "guidance" teacher in a single period. A good guidance program includes every member of the faculty, whatever his job may be, in whatever subject-matter field he has specialized. It goes into every phase of the program as children are assisted with their problems through experiences meaningful to them, whether the experiences be in music, shop, library, gym, or the classroom where a functional curriculum is being developed.

In developing a guidance program for the junior high school it is necessary to determine the types of problems which face junior high school age pupils. A committee of teachers, principals, and counselors working together this past year has charted the needs of junior high school pupils as follows:

1. Adjustment to a new school
   Greater departmental organization means that the pupil must adjust himself to a greater number and variety of teachers. The tone of the school and its physical aspects are different. There are various clubs and student activities. There is usually some form of student government. Procedures employed assume the pupil will take more responsibility.

2. Problems connected with learning
   Although the learning problems are not essentially new, many become of increasing importance. Reading difficulties, differences in rate of learning, likes and dislikes, study habits, differences in aptitudes for school subjects, all (or any) may present problems that are difficult for the pupil to solve without help.

3. Desirable length of school attendance
Some pupils will begin to reach the place where further schooling of the kind available may not be desirable. How long to stay in school becomes for these pupils an important problem.

4. Physical needs
These needs peculiar to this age of rapid growth may be accompanied by lowered vitality, fatigue, apparent laziness, awkwardness due to uneven growth of different parts of the body, and physiological changes caused by sexual maturation. Serious maladjustments often result from these conditions. (The junior high school period brings more problems in our system than any other school age period.)

5. Emotional needs
Emotional disturbances which occur in all stages of development may become especially urgent in the junior high school. Physical changes are often related to emotional instability and unhappiness.

6. Social needs
The special social needs of the young adolescent arise partly from physical and emotional needs and partly from an expanding understanding of the importances of wider group contacts as well as need for individual "belongingness". Timidity, aggressiveness, self-consciousness, strong likes and dislikes, "crushes", the desire for learning by doing or "trying out", are among the characteristics often apparent.

7. Further education and occupational choice
Grades 7 and 8 offer little choice of subjects. Choices beginning in grade 9 are very important. Pupils and parents need help in terms of suitable educational and vocational plans. Great need arises for pupil self-understanding and general information relating to future education and work.

This same committee suggested objectives in keeping with these needs. It was felt that with the increased growth of the system there was real need for uniformity in provisions for group and individual guidance planning. These objectives are set forth below:

1. Orientation to the school.

2. Improvement of study habits.

3. Improvement of personal adjustments.

4. Development of social relationships and responsibilities.

5. Self-appraisal.

6. Formulation of life goals.

7. Development of plans for education and other activities to attain these goals.

8. Preparation for the next school.

9. Tentative study and selection of a vocation.

Experimentation with various plans in different schools seems desirable in order to determine the more effective ways to implement the objectives.

Guidance Services at the Secondary Level

Over a period of many years the functions of guidance workers on the high school level have changed in keeping with the philosophies of the principals in the various schools and the needs of pupils in each school. These needs vary considerably in terms of the future plans of the pupils.

Because it appeared desirable to make as uniform as possible the functions of guidance workers, meetings were held regularly throughout the past year for the purpose of defining the responsibilities of counselors. The results of the counselors' considerations appear below. This listing of responsibilities will serve as a guide for principals, teachers, and counselors.

Individual Guidance Services

1. Counsel with pupils who are referred by teachers, principals or parents, or who have requested help on their own volition.

   a. Study all significant data available on the pupil.

   b. Confer with parents in instances where conference is felt desirable.

   c. Confer with teachers where felt desirable.

   d. Provide teachers with pertinent data about pupil, either by written memo or by personal conferences.

   e. Prepare written summaries of counseling.

   f. When it is felt necessary refer pupil to Child Study department.

   The above procedure takes the bulk of the counselor's time. The following items, though included in the process of individual counseling, are also functions of the counselor required to a lesser and varying degree in specific schools.

2. Provide pertinent information for community agencies.

3. Assist in registration of new pupils at the beginning of term or during school year.

4. Conduct follow-up interviews with pupils new to the school system.

5. Make recommendations for program adjustments.

6. Participate in identification and placement of individual pupils for various patterns of study, i.e. Honors, College Preparatory, General, Basic.

7. Make provisions for special cases such as foreign students, those needing special courses, remedial reading, or the handicapped.

8. Administer and interpret individual tests.

9. Provide assistance to needy pupils, such as supplies, fees, clothing, etc.

*10. Interview each senior relative to future plans.

*11. Assist pupils with making plans for college selection, application forms, choice of course, etc.

*12. Assist pupils relative to scholarships and awards such as locating funds, evaluating individual pupil qualifications, completing forms, etc.

13. Assist drop-out pupils in making plans at the time of withdrawal.

14. Serve as a resource person on job information, making referrals to Y.E.S. and W.S.E.S., suggesting sources of work, etc.

Group Guidance Services

1. Direct and participate in an orientation plan for new pupils.

2. Provide information to pupils, teachers, parents, about course content relating to graduation requirements, college requirements, entrance into vocational fields.

3. Assist in the process of programming through meetings with teachers and pupils.

4. Hold group meetings with parents to interpret the school's guidance services.

5. Assist with the planning and implementing of guidance units in home-rooms and general assemblies and curricularized group guidance activities relating to such areas as vocations, social skills, study habits, etc.

*These functions are not performed by junior high school counselors.

6. Provide in-service training in the area of guidance to help teachers recognize early signs of pupil maladjustment, more effectively use test results, identify pupils for class sectioning, improve pupil programming, etc.

*7. Administer approved scholarship and awards program.

*8. Sponsor group meetings with college representatives, members of Armed Forces, vocational information speakers, etc.

9. Administer or arrange for selected group testing--intelligence, aptitude, general achievement, interest, etc.

10. Work experimentally with the group counseling process.

Other Related Services

1. Secure and maintain resource material relative to colleges, Armed Forces, vocations, social problems, study habits, etc.

2. Supervise pupil cumulative record system.

3. Cooperate with approved community agencies and civic groups interested in the welfare of youth.

4. Serve on committees for guidance-related curriculum planning and revision.

5. Prepare reports, bulletins, announcements for teachers, parents, and pupils regarding guidance services.

6. Devise forms and materials to facilitate guidance services.

7. Participate in approved research related to guidance.

The pupils referred to the Child Study department continue to be those who are grossly unadjusted educationally, emotionally, and socially. Most referrals come from the high school counselors who have screened the cases with teachers, principals, and parents. The question of how to deal with the small percentage of severely maladjusted remains a difficult one to solve. The Board policy, defining the extent to which the school should become involved in dealing with severely maladjusted children, has been helpful as far as the department is concerned, but in terms of the school which has to deal with the disturbed pupil the problem frequently becomes most trying. Although the schools have enjoyed cooperative relationships with supporting county child welfare agencies, unfortunately the lag in time between referral of cases which involve environmental manipulation and a plan of action, is often so great that the disruptive cases cause the school considerable anxiety. In a

*These functions are not performed by junior high school counselors.

few instances where a pupil's behavior has been particularly annoying suspension or exclusion by the school psychiatrist or the Board has been necessary.

It should be noted that most of the aggravated adjustment problems (percentage-wise) occurring at the high school level are children who have not been enrolled throughout the elementary years in our system. This suggests that the emphasis on prevention of problems and psychological services at the elementary level has been effective.

In order to release more time for individual counseling an effort is being made to provide more group guidance experiences at the junior high school level. Specific units on orientation, self-understanding, development of social skills, and general vocational planning will be offered through multiple period classes in grades 7 and 8 and in the civics classes at grade 9 in the new junior high schools. Central, East, and West High Schools will not be able to curricularize group guidance until civics is offered as a year course. The homeroom will need to be used or consideration given to placing such units in other classes. Regular meetings with teachers doing the guidance work will be imperative beginning early next year to determine the more effective ways of presenting group guidance units. More units like the ones developed last year will be needed. Resource materials including visual aids and library books, will need to be available.

Gratitude is expressed to Miss Moss and her staff for the fine assistance they are giving to building up appropriate resource materials for guidance.

With the increased emphasis on curricula to meet the needs of all kinds of children, the work of the guidance counselors has and will continue to increase significantly. Some of the increased work involves properly identifying and selecting pupils for various curricula, more testing, more contacts with teachers and parents, more counseling with pupils. It is hoped that the very able pupils can be counseled regularly. Motivation is extremely important. Parents of the pupils too, need to be interviewed.

The pupils who have limited scholastic ability, (generally those who have specific disabilities in basic skills), continue to present a problem, particularly as they reach the upper junior high school and senior high school levels. There is a crucial need to secure teachers who have the desire and training to serve these boys and girls. These pupils become frustrated by work which they cannot accomplish or in which they have little interest. As a result they either drop out of school or become disruptive.

It appears that the public school will be forced to serve many formerly served by vocational schools and that these slower pupils will stay in public schools longer. A modification of our present Trades course by reducing academic requirements should receive consideration in an effort to serve the non-academic pupils in cooperation with the Vocational School.

Scholarships and awards offered to graduates are increasing. The number of graduates making plans for college has likewise increased the past few years.

Increased counselor time is being taken for these activities and the need to study ways to alleviate this work is appreciated by principals. Probably clerical staff can be trained to handle some of this work.

Provision for an extension of work time for counselors should be considered, particularly the week preceding the opening of school when programs, testing, getting materials ready for teachers, etc. has required their being on the job. Likewise, counselors have worked the greater part of a week following the close of school in June to make plans for pupils who have failed and are going to summer school, to complete records, application blanks, and the like. Counselors have given this time at the beginning and close of school gratuitously over a period of years, for which compensation is justified.

It is most desirable to increase our ratio of counselors to pupils as soon as possible. Next year our ratio of counselors to pupils--junior high school and senior high school level, will be approximately 1 to 750. The North Central Association, The American Personnel and Guidance Association, the Conant Report, not to mention several other commissions and agencies, have gone on record as favoring one counselor for every 200-300 pupils. It is strongly recommended that we strive for a ratio of one counselor to each 400 pupils.

Psychological Services at the High School Level: A total of 163 pupils from Central, East, and West High Schools was referred to the department this year. Most of these cases were worked with over a period of a semester or longer with the average number of contacts being slightly over five times per case.

Report of School Psychiatrist--Albert Arenowitz, M.D.: The school year 1958-59 was spent primarily in consultation with the staff of the Child Study department. Much time too was spent in interviewing children and their parents where the Child Study staff had requested a psychiatric evaluation. These cases were discussed in staff meetings in terms of the nature of their problems, present mental status, probable cause, and possible remedial measures. In some instances principals and teachers were seen in consultation in regard to these children.

In the course of seeing many children referred primarily for reasons of truancy, it was discovered that these children all showed signs of rather serious emotional disturbance. In the light of these preliminary findings, it is felt that truancy may generally prove to be an indication of severe behavioral maladjustment. Accordingly, if it is feasible, the school psychiatrist would like to consider a research study on truancy with the staff. This type of study might throw some light on the problems of juvenile delinquency as well as suggest possible roles of the school in the over-all mental hygiene program.

High School Credit for Returning Veterans: This is the fifteenth year the department has been designated by the USAFI and the American Council of Education as a qualified agency to administer the General Educational Development tests. There are 14 such testing centers in the state. The number of tests given is related to the number of veterans being separated from the

Armed Forces and recently to the demand of recruitment offices for determination of eligibility status of enlistees. From a high of 765 tests given during the school year 1946-47 the total dropped to 60 tests administered this past year, to 14 individuals.

Work Experience Program: The number participating in work experience this year was the smallest ever recorded since the initiation of the program in February 1945. This year 111 pupils participated. This number is considerably below the 1947-48 figure of 362 who were in the program.

The further reduction in the number enrolled in work experience may be due in part to the late economic recession, because at that time employers could hire adults as extra help for part time work for the same wage they had been paying high school youths. Some of these adults now find they are able to do their regular job and handle the part time employment in addition. Employers tend to feel that older workers assume greater responsibilities and employers do not have to depend on high school youths for part time employment.

Record of Work-Experience Program for Five Years

School Year Semesters	Applications for Credit	Accepted Into Program	Number of Places Employment	New Employers	Cumulative Places of Employment
1954-55					
1st Semester	139	137	84	28	651
2nd Semester	136	134	88	17	668
1955-56					
1st Semester	119	116	86	22	690
2nd Semester	110	105	86	19	709
1956-57					
1st Semester	129	72	57	21	730
2nd Semester	89	81	68	14	744
1957-58					
1st Semester	88	85	59	17	761
2nd Semester	87	75	24	12	773
1958-59					
1st Semester	53	45	38	15	788
2nd Semester	87	66	57	16	804

Guidance and Psychological Services at the Elementary Level
(Written by Donald J. Bratrude)

This year it was necessary to modify our established practice of assigning psychologists to specific schools on a regular basis. This modification was necessitated by the increase in schools and school enrollments without corresponding increases in staff.

It seemed as if we might have to abandon the regular assignment procedure altogether in favor of accepting referrals on a "first come first served" basis. However, in view of the many advantages accruing as a result of regular assignments, which have been reviewed in previous annual reports, it was decided not to alter our procedures completely. A compromise was worked out whereby some schools received weekly visits while the remainder were served when a call was received from the principal. Generally those schools making the most referrals were placed on a weekly visitation schedule as the most efficient means of meeting their needs. However, in the interests of continuity Mr. Bratrude supervised the psychological services and attempted to visit every school at least once during a three week period.

In view of the expectation for even larger school enrollments in the coming school year without any increase in the psychological staff, further modifications in our service will be necessary. The most obvious solution to this problem would be to put the psychological services on a straight referral basis. In such a service there are no regularly assigned schedules, and referrals are acted on when received at the Board of Education. Though this is the most obvious solution, it is not the best, and this report will concern itself with a partial discussion of some of the disadvantages inherent in a straight referral system. However it should be added that without the addition of psychological staff for the 1960-61 school year it will be necessary to put the psychological services of the Child Study department on such an office referral system, as the only way to cope with problems on a system-wide basis.

One of the main disadvantages of the straight referral procedure results from the fact that the psychologist becomes an "expert". This is in opposition to the way we have always presented ourselves and our services as simply another facet of the many services available to Madison teachers. We have striven to keep our contacts with teachers on an informal, one-professional-to-another basis. It is much more difficult to do this under a straight referral system because the psychologist is no longer seen as a fellow staff member, but as the person who has been "called in" to deal with a specific problem. Thus, a referral becomes an event and as such only the most serious cases are referred. Many times this includes the feeling that possibly someone has failed in not being able to handle the particular child. In a field dealing with interpersonal relationships such attitudes can prove extremely damaging to the processes of guidance. In addition, a "serious situation" usually means that the teacher has "tried everything" and now it's up to the psychologist to "do something". At such a point these feelings indicate that communication between child and teacher has already begun to deteriorate. In such "serious situations" there is often little or no flexibility on either the teacher's of the child's part. Many disappointments at the lack of effectiveness of psychological services are due to referrals being made when a situation has been allowed to become "too serious".

Perhaps it is appropriate here to comment on the manner in which the psychologist can and does contribute to the understanding and eventual classroom management of the so-called problem child. To begin with, it is axiomatic

that no person can change another person unless and until that person is willing that a change take place. Further, a change in attitude most often takes place when a person has been helped to see his own relationships in a different light. In the case of a child having trouble in school, the psychologist focuses his attention on the way the child sees himself both in and out of the classroom. In order to form an opinion of this, the teacher is interviewed as to how she sees the child, and the parents are similarly interviewed. The psychologist knows that both these sources are biased. These biases result from the successes and failures they have experienced in working with the child. The nature and extent of their bias help describe their relationship to the child and his relationship to them. The psychologist, due to his lack of previous contact, plus his training, is able to be much less prejudiced in his appraisal of the child and the child's relationships. However, it is not enough just to be aware of the problem in a diagnostic sense. In order to effect a change in the young child's behavior, it is necessary to clarify and help alter the attitudes of those who are significant to the child. When these significant adults have developed rather inflexible attitudes as regards their relationships to the child, the opportunities for change and growth are lessened. It also follows that there is less flexibility in a situation which has progressed to the "serious" stage.

Another result of a straight referral service is that a majority of the referrals have to do with severe behavior problems. For the past several years the psychologists, through speaking at teachers' meetings, have encouraged the teachers to refer any child about whom they felt concerned. As a school service we wish to hear about the child of good ability who is seriously underachieving as well as the youngster whose behavior is too challenging for the good of the classroom. Many more cases of learning difficulties are discussed with the psychologist when he is available and obviously a part of the regular staff, than would be the case if he were less available. We would like to encourage teachers to think about each and every child in her classroom as to why he is or is not doing work commensurate with her opinion of him, as well as hearing about the seriously atypical child. Perhaps her opinion is in error; or, perhaps the child's expectations aren't being met; but in any event, the psychologist may be able to clarify the teacher's thinking if given the opportunity. These are important referrals even if they may not seem "serious" enough to warrant a specific referral.

Also in a system where teacher turnover seems to be increasing (last year approximately 25% of the teaching staff was new to the system) it is important that these new teachers have the opportunity to meet the psychologist and to learn about these services from him. It is always disheartening to find teachers who did not refer a youngster because of ignorance of the existence of service or not knowing what type of referral could properly be made to the department. This situation is not helped when the psychologist is on a straight referral basis.

Finally, it is paradoxical that the straight referral procedure works best in those schools which have received the most service and where the professional staff has experienced the least turnover. These same schools, because of

their greater use of Child Study services, generally receive regularly assigned time with its subsequent greater contact between teacher and psychologist. It is important to note that these same schools generally produce those referrals in which the most meaningful results take place. It is hoped that even without any increase in staff and in the face of two more new schools, that this year's compromise can be maintained in some form without having to utilize the more formal referral system. This will necessitate a great deal of flexibility in assignments and the general handling of referrals. However, as indicated, if the result is a closer working relationship between teacher and psychologist, it will be worth all the procedural difficulties.

This year there were in excess of 400 children discussed with the psychologists. This figure has to be approximate, since some of these never resulted in the child being seen by the psychologist. What is more precise is the 291 children who were formally referred and seen for psychological evaluation. Of these 291, 178 were new referrals, while the remaining 113 were children who had been previously known to the department. In the 178 new cases there were 125 parent conferences where the child and his school adjustment were discussed. In 30 cases the parents accepted a referral to the Dane County Child Guidance Center and an information blank was completed and sent to the center. In all cases the parents knew about the referral and were given an opportunity to discuss the situation with the psychologist. In a few cases meetings were held with authorized personnel from other agencies, such as Family Service, the Dane County Child Guidance Center, the Diagnostic Center, etc.

In the 113 continuing cases parental conferences were held with approximately 15 parents. Virtually all of the parents of the continuing cases had been seen during previous years. Also many of these cases plus some of the new cases where parents weren't seen involved adolescents at the junior high school level. Here the focus of attention is on the adolescent himself and as noted in last year's report entails multiple appointments of a therapeutic nature in a direct attempt at working with the adolescent. Some of these children, because of their problems, specifically request that their parents not be seen by the psychologists. These requests are honored up to the point where the child's welfare may be endangered.

Finally in many situations parents were seen as many as four times in an effort to bring about a change in the home atmosphere. Likewise the children referred were seen from 1 to 22 sessions. In these cases the multiple appointments were necessitated by the inability to effectively refer the problem to other community agencies, plus the fact that the school could not tolerate the continued challenging behavior of the child in the classroom. Such observations point out that though we see ourselves as a preventative service dealing with school-related problems, it is the rare referral that does not involve multiple interviews with teacher, parent, and child. It is only by remaining flexible ourselves that we can render a truly effective service in dealing with the majority of referrals. The department has been able to do this in the past, and it is hoped that we will be able to continue present policies even in the face of the increasing enrollment.

Testing Service

Psychometric Services: The position of school psychometrist was added to the department staff in September 1958. While various persons had previously assisted in this capacity on a part time or temporary basis, the position was established on a half time basis for the full school year 1958-59.

It was recognized that the services of a licensed psychometrist were becoming increasingly necessary for several reasons. Routine group testing, after the first week of school in fall, was placing a burden on the speech correctionists which interfered with their classes. Since time given by speech therapists to regular testing is not reimbursed by state funds, it was felt that, budget-wise, time taken from their speech program for testing was costly. Further, many recent graduates, while highly trained in speech therapy, are not trained to administer individual intelligence tests. More important, however, was the increase in requests for testing and related services for children who are not seriously disturbed but whose performance is not up to expectations. The school psychologists could not reasonably be expected to include this service with an already crowded schedule.

Specific duties of the school psychometrist are:

1. To administer group mental ability tests to new entrants in the Madison schools.

2. To administer individual mental ability tests upon referral of a child by his teacher and/or principal.

3. To include achievement and personality measures when these are felt necessary for adequate evaluation of a child's ability.

4. To confer with teachers and principals concerning test results and their interpretation when an individual intelligence test is given, and to obtain pertinent information about the child's behavior in school.

5. To prepare summaries of test results, behavior observations, general impressions, and teacher conferences for each individually tested child; and to make recommendations when requested.

While the position remains on a half time basis for the coming year, it is hoped that these services will be extended to a full time activity in the near future.

The psychometrists are part of the psychological service and serve the schools on a referral basis. Mr. Benson also devoted two-fifths of his time to psychometric testing.

Pre-School Testing: For the past 11 years parents seeking early admission of their children to kindergarten have been given an opportunity to have their children evaluated in the late summer. Following evaluation of the child the parents are counseled. The final decision on entrance, based on the recommendations from this department, is made by the principal of the school. This plan is good as it enables the child who is ready for school to begin at an earlier age.

This past summer 63 children were considered. Of this number 15 were recommended and gained early entrance. The relatively small number of requests is gratifying as well as the fact that most parents accept the recommendations in an amiable way.

Aids to Pupil Placement: During the past year 755 new pupils, kindergarten through 6th grade, and 159 in 7th through 9th grades, enrolled after school opened. In order to determine the grade placement of these latecomers members of the department were asked to give achievement and mental tests to many. It is felt this is an important job and that parents and teachers appreciate it.

Statistics on Tests Administered:

Intelligence Tests:		7,021
Supervision of group Metropolitan Reading Readiness tests to all kindergartners	2,358	
Supervision of group California Mental Maturity tests to 3rd graders	1,534	
Supervision of group California Mental Maturity tests to 6th graders	1,391	
Group Pintner-Cunningham tests to kindergartners, 1st, 2nd, 3rd graders for placement purposes and other reasons	258	
Group California Mental Maturity tests to 1st, 2nd, 3rd graders for placement purposes and other reasons	385	
Group California Mental Maturity tests to 4th, 5th, 6th graders for placement purposes and other reasons	325	
Group Henmon-Nelson tests to 4th, 5th, 6th graders for placement purposes and other reasons	104	
Group California Mental Maturity tests to 7th and 8th graders for placement purposes and other reasons	77	
Group Henmon-Nelson tests to 7th and 8th graders for placement purposes and other reasons	54	
Individual Otis intelligence tests	9	
Individual Wechsler-Bellevue tests	253	
Individual Binet tests	273	
Rorschach association tests (individual)		104
Educational achievement tests		158
Specialized aptitude tests		113
USAFI General Educational Development tests to 14 individuals		60

Audiometric Testing: Beginning in 1957 the City Health department assumed responsibility for hearing testing. Statistics on the survey testing may be obtained from that department.

Other Services

Nutrition and Rest Program: This is the eighth year that all children recommended for this service have been served at Washington School. The types of disabilities represented were as follows:

Cardiac	6	Respiratory infections	3
Rheumatic fever	4	Perthes hip disease	1
Malnutrition	3	Diabetic	1
Polio residuals	3	Nephrosis	1
Asthmatic bronchitis	3	Crippled	1

The enrollment remains at a number comparable to last year and has warranted an increase in matron time from half to full time, effective at the beginning of the present school year.

Remedial Reading: The past year the remedial reading teacher, Mrs. Ann Schein, spent most of her time actually teaching small classes of youngsters who were retarded two grade levels or more in their reading ability. These children had I.Q.s of 90 or better. The child with a higher I.Q. who was having difficulty with reading was seen first. It was felt that the most progress in the shortest period of instruction could be made with these youngsters and this proved to be true in most instances.

The selection of pupils is a very basic factor to the success or failure of a remedial program. For the master list we took all the low scores recorded on a group reading test. We asked teachers for referrals. The youngsters referred were given an individual reading test. The tests gave more valid reading level for the child and better insight into his individual reading difficulty. From these scores we formed the reading group. These groups numbered from four to six members. Several children with the same problem could be worked with at the same time. But our grouping never became inflexible; the child who moved ahead was placed in another group. If his growth continued at a rapid rate, he was seen individually for a short period and then retested and sent back to his regular classroom.

The reading teacher's time was so taken up with teaching duties and lesson preparation that other equally important functions were of necessity ignored. One of the ways in which more time should be spent is in parent conference. Very often the parents of the child with a reading handicap become so emotionally involved with the problem that they make it next to impossible for the child to relax enough so that he may learn the skills he lacks. The tactful reading teacher can indicate to these parents that the greatest service that they can do for their child is to let up on the pressure at home. There are also the parents at the opposite extreme, those who are unaware that their child has a reading problem. Many of these parents are also unaware of how

important reading ability is to the child's future education. The reading teacher can help the parents assume a realistic attitude toward the problem. Most parents welcome these conferences and are greatly relieved to find that there is remedial help available. Home cooperation cannot be underestimated in the strength that it adds to the reading program. Dolch feels that the importance of these parent-teacher conferences is so great that one-fifth of the teacher's time should be devoted to them.

Another area that was slighted, due to lack of time, was an adequate diagnostic testing program. Too often we relied on group achievement test scores for selection of pupils for the reading classes and also to indicate growth during instruction. When an individual test was given it was usually the informal oral reading test. This may be adequate to give the reading teacher the child's true reading level and indicate his strengths and weaknesses. However, the results of these informal diagnostic tests are not structured so that they would make much sense to another person who was not familiar with the shorthand notations that the reading teacher develops for her own use. In other words, the results of these tests are not put into the child's permanent record and are not available for the use of the classroom teacher.

This brings us to the third major shortcoming in the remedial reading program of the past year. Too little time was spent working with the classroom teacher. Many of the 4th, 5th, and 6th grade teachers were very interested in finding out what they could do in the classroom to help those students that were below grade level in reading. The reading teacher spent much time discussing individual cases with the teacher. Materials were made available to the teacher that she could make use of daily. Greatest gains are made when the child has a short period of drill or instruction every day rather than a longer period of help once or twice a week. If the classroom teacher knew exactly what skills a child lacked and if she had the material at hand to help the child gain these skills, more children could be helped in a shorter span of time.

Perhaps a whole new concept and approach should be taken toward the reading program in Madison. This is especially indicated if only one reading person is available. The reading teacher's time might be used more profitably by spending the necessary time to do an adequate diagnosis of the child's difficulty. The Gates Diagnostic test is one of the best for this purpose. The results of these tests could be explained to the classroom teacher and the test could be left in the child's cumulative record folder so that it would be available for future reference. The reading teacher can suggest to the classroom teacher both techniques and materials to use in remedial reading help. It should be stated that this approach would have the best chance for success if it were handled on a referral basis. Most teachers welcome this kind of assistance but not all teachers do. It would also seem possible that the reading teacher could hold demonstration classes to help the regular teacher gain skill in teaching of remedial reading.

This type of programming would leave ample time for the reading teacher to hold conferences with the parents and to gain home cooperation which is so vital to the success of the remedial reading program.

The above suggestions are not an implication that the program was inadequate this past year. Significant gains were made by most of the pupils that received special tutoring. It is felt, however, that too many students, of necessity, were ignored, and it is hoped that a much larger number of students who need remedial aid could be served if the classroom teacher were helped to play a more active part in remedial reading.

The number of children worked with in each of the four schools served was as follows:

Franklin	35
Longfellow	32
Schenk	29
East High	40
	136

Transportation: The Board of Education transports children as provided under sections 40.53 and 40.55 of the (1957) laws of Wisconsin relating to public schools.

Transporting pupils to schools within the city at the present time are 3 buses on the west side all making double runs; 14 buses on the east side, 7 of which make double runs; and 2 buses and 2 cabs on the south side. In addition, a bus owned by the Board of Education transports pupils in the Highlands-Mendota school area to that school. This makes a total of 20 buses transporting pupils to regular classes.

For handicapped children the Checker Cab Company operates 4 buses, 7 cabs, and 3 limousines as follows:

1 bus from Emerson, Lowell, East High, and Lapham areas.
1 bus from Longfellow, Central High, and Washington areas.
1 bus from Longfellow, Lapham, Washington, and Lowell areas.
1 bus from various points throughout the city.
7 cabs and 3 limousines from various points in the city.

Summary: Due to circumstances beyond control, the figures presented may vary slightly from day to day, but in general there are a total of 24 buses, 9 cabs, and 3 limousines transporting approximately 2,081 pupils, 238 of which are special cases. Some are transported 4 times a day while others are transported twice daily.

Rules governing "The Behavior of Children Who Ride Buses and Cabs", have been revised and approved by the Board of Education. These are mimeographed and distributed to all children who are transported.

East Side - Checker Cab Company

Bus No.	School	Area Served	Number Riding
1	Lapham	Truax	58
2	East Jr.	Lakeview (8th and 9th grades)	53
2	Lapham-Lincoln	Superior St.	Lapham 14; Lincoln 29

East Side - Checker Cab Company (Cont'd.)

Bus No.	School	Area Served	Number Riding
3	East Jr. & Sr.	Sunnyside - north of Beltline	Junior 26; Senior 47
3	Sunnyside	Sunnyside - north of Beltline	48
4	Lapham-Lincoln	Truax-Washington Heights	Lapham 11; Lincoln 33
5	Sunnyside	Sunnyside - south of Beltline	56
6	Lowell	Truax	59
7	East	Sunnyside (7th and 8th grades)	62
7	Sunnyside	Sunnyside	60
8	Lapham	Truax	24
9	Lowell	Washington Heights-Truax	59
10	Mendota	Lakeview (kindergarten - 3rd)	65
10	Mendota	Vieth Park	62
11	Sherman	Oak Park Trailers	56
11	Lincoln	Sherman Terrace	56
12	Lapham-Lincoln	Truax	Lapham 40; Lincoln 26
12	Sunnyside	Sunnyside - north of Beltline	66
13	Sherman	Lakeview and Berkley Heights (7th grade)	56
13	Mendota	Berkley (kindergarten - 3rd)	49
14	Sherman	Berkley (1st - 6th grades)	56

West Side - Badger Bus Company

Bus No.	School	Area Served	Number Riding
1	Cherokee	Orchard Ridge (7th grade)	40
1	Nakoma	Marlborough-Rosedale	65
2	Dudgeon	Marlborough-Rosedale	42
2	Dudgeon	Marlborough-Rosedale	46
3	Dudgeon	Odana Road-Hilltop	50
3	Dudgeon	Odana Road-Hilltop	52

South Side - Elmer Beale Bus

Bus No.	School	Area Served	Number Riding
1	Franklin - West	Waunona Way	63
2	Franklin	Waunona Way	66

South Side - City Car

Bus No.	School	Area Served	Number Riding
2 cabs	Franklin	West Badger Road	8

West Side - Board of Education Bus - Highlands-Mendota Beach

Bus No.	School	Area Served	Number Riding
1	High. Mendota	Highlands-Mendota Beach	60
1	High. Mendota	Highlands-Mendota Beach	60
1	High. Mendota	Highlands-Mendota Beach	60
1	High. Mendota	Highlands-Mendota Beach	60

Homebound Instruction: Homebound instruction is provided for physically handicapped pupils unable to attend school under legislation passed in 1947. The Board of Education receives up to one-half of the first $400.00 expended for each child qualified for such instruction.

During the year 28 pupils from 16 schools received home tutorial instruction. One high school age pupil has received home-to-school telephone instruction in addition to the regular homebound teaching. Additional telephone service will be considered as the numbers served increases in an effort to decrease funds spent on this program.

Emergency Fund: For the past 10 years various service clubs--Rotary, Kiwanis, Lions Club, etc.--have provided money to be used for needy children not served by public assistance agencies. A careful investigation of each request is made in terms of need. The fund is used for such items as clothing and shoes, summer school tuition, glasses, etc. The City Health Department assists on cases involving vision and health and the welfare agencies on clothing.

This fund has met a definite need and the schools are most grateful to the service clubs which provide it.

Parent-Teachers Meetings and Committees: Members of the department have spoken for many Parent-Teacher's Associations and other civic groups on topics related to child guidance.

Membership on various committees and boards such as Interagency Council, Community Welfare Council, Kiddie Camp, Neighborhood Houses, Roundy's Fun Fund, Councils for Deaf and Retardation, Mental Health, and Dane County Child Guidance has consumed much outside time. In addition it is estimated that the Director of the department spends 15 to 20 percent of his time on school committees--a considerable increase over past years.

Records and Accounting: Enrollment records that were formerly kept 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 use them in establishing proof of date of birth for old age pensions and social security purposes.

Services for Exceptional Children
(Written by Mrs. Helen Holcombe)

There has been a developing dissatisfaction among all of the teachers of the handicapped regarding the noon hour time which they spend with their children. The feeling has become more intense as crowded programs in the schools have cut the time that some of the handicapped can spend in gym, manual arts, and library, times when teachers could prepare materials or just relax. This means that there are days when teachers are with their children from 7:50 A.M. when the first cab arrives until 3:30 P.M. when the last one leaves.

Considerable time has been spent by school principals and myself in trying to work out a solution without resorting to paid matron help, but no good plan has been arrived at. This is partly because the very young children must rest at noon and the older ones should be outside. As a result teachers cannot exchange services relieving each other on alternate days.

This problem becomes serious as one reflects on the more demanding nature of working with the handicapped child. A day without free time becomes too exhausting for the teacher and it is entirely possible that unless some relief can be provided during the lunch hour, some of our teachers will go into another branch of the teaching field. Our own difficulties in recruitment testify to the fact that these jobs must be made more attractive if we are to attract qualified teachers.

General Speech Correction: One part time and six full time therapists served Madison schools this year. 1,087 children were enrolled in speech correction classes. Of this number, 344 were considered corrected during the year, 641 were improved, and 45 showed no improvement. It is thought that most of those who do not improve have some psychological need to "hang onto" their speech defects.

The therapists this year were relieved of the psychological testing which they had done for many years. (One therapist was still used on a part time basis for this service for two weeks in the spring when testing was especially heavy.) With this new plan it was felt the speech program was definitely strengthened. Even so, most schools still had waiting lists of children who could not be accommodated.

The programming of high school students for speech help is something of a problem. They cannot always be fitted into the speech schedule from a study hall and teachers view with varying degrees of reluctance the taking of a student from a regular class. No suitable room has been made available to Mr. Welch at Central and West High Schools. At best he has worked in a windowless and heatless book room and at Central in a chemistry laboratory, which will not even be available next year.

It was felt that more detailed and permanent records need to be kept on severe speech cases who would need service over several years. This was particularly true in cases where the child moved from one school to another rather often and his history had to be learned by different workers. A permanent record card was devised and printed to give pertinent medical history, family speech history, as well as space for a history of treatment throughout his school life. This card will follow the child when he makes a transfer to another school.

Since speech therapists are no longer responsible for adjustment services and testing, it seems there is not as much reason for them to attend general staff meetings of the Child Study department as formerly. More speech staff meetings could take their place. This is good for exchange of ideas for techniques in therapy, review of current professional literature, and unity of the entire program.

Cerebral Palsied Speech: The speech case load at the Orthopedic School has becomes increasingly smaller during recent years. This may be because the cases which show no promise of improvement are not being kept in school over the long periods they used to be. Even though the time of the speech therapist spent on the program was reduced last year from one-half to three-tenths, it still seems too much time for the eight children who were enrolled and less time will be programmed next year.

School for the Deaf: Since every effort to locate an additional teacher of the deaf failed, the department operated with only three teachers during the past year. Transfer of several out-of-city pupils was made to Delavan, LaCrosse, and Milwaukee classes, but even with this adjustment, classes were too large for efficient teaching.

The beginner's group was made up of eight 5-6 year olds of nearly the same level of achievement and they worked well together. Volunteers again assisted for two hours each morning, enabling the teacher to do individual work.

The ten children in the middle group ranged in age from 6-10 years. Even the youngest have made some beginning in the reading process. Emphasis here is placed on the enlargement of vocabulary and development of language. Units of study included the grocery store, the school, the zoo, city helpers, and means of transportation involving wheels.

The oldest group had twelve children ranging in age from 9-15, and they had a wide range of ability and achievement, making grouping difficult. Five children attended East High School on a part time basis. It would be so advantageous if a small classroom could be found for the older children in a high school building. Then, those who were able to integrate with hearing children could do so and the others could remain with their teacher full time. Unfortunately, there is not room in a building where they would be willingly accepted and understandingly treated.

Partially Sighted: Thirteen children made up the class for the visually handicapped this year. Five of these are Madison residents and eight are tuition cases from southern Wisconsin areas. Seven of the children have a legally blind status with vision of 20/200 or less with best correction. So severe a limitation in vision is naturally a big educational handicap and unless there is good intellectual endowment and unusual drive, progress may be slow, particularly in the beginning. Most parents accept this, but a few seem to expect that their children should progress at as rapid a rate as if they were perfectly normal. Sometimes, repeated conferences fail to bring understanding to them.

In the hope that there would be less emphasis on "passing" in the first years, a primary department was formed this year. Beginners remain in this group until the completion of third grade work without definite grade placement.

Two of the older girls have completed 6th grade work and have been accepted in the junior high schools of their home areas, one going to Cherokee and one to Van Hise School. One girl will return to Lapham School for instruction in Braille for part of the day.

There has been a considerable rise in the cost of large print textbooks and workbooks, some increases being as much as $3 each. The federal funds available allow us to meet this added expense without enlarging our local budget.

Eight different ophthalmologists made referrals to the class this year.

Class for the Blind: This is the fourth year that blind children have been a part of the Madison school system. Eight children made up the group ranging in age from 5-11 years.

For the first time a blind child was enrolled in the regular kindergarten on a nearly full time basis. She spent a short time each day in the Braille room to promote familiarity with materials and school procedures. The plan worked very well with fine cooperation between the two teachers. Another child will enter kindergarten on the same basis next year.

There was some participation of the blind with classes of the sighted children. One child made a field trip to the Bowman Dairy with a 3rd grade. Another was in several 4th grade plays on the auditorium stage. All of these children have some art and music.

Mentally Handicapped Classes: At last some real gains are being made in the field of medicine in finding causes for mental retardation. Physicians are beginning to recognize two previously unknown causes of this great handicap. The first is a defective enzyme produced by the liver of some children, resulting in a condition known as phenylketonuria, or PKU. The second is a biochemical derangement--an amino acid (orgininosuccinic acid) present in the derebrospinal fluid in high amounts. Symptoms are seizures, disturbed brain waves, heart defects, and mental retardation.

A diet low in phenylalanine (found in milk, eggs, cheese, and meat) if begun during the first three months of life can prevent mental retardation. This diet is expensive and the United States Children's Bureau has notified medical directors that federal and matching state funds can be used to help families provide this special diet.

The problem of mental retardation continues to capture a great deal of attention nationally. Large funds go into research, parent groups become stronger and work for more legislation in favor of retarded children. The trend is to try to get laws passed making the establishment of trainable classes mandatory rather than permissive.

The increase of general school population means of course that a small percent, usually one or two percent, will be mentally retarded. The addition of one more class for 7-9 year olds was made this year and was located in Longfellow School. Almost without exception these children were very immature even after spending two years in kindergarten. Personal hygiene was extremely bad and parent cooperation weak in a few cases. The inclusion of two very emotionally disturbed children complicated the work of adjusting the entire group.

As more groups are formed there is more shifting from one group to another, to even class loads and to ease transportation problems. This leads to an increasing challenge in curriculum planning so that there is not too much repetition of text books and work units. A child having to spend two years or longer at a third grade reading level, for instance, might be approached with the same reading series in different schools. This disappoints the child and does not motivate him as well as new material might.

This year each teacher was asked to list the books each of her pupils had worked on or completed during the year so that this duplication need not happen. During the past year we did more sharing of materials, largely books, but there is a need for a more precisely outlined curriculum to be covered at different levels and a definite timing of their presentation. It is hoped that extended employment during the summer can accomplish some of this.

Trainables: Thirteen trainable children were cared for in two separate morning and afternoon groups at the Kiddie Camp. This proves to be a very satisfactory location for them. The children were grouped according to age, level of adjustment, and ability so far as was possible.

The coming problem with these children is that greater numbers of them are going through the trainable nursery sponsored by the Council on Retardation and reaching the age of eight, expecting to find placement in the public school trainable class. One teacher cannot manage large numbers of this type of child and some have to be refused entrance. (Other Wisconsin classes of trainables accept them at age seven.)

A few of the trainables have progressed to do very simple reading, can write their names, and understand limited use of numbers. The maximum mental age expected of these children is eight years.

The teacher of our groups took further training last summer at the St. Coletta School in Jefferson to further her understanding of mentally retarded children and to complete licensing requirements.

Orthopedic Classes: The number and kinds of physical disabilities represented by the children served at the Washington Orthopedic School were as follows:

Disability	Regularly Enrolled					Outpatient		
	Spec.	Prim.	Upper	Total	Percent		Total	Percent
Amputee - Quadruple						1	1	1.4
Awkward gait						1	1	1.4
Cerebral palsy	8		2	10	22.7	8	18	25.7
Diabetes Mellitus		1		1	2.3		1	1.4
Epidermolysis Bullosa			1	1	2.3		1	1.4
Epilepsy	1		1	2	4.5		2	2.9
Fracture			1	1	2.3		1	1.4
Hemophilia						2	2	2.9
Muscular dystrophy		1	6	7	15.9		7	10.0
Ollier's disease		1		1	2.3		1	1.4
Osteogenesis Imperfecta			1	1	2.3		1	1.4
Perthe's hip joint disease		2		2	4.5		2	2.9
Poliomyelitis	2	5*	7	14*	31.8	11	25*	35.7
Posture						1	1	1.4
Rheumatic fever			1	1	2.3	1	2	2.9
Rheumatoid arthritis		1		1	2.3	1	2	2.9
Spina Bifida		1	1	2	4.5		2	2.9
Total	11	12*	21	44*		26*	70*	

*One patient was regularly enrolled, discharged and came in as an outpatient.

Forty-four children were enrolled in the three classes. Twelve were in the primary group, grades 1 to 3, eleven in the special group, and twenty-one in the upper group, grades 4 to 8. An additional 26 children were given physical therapy as outpatients. The enrollment of regular pupils was two less than last year. The enrollment of outpatients was five more than last year.

The children served in school and as outpatients were more disabled than at any previous time. Thirty-seven children were in wheel chairs requiring lifting, toileting, clothing changes. A number required special feeding.

With the exception of the enrollment in the upper group the teacher loads appear small but when it is considered that the teachers are working with children with severe multiple disabilities and doing preparations for from three to five grade levels the job is not easy. The happy attitudes of the children reflect the efforts that the entire staff makes to help each child accept his disabilities. Primary emphasis is placed on activities which assist the children to gain social status and desirable emotional attitudes along with their educational needs.

The special class was established this year in order to better serve the needs of the most handicapped children, especially those with mental handicaps in addition to their physical disabilities. It appears that this plan is a good one. Each child in this group showed greater academic progress this year than in any previous school year. The individualized program, special facilities

and equipment, excellent cooperation with physical therapists and parents, and a relaxed classroom atmosphere apparently made this progress possible. The special class indirectly benefited the less severely handicapped children in the other classes because their progress was not hampered by the greater amount of attention needed to help the more severely handicapped children complete their work.

Coordinating prescribed physical therapy with classwork remains a big problem. This becomes particularly so when classes get large and physical therapy periods are of long duration causing children to miss certain classwork unless schedules are worked out carefully and followed meticulously.

The matrons face a difficult task in becoming acquainted with the needs of the severely disabled children. With the exception of a tendency at times to "do too much" for the children the matron staff has been most satisfactory.

Five medical examinations--two for muscular dystrophy, two for orthopedic, and one for cerebral palsy--were held at the school by doctors from the state hospital. The plan is most desirable as staff members, parents, and attending physicians have an opportunity to discuss problems which may concern the child in school, home, and medical situations. It is saving of time too as it is less difficult for the specialist and his staff to come where the children are assembled than to move the children to the hospital. Pictures taken of the children in physical therapy at regular intervals have been beneficial to the doctors and the staff in evaluating progress of each child.

The staff has again participated actively in activities related to education and therapy of crippled children. They have attended and chairmaned local, state, and national conferences, served on various committees, and given numerous talks and demonstrations.

The lending library for parents was expanded somewhat this year and used widely. Gratitude is expressed to the many organizations and people who have provided gifts, lectures, tours, and special services to the children, the teachers, and the school.

Attendance and Home Visitation
(Written by John B. Thrower)

This 1959 annual report concerning the attendance work of the department will try to describe the progress of the past five years as well as plans that have been formulated during the current school year for the future. This overview seems important at this time in order to see more clearly the increased demand for service as well as the need for development and implementation of new methods and philosophies to meet these higher yearly pressures of referrals.

Our five year course in developing approaches and procedures for working with the truant child might be described by the well known arc of a pendulum. It appears that during the next school year we may well arrive at a point very close, in some respects, to where we began developing our program in the

1954-55 school year, when we became so acutely aware of the need for new methods to meet the demands of the child with an aggravated attendance problem. In order to more quickly and adequately assist the child whose primary symptom of his unproductive school experience is truancy, we have made some rather marked changes in the focus of our attendance work during the past five years. Although the primary function of attendance work must necessarily be the enforcement of the compulsory attendance law, the pupil who is referred because of truancy quite often has many interrelated school and community problems that invariably demand much more than an authoritative approach. In helping the truant child and his parents with these multiple problems, it is necessary to use the professional services of other personnel within his school, the Child Study department and appropriate community agencies. The following paragraphs will try to describe some of the problems our department has faced as well as our efforts in solving them.

In the 1954-55 school year most time and effort was spent at the junior and senior high level; the Vocational School received more of our staff time than all of our 15 elementary schools combined. This greatly overbalanced service at the upper grade levels did not seem to be accomplishing the desired results. Part of the problem was remedied in the 1955-56 school year when the Vocational School added to its staff a principal-counselor for its junior students, a part of whose responsibility was attendance work. With this additional time available, the school social worker, during the 1956-57 school year began organizing a number of group counseling groups as well as continuing to work with pupils and some parents individually.

It was hoped that with more intensive work at the junior high and upper elementary level some of the more difficult school problems could be resolved without referral to other community agencies. However, the unprecedented growth of Madison's schools quickly wiped out the gain in staff time made possible by the Vocational School assuming responsibility for its attendance follow-up. The increase in the number of elementary schools to be served from 15 in 1954-55 to 22 in the past 1958-59 school year was paralleled by an increase in junior high schools from four in 1954-55 to eight in 1958-59. Gradually the number of counseling groups was cut as well as the number of individual contacts with children concerning school problems other than attendance. This year 150 individual contacts were had with individual children and/or their parents while only one counseling group was organized the second semester of this year.

From the 1954-55 school year until the present school year much time was spent in devising ways of assisting the junior and senior high schools to more uniformly and accurately identify and work with the truant child. With the principals' cooperation the demand for multiple calls to the same home in the same week or even in the same day was greatly reduced. Each year the total number of home calls has decreased (3,218 in 1954-55, 2,405 in 1958-59) while the number of referrals to most community agencies and particularly to the Juvenile Court has increased. As an example of the recent and somewhat startling increase in formal court hearings, during only the first semester

of this current 1958-59 school year ten cases were referred as compared to eight cases referred for the entire school year of 1957-58. (During 1958-59 15 cases were heard in Juvenile Court.)

It is felt that the decrease in home calls at the junior and senior high level has come about, at least in part, through efforts of the last two or three years to help the school administrators initiate more action themselves concerning truancy problems prior to or together with their request for assistance from our department. Such action on the part of the principals has included conferences with parents, letters to parents, and particularly the demanding of written medical excuses for pupil absences when deemed appropriate. In many instances the principal was able to bring about some improvement in the pupil's school attendance pattern as well as in his general school attitude and adjustment. With this important help from the junior and senior high schools our staff has had more time available to work intensively with a larger number of hardcore cases that require much time and planning.

With the greatly increased use of Madison's social work agencies there is real need to examine the service we have requested and received from them in recent years. All of the agencies have continued to add new staff in order to keep up with the greater use of their service. Up until this year our school referrals to the various agencies have, for the most part, received service and assistance quite expeditiously. However, the Dane County Probation department, to whom the majority of our referrals relative to truancy are made, has lost two of its workers in the last year and currently is receiving tremendous pressure, not only from school referrals but from increasing numbers of juvenile referrals throughout Dane County. During the last half of the second semester it became almost impossible to get some of the most severe cases of truancy into the Juvenile Court for a formal hearing. This was especially true of the truant child who had not been brought to the attention of the probation department for other delinquent acts in the community. The school social worker had several conferences with the acting director of the Dane County Probation department concerning the pressure his department was receiving from the Madison school referrals. The following excerpts from a letter to the acting director of the probation department indicate the position taken by the Child Study department relative to the need for increased use of the probation department's unique service, particularly juvenile court hearings, to assist some pupils to a productive school experience:

> "I have little question but what this growing pressure of referrals to our department and yours is as it should be. As you mentioned in our discussion there are many instances where our nonattendance referrals often precede by only a few weeks additional referrals on the same child for problems not related to school which require your department's authoritative service. * * *
>
> * * * If the results of our efforts in our junior and senior high schools over the last several years are any criteria we may well expect our present attendance program in the grade schools to bring about an even greater influx of referrals to our department and in turn to your department and other community agencies concerned with the welfare of children.

> * * * We feel quite strongly that cases involving school problems are very important and, therefore, should not be considered minor but should receive the same service as other problems referred to you which are not directly related to school adjustment. I am convinced that you and your staff also consider the child with a school problem as one who needs early and appropriate care. * * * If preventive work is important in helping the predelinquent, it would seem prudent to acquaint the offender with the court's authority as early as possible and before his offenses worsen or increase to where detention or even incarceration becomes necessary."

It is very important for schools and this department to note the impact of the unprecedented increase in juvenile referrals to all community agencies as well as those that come to this department through direct school referrals. Madison is very well served by organizations and agencies capable of identifying and diagnosing the problem or predelinquent child. However, facilities to cope with these problems after identification and diagnosis are woefully inadequate. It appears that it may become necessary for the schools, and particularly this department, to re-evaluate the part it can play in getting help to the emotionally disturbed child earlier and for a sufficiently long period to insure more desirable and lasting results. Unless some way can be found to accomplish this, the schools may well continue to be in the position of having to accept back in their classrooms emotionally disturbed children who have received only minimal or perhaps no treatment for the problems that had caused their earlier removal. The following case seems to illustrate the very involved and far-reaching problem that must be faced if effective help is to be brought to these children who need it most. In this case, as in many others, the symptom of truancy was the basis upon which this child was finally brought to the attention of the Juvenile Court.

> This boy first came to the attention of the Child Study department in 1955 when he was a third grader. His symptoms of maladjustment were multiple. His aggravated truancy developed later along with a worsening of his runaway and stealing problems. The mother tried to cooperate with the school in working with her son and sought the assistance of Family Service and the Child Guidance Clinic. When the father was faced with his son's problems he would simply comment that the boy should be sent to an institution. All of the professional disciplines available in the Child Study department were used in trying to assist this boy with his school adjustment. The court hearing was preceded by a conference attended by the heads of the Dane County Child Guidance Clinic, Family Service, Dane County Probation, and our own department. The court hearing finally took place as a direct result of these conferees' recommendations. Also, the court acted upon the conferees' further recommendation and removed the boy from the custody of his parents. The fact that the court saw fit to take this much needed action and assigned this boy's custody to the Division for Children and Youth was not the most significant part in this case. The really noteworthy aspect of this

case was the return of this boy to his parental home by the Wisconsin State Division for Children and Youth. Although the Division for Children and Youth continued to have custody of this boy, it found it necessary, because of its worker's inability to locate a suitable living arrangement for such a disturbed and aggressive boy, to return him to his own home in which his many problems had developed.

Who can say when this boy will again seek re-admission to public school, in Madison or elsewhere? Certainly Madison would be more adequately prepared for him than most schools because of its knowledge of the case and its well developed specialized services to children. But the big question is: When will this, or any other child like him, receive necessary and adequate help for his problem? Is it feasible to think in terms of investing more of our staff time in working more intensively, both individually and through groups, with some of our school problems that cannot be served elsewhere? It appears that the difficulties we may face in the coming school year, relative to working with such cases as described above, may well cause us to alter, even further, some of our present methods of simply working with the presenting symptom, namely truancy and its various school-related problems.

In looking toward the 1959-60 school year there is reason to be optimistic. The two areas where some real progress may be expected include an expanded group counseling program and the use of daily attendance charts covering a nine week marking period in all but two of our twenty-four elementary schools.

Although only one counseling group was in operation this year, it was very gratifying to have one of our junior high counselors participate in this group and finally take over the operation of the group for the last several weeks of the semester. It was felt that the members of the group more completely accepted the counselor than they had the school social worker and that perhaps more help was made available to the individual members of the group. When some of these group members entered this counseling group they were making only a very marginal school adjustment. At least two of them had been suspended and others were possible candidates for expulsion. It is felt that the group may have offered them sufficient opportunity to express their aggressive feelings verbally so that all members of the group were able to remain in school to the end of the year. It is hoped that similar group counseling efforts on the part of guidance personnel may be organized in a number of schools in the 1959-60 school year.

It is felt that a major accomplishment was brought about this year concerning attendance procedures in the elementary schools. Until this year the school social worker had found little or no time to work regularly with the elementary schools. This year a number of the elementary schools were visited regularly for the first time by the school social worker. As a result of these contacts much was learned about the various methods employed by the several elementary schools in matters related to attendance. Although a majority of teachers kept daily records on forms furnished them by the City Health department, some had no set procedures for regularly informing the school nurse or principal of the daily attendance of their pupils. In the schools where daily attendance

records were made regularly available to the nurse and the principal, it was necessary to look through a stack of 20 or 30 sheets to see a semester's or a year's attendance pattern. Also, there was great variation in the use of forms.

Because a number of the elementary school principals were not satisfied with their methods of daily attendance tabulation for office use, a study of what improvements might be made was begun. As a result of the principal's desire for a better attendance tabulation method, a classroom attendance chart to cover the nine-weeks marking period was finally designed and approved by all the principals who plan to use this new attendance tool next year. This new chart will provide the elementary principals and their school nurses, as well as our visitation workers an easier and more accurate way to quickly see the attendance pattern of an entire class for a full nine-week period. By reviewing only four of these charts, an attendance pattern for the entire school year may be studied.

Although the attendance worker acted as the coordinator for this plan, the individual elementary principals played the major role in originating and developing these daily attendance charts. Even the two principals who are not planning to use this new form in their schools made some very constructive criticisms concerning its design and use.

This is the third consecutive year that the school social worker has found it necessary to spend an increasingly greater portion of his time on strictly attendance problems. Preparation for the unprecedented number of formal hearings in Juvenile Court required a large share of his time. Of the 15 cases heard in the Juvenile Court this year, because of truancy, only one was confined in the state training schools. The others were either left in their own homes under official supervision or were removed to foster homes or church affiliated institutions. In addition to the 15 formal court hearings, 98 conferences were held with various community agencies as a means of helping the child and his parents with his truancy or other school-related problem.

In preparing for the 1959-60 school year, it is hoped that the two visitation workers, who have been regularly serving the junior and senior high schools on a daily basis this year, will again return to no more than a four day weekly program for daily calls at the high schools. In one high school it may be planned to have even less than four days time available. This will be done for two reasons: 1) One high school has felt less need to make use of the assigned visitation worker's time this year, 2) It is anticipated that the new daily attendance charts for the elementary schools will help point up the need for greatly increased service at the elementary level.

Although there will be more than thirty principals and assistant principals to work with next year, this department feels that its staff of three people will be ready to offer an adequate and helpful service. The workers feel that there is one important reason why our relatively small staff will be able to serve such a large and outlying network of schools: The principals at all

grade levels have been very helpful and accepting of our efforts through the past several years to implement new procedures for identifying, controlling, and planning for the truant child.

A summary of calls made by the attendance and home visitation workers is as follows:

Home Calls	2405
School Calls	974
Unclaimed Programs	109
Total	3488

The calls may be further examined through the percent of use by the following divisions:

Elementary schools	6.00%
Junior high schools	44.67%
Senior high schools	44.79%
Vocational school	.37%
Parochial schools	.17%
Total	100.00%

1959 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 39 workers who gathered data from 43 census areas of the city. This work has been carefully checked and the following report summarizes some of the findings of this year's census.

Census cards are checked against pupils enrolled in Madison's public and private schools. All children must be accounted for and those who are missed are added to the official census by the staff. All census workers must submit their reports by June 1 and as a result miss some births in May and all births in June. Lists of births are obtained from the City Department of Health for these months and are checked and added to the census totals if they are legal residents of the city. Births added to this year's census totaled 496. Other age groups added to the census totaled 534.

The total child population of 41,017 exceeds the 1958 report by 1,618 or approximately 4.1%.

The 1959 births total 3,084 which is 110 below the 1958 total. The last time census records showed a loss over the previous year was in 1954. The loss of 110 over the previous year is the largest since 1941, when composite records were first started.

There are 24 elementary school areas set by the Board of Education, some of which have been established during the past year. In the areas where the school boundaries were not changed, four areas showed a substantial population increase over the 1958 census. They are Mendota 601; Van Hise 275; Orchard Ridge 266; and Odana Road Site 221. All these are areas where extensive building programs have continued from last year and all are areas where increases may continue to occur, because large acreage remains undeveloped and further building expansion is possible. The Lapham district showed the greatest over-all decline with a loss of 208 and Emerson was next with an over-all loss of 142. It is difficult to determine changes in some areas due to the Board of Education having to alter school boundaries because of the ever increasing child population and new building construction.

The school age population, 4 through 19, shows an increase of 1,464, or approximately 5.4%. (See Table VI, page 44.) This is 758 below the 1958 increase of 2,222. Mendota has a 403 increase; Van Hise with a +211 and Herbert Schenk with a +191 show the greatest increases.

The preschool population, ages birth through 3 years, shows a loss of 212 as compared to an increase of 1,038 in the 1958 census. Table XI, page 77, portrays graphically the general change in the preschool and primary age groups from year to year.

Schools where boundaries have not been changed, which showed decidedly more gains than losses in all age classifications are Hoyt, Mendota, Herbert Schenk, Orchard Ridge, Van Hise, and Odana Road Site. Areas serving Longfellow, Lapham, Washington, Lincoln, Lowell, Marquette, and Randall areas showed decidedly more losses than gains in all age classifications. Marquette and Randall showed losses in every age classification. Randall also showed losses in all age classifications last year.

Tables VIII through XI show the changes of the child population on an over-all basis and by school district, going back as far as 1947 or to such time as the area became a school district or was officially annexed as a part of the city.

Cherokee Heights: For the second successive year Cherokee showed more losses than gains. There were 3 less babies born than in 1958; however, the over-all total showed a gain of 27 over the 1958 total. The census taker reports many new homes under construction in the area and land available for additional expansion.

District No. 8: The 1959 census figures show a gain of 3 over the 1958 census for this area. Compare this gain with the 1958 gain of 34 over the 1957 census. Table VIII, page 47, shows more losses than gains after the first few years which is similar to the 1958 and 1957 census. The area as a whole has shown consistent losses for the past eight years.

Dudgeon: The Dudgeon area was increased when the Board of Education assigned the optional territory, formerly in Midvale and Dudgeon for a number of years, 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. This in a large measure accounts for the 291 increase over the 1958 census and continues the consistent over-all gains shown each year since the 1947 census.

Emerson: This area continues to maintain a consistent gain in over-all totals in spite of a loss of 142 from the 1958 census and for the first time losses are shown in all age groupings except one which showed no change. Table IX, pages 72 and 73, provides an added census breakdown separating roughly the area known as Eken Plat from the remaining Emerson area. The Eken Plat area shows a loss of 55 from the 1958 census. In the various age classifications gains and losses are about equally divided, with an over-all gain over the 1947 census. The remaining area continues to show a loss of 87 over the 1958 census and a loss of 202 over the 1947 census. This trend has been consistent since 1947. Census takers report 32 potential housing units vacant within the area.

Franklin: The Franklin census, including Waunona Way, shows an increase of 84 over the 1958 census and a gain of 540 over the 1947 census. Table VIII, page 50, shows the distribution of losses and gains in the respective age groupings with more losses than gains.

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

Census takers report 29 vacant homes and apartments, with 39 new homes and apartment units under construction in the area. In the vicinity of West Badger Road and Fish Hatchery Road there are 39 apartment buildings with 4 apartment units in each building.

Highlands-Mendota Beach: This area annexed to the city in January 1958 shows an increase of 74 over the 1958 census, showing more gains than losses in the respective age groupings. With some new construction in process and vacant lots for more, the area has possibilities of continued expansion.

Hoyt: The Hoyt district is largely made up of the areas formerly known as Findlay Park, Arlington Heights, University Park, and Plymouth Circle. The totals for these areas were at one time included in Dudgeon, Midvale, or Randall census figures depending on area assignments. In 1958 an area to the east of Hoyt School was made optional and pupils living in the area are permitted to attend either Hoyt or Randall School.

This optional area is 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. This area was formerly Randall, and is now Hoyt or Randall.

	-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

In 1959 an area between Hoyt and Van Hise was made optional and pupils living in the area may attend either Van Hise or Hoyt School.

This optional area is bounded on the north by University Avenue, on the east by Hill Street, Palamino Lane, and Owen Parkway, on the south by Hillcrest Drive, and on the west by Owen Drive and Blackhawk Avenue.

	-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	16	13	17	15	16	16	15	11	13	7	7	6	287

With optional area assignments and the land available in Plymouth Circle area for future building the school district has a potential for increased school population. (See Table VIII, page 52.)

Jacobson Site: This is one of two new elementary schools to open in September 1959. The children it will serve were formerly transported to Lapham, Lincoln, and Lowell. Table VIII, page 53, shows the distribution of those from birth through 20 years of age.

Lapham: The Lapham area shows a predominance of losses in all areas except in those 19 and 20 years of age. The over-all pattern shows a loss of 65 over the 1947 total. The fluctuation each year shows the inability of the area to present a consistent pattern. Besides showing a total loss of 208 in comparison to the 1958 census there was also a loss of 40 births in the area when compared with the 1958 census. The Sherman Terrace area which is included in the Lapham census is 58 below the 1958 total and the second lowest recorded since 1949. This again shows the consistent changes occurring in the Sherman apartments.

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

Lincoln: The Lincoln area fluctuates between losses and gains in the over-all totals as well as in the respective age groupings, with a predominance of losses in both groupings. Table VIII, page 55, shows the losses and gains and it is only in the 18, 19, and 20 year groups that we find gains.

Longfellow: For the second straight year this area shows a loss. Besides presenting a predominance of losses in the respective age groupings there was a loss of 8 births when compared to the 1958 census and a loss of 41 when compared to the totals of the 1958 census along with a loss of 99 when compared to the 1947 totals. Table VIII, page 56, shows only those 19 and 20 years of age as showing gains.

Lowell: While this area showed the largest over-all gains last year, this year shows a predominance of losses in the respective age groupings, a loss of 31 in births and a loss of 3 in the over-all totals when compared to the 1958 census. At the same time it shows the largest over-all gain when compared to the 1948 total.

Marquette: Marquette district continues about the same as in previous years with losses showing in all of the respective age groupings. One other school (Randall) shows such a pattern. There has been a slight over-all increase over each previous year since 1954; however, this increase has been so small that it does not offset the consistent loss that has occurred each year over the previous year since 1947. This year there is an over-all decrease of 40 when compared to the 1947 census.

Mendota: This area shows an over-all gain of 1,657 since it was annexed to the city in 1952. There is an increase of 601 over last year's totals. Table VIII, page 59, shows consistent gains in all age groups except those 20 years old. There is a gain of 201 in the birth to 3 year inclusive and a gain of 403 in the 4 to 19 year olds inclusive. There is a gain of 222 in the 5 to 11 year olds inclusive (kindergarten through 6th grade) over the 1958 census. Sizeable housing projects are under way in the area with families continuing to move into the area. Census takers report over 250 dwelling units in various stages of construction, all the way from basements just poured to units ready for occupancy. This along with large acreage remaining for future development increases the potential for additions within the area.

Comparison of census figures for Oak Park Trailer Camp, which was in the Sherman area until 1956 and is now included in Mendota census totals. Beginning September 1958 these children have been attending Sherman School.

	-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

Comparison of Census Figures for Area North of Northport Drive (Highway 113) and Darwin Road in Mendota School Census Area.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1953	15	17	21	13	16	12	21	11	12	9	12	8	3	14	5	7	10	8	10	19	19	262
1954	19	22	19	24	16	14	14	21	13	12	10	13	10	3	13	7	6	6	3	6	2	253
1955	35	28	31	29	35	19	21	17	24	19	12	13	14	12	6	11	9	5	7	3	6	356
1956	80	67	68	53	50	48	36	30	26	39	24	23	20	18	17	10	18	12	10	11	15	675
1957	96	65	58	64	58	55	48	31	33	29	37	22	19	21	18	17	11	17	7	7	10	723
1958	99	103	87	67	74	65	58	54	37	35	34	39	23	17	21	18	16	11	15	10	6	889
1959	167	149	142	128	119	113	92	80	79	65	58	48	62	29	20	33	20	16	12	12	3	1447

Comparison of Census Figures for Area South of Northport Drive (Highway 113) in Mendota School Census Area.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1953	12	15	14	5	17	16	13	9	8	14	10	12	7	4	7	6	5	4	5	4	3	190
1954	16	26	25	20	14	21	19	12	8	7	16	10	12	8	4	6	7	5	6	6	4	252
1955	34	31	35	27	25	21	29	20	16	7	12	13	12	13	9	3	6	6	4	4	4	331
1956	31	53	43	46	42	36	32	40	27	26	8	15	16	14	15	9	2	8	5	4	2	474
1957	36	46	64	48	49	47	41	39	43	26	34	11	16	17	16	17	9	4	12	7	11	593
1958	52	36	44	64	37	51	42	39	38	39	29	33	13	19	21	15	19	12	5	6	5	619
1959	35	54	38	40	70	43	48	48	30	40	44	27	30	15	20	26	16	16	10	7	5	662

Midvale: Table VIII, page 60, shows the distribution of children in the preschool and primary ages. Although the totals are below last year's, it must be remembered the area bounded on the north by Mineral Point Road, on the east by Glenway, on the south by Glen Drive and on the west by Toepfer Avenue was transferred over to the Dudgeon area after being an optional area for a number of years. Even though this transfer was made, Midvale will still have a possible enrollment of 900 to 1,000 pupils. In spite of the removal of this area from Midvale, the area remaining showed an over-all increase of 1,123 over the 1948 census. The distribution of children in the various age groups is about equally divided between gains and losses.

Nakoma: This year the Nakoma area is presented without the Cherokee census totals. If Cherokee were included as in previous years there would be a total of 1,498 or an increase of 31 over last year's totals. Table VIII, page 61, shows the distribution in the respective age groupings with 16 areas showing gains while 4 areas showed losses.

The Rosedale-Marlborough totals are included in the Nakoma totals. A breakdown of the census figures for the area south of the Beltline (Rosedale and Marlborough Heights area) is as follows:

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1958	43	57	46	39	51	35	31	28	34	24	16	20	19	15	10	13	9	6	4	3	5	508
1959	49	46	69	49	32	43	37	24	30	25	20	20	19	16	14	9	13	9	2	4	2	543

Odana Road Site: This is an area which was established by the Board of Education last year and the school will open in September 1959. Table VIII, page 62, shows an over-all increase of 221 over the 1958 census and an increase of 21 in those under one year of age. In the respective age groupings 17 areas show gains, one shows a loss, while 2 show no change. The census taker reports 66 new home units, either completed or under construction in the area, and with additional land available for expansion the area has a possibility of further increase.

Orchard Ridge: A new school was built and opened in September, 1958. The opening enrollment was so large that the Board of Education immediately proceeded with an addition to be opened in September, 1959. Table VIII, page 63, shows an over-all increase of 266 and an increase of 26 over the 1958 census. In the respective age groupings 17 areas show gains, one shows a loss while two show no change. The census taker reports 79 new home units, either completed or under construction, and with plenty of additional land available for expansion the area could continue to expand.

Randall: The 1959 census for Randall shows losses in all age groupings. However, there was a gain of 37 over the 1958 census. Table VIII, page 64, shows the changes in the respective age groups.

Herbert Schenk: The Herbert Schenk census area shows an increase of 132 over the 1958 census, while there is a loss of 60 births in the area when compared to the 1958 census figures. This is the first sizeable birth loss since the 1948 census. Census takers report only 13 vacant or new homes in the area. Table VIII, page 65, shows gains in 19 of the 20 age groupings.

Sherman: The Sherman area showed an increase of 41 over the 1958 census and an over-all increase of 1,083 over the 1947 census. Although there are 6 less births than there were in 1958, the area as a whole shows consistent increases. Acreage north of Sachtjen Street and south of Darwin Road is gradually being subdivided and developed. Table VIII, page 66, shows the changes in the respective age groupings.

Spring Harbor: This school serves the areas formerly known as Blackhawk, Mohawk, and Indian Hills along with an area which lies east of the Middleton Road and north of Indian Hills along the lake front which formerly attended the HighlandsMendota Beach School. There were 25 more births in the area in 1959 than in 1958 and an over-all increase of 73. Table VIII, page 67, shows the gains and losses in the respective age groups. Census takers report 19 vacant or new home units under construction within the area.

Sunnyside: Considerable amount of this area was assigned to the new Jacobson site school and as a result Sunnyside shows a loss of 575 from the 1958 census and a loss of 221 when compared to the 1956 census. Large areas of land are available for development and census takers report 12 new home units in various stages of completion.

Truax: The apartments in the Truax area were transferred to the Jacobson Site school, and this alters the picture in the area. The army did not take over the land now occupied by the barracks, as planned. As a result, this leaves approximately 200 children from 5 through 11 years of age who will continue to be transported to Lapham and Lincoln Schools.

Van Hise: The Van Hise area shows an over-all increase of 275 over the 1958 census. An area of land to the east of the school, bounded on the north by University Avenue, on the east by Hill Street, Palamino Lane, and Owen Parkway, on the south by Hillcrest Drive, and on the west by Owen Drive and Blackhawk Avenue, has been made an optional area whereby those living in this area may attend either the Van Hise or Hoyt School. The breakdown showing the numbers in the respective age groupings are shown in the report on the Hoyt School.

Census takers report 78 new home units, either completed or under construction in the area, and with additional land available for development the area has a great potential for further increase. Table VIII, page 70, shows the distribution of gains and losses in their respective age groups with 17 areas showing gains and 2 with losses.

Washington: The Washington area continues to show a decreasing trend which has persisted over a period of years. There was a decrease of 45 in births, a decrease of 66 when compared to last year's census and a decrease of 725 when compared to the 1947 census. Besides these decreases there were 17 decreases in the respective age groupings with the greatest decrease of 285 appearing at the 13 year level.

Washington Heights: This area was incorporated into the Jacobson Site area and figures are included there.

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Table I

Summary of Census Returns for the Year Ending June 30, 1959

School Districts	Age Group Birth to 3 Inclusive Boys	Girls	Total	Age Group 4 to 19 Inclusive Boys	Girls	Total
Cherokee Heights	65	53	118	209	197	406
District #8	59	47	106	100	104	204
Dudgeon	134	129	263	584	492	1076
Emerson	378	309	687	978	943	1921
Franklin	259	210	469	609	574	1183
Highlands Mendota B.	127	140	267	365	381	746
Hoyt	156	139	295	472	441	913
Jacobson Site	228	243	471	371	370	741
Lapham	329	277	606	667	731	1398
Lincoln	67	67	134	130	239	369
Longfellow	290	322	612	685	773	1458
Lowell	302	304	606	836	732	1568
Marquette	459	395	854	944	915	1859
Mendota	387	366	753	724	624	1348
Midvale	220	217	437	850	819	1669
Nakoma	180	195	375	622	653	1275
Odana Road Site	134	134	268	244	239	483
Orchard Ridge	165	147	312	336	299	635
Randall	227	215	442	895	866	1761
Schenk	487	392	879	1093	1030	2123
Sherman	239	213	452	643	651	1294
Spring Harbor	220	168	388	404	367	771
Sunnyside	70	78	148	170	161	331
Truax	127	130	257	163	129	292
Van Hise	229	229	458	642	634	1276
Washington	365	321	686	649	786	1435
Totals	5,903	5,440	11,343	14,385	14,150	28,535

Age Group Birth to 3
1958 - 11,235
1959 - 11,343
108 - Increase

Age Group 4 to 19
1958 - 27,071
1959 - 28,535
1,464 - Increase

Table II

Madison Census 1959, Age Groups Birth Through 20 Inclusive by School Districts

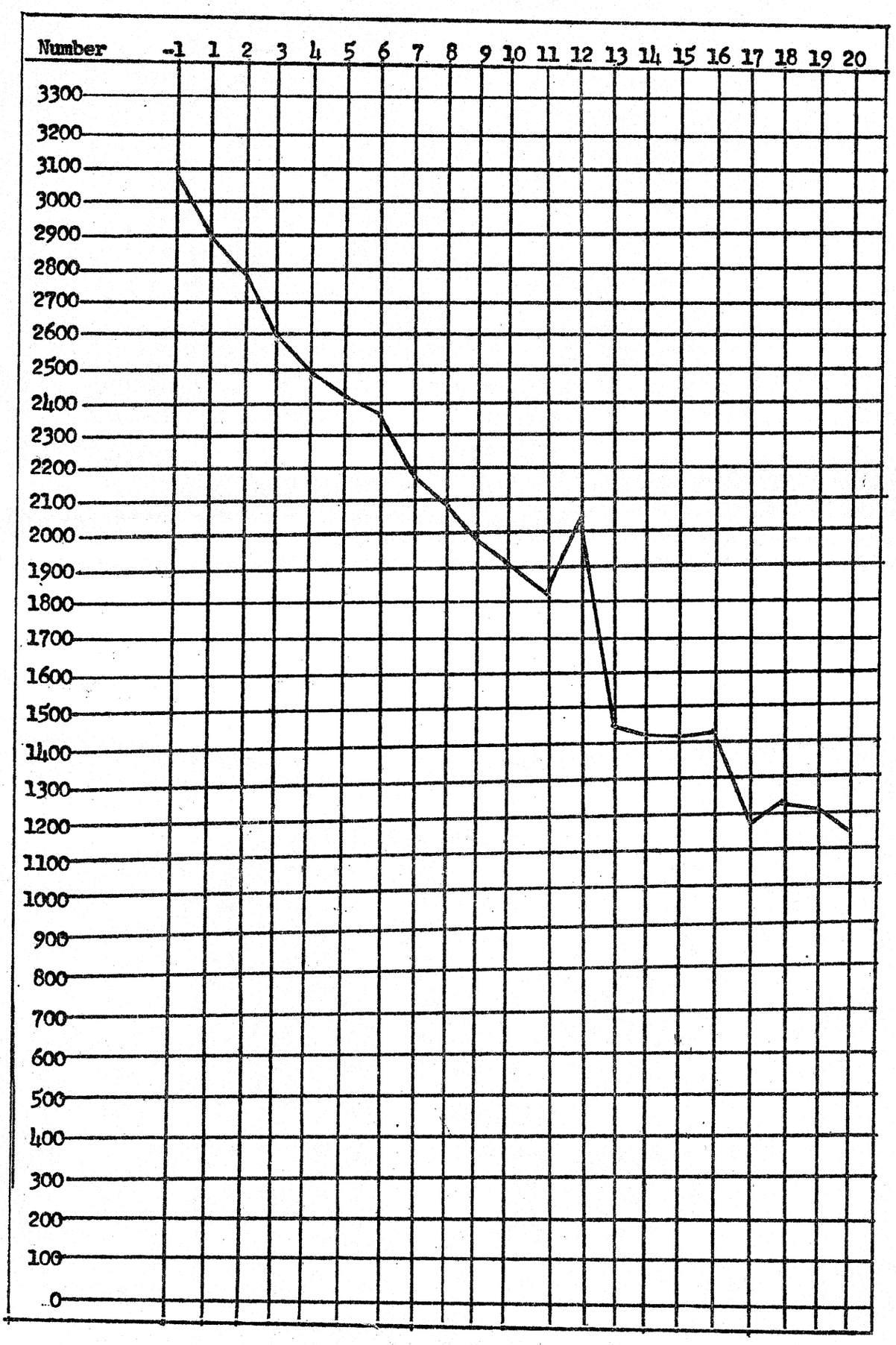
School District	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Cherokee Heights	30	27	38	23	32	33	26	28	34	35	25	30	31	22	27	22	21	13	17	10	11	535
District #8	38	16	28	24	20	16	15	16	17	12	16	14	16	9	11	12	11	6	4	9	6	316
Dudgeon	62	70	67	64	65	74	78	75	66	78	81	59	102	50	65	53	69	62	54	45	40	1379
Emerson	190	177	170	150	145	142	139	130	131	123	132	121	139	105	104	110	116	103	105	76	95	2703
Franklin	134	114	121	100	90	93	85	88	79	78	89	74	90	77	65	61	61	55	54	44	40	1692
Highlands Mendota Beach	61	59	76	71	79	74	79	63	53	59	51	47	55	39	35	29	31	22	16	14	11	1024
Hoyt	83	81	66	65	61	67	65	66	57	60	65	49	56	49	61	66	56	49	43	43	33	1241
Jacobson Site	119	120	126	106	101	90	81	72	62	60	42	44	56	22	26	25	28	13	15	4	10	1222
Lapham	182	171	136	117	97	102	92	82	104	90	96	96	95	64	77	80	72	69	90	92	106	2110
Lincoln	61	33	23	17	32	20	15	21	22	12	18	19	25	9	13	15	13	11	43	81	55	558
Longfellow	198	161	130	123	107	99	98	82	92	83	87	98	99	77	70	89	58	77	111	131	126	2196
Lowell	174	178	136	118	125	122	119	98	111	102	109	96	122	87	88	94	80	79	69	67	68	2242
Marquette	251	243	198	162	158	135	135	106	129	102	117	113	118	121	97	113	122	106	97	90	106	2819
Mendota	202	203	180	168	189	156	140	128	109	105	102	75	92	44	40	59	36	32	22	19	8	2109
Midvale	87	113	114	123	146	135	149	140	123	129	134	118	120	91	87	61	75	63	64	34	40	2146
Nakoma	89	77	118	91	79	95	99	83	116	79	80	95	100	75	79	62	75	52	56	50	43	1693
Odana Road Site	66	64	66	72	62	52	55	47	37	41	27	36	33	14	17	10	21	13	8	10	1	752
Orchard Ridge	71	80	83	78	84	78	75	67	44	54	38	39	40	21	19	26	15	16	10	9	1	948
Randall	134	104	105	99	99	114	119	116	117	109	128	111	144	108	118	99	119	89	83	88	72	2275
Schenk	179	237	219	244	241	234	219	221	190	187	132	140	152	93	60	69	76	46	31	32	28	3030
Sherman	110	100	118	124	106	116	119	114	79	83	90	93	96	69	67	70	72	52	41	27	26	1772
Spring Harbor	102	79	97	110	77	95	82	70	52	57	51	59	51	30	38	22	31	19	19	18	7	1166
Sunnyside	32	40	37	39	33	29	37	23	26	24	24	28	21	16	10	17	14	13	7	9	1	480
Truax	60	73	69	55	59	36	42	28	31	30	11	18	14	4	6	5	2	5	0	1	1	550
Van Hise	110	108	113	127	108	132	112	121	122	97	93	78	74	65	56	70	55	40	29	24	21	1755
Washington	259	169	138	120	87	83	90	89	78	77	75	68	100	70	72	67	80	76	135	188	183	2304
	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139	41,017

Table III Summary

Age Group	Age Group	Age Group
Birth to 3 Inclusive	4 to 19 Inclusive	20 Years
Total 1958 - 11,235	Total 1958 - 27,071	Total 1958 - 1,093
1959 - 11,343	1959 - 28,535	1959 - 1,139
Increase 108	Increase 1,464	Increase 46

Table III

A Graph Showing Age Totals of Children From Birth Through Twenty - 1959



Comparison of Child Population Tables for June, 1939 through June, 1959 - 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

Table V

Comparison of Age Group Totals by Years
From June, 1939 through June, 1959

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

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

Table VII

Comparison of Child Population by School Districts for the Years 1958 and 1959

School Districts	Age Group Birth to 3 Incl. Totals 1958	Totals 1959	Increase or Decrease	Age Group 4 to 19 Incl. Totals 1958	Totals 1959	Increase or Decrease
Cherokee Heights	126	118	- 8	370	406	+ 36
District #8	95	106	+ 11	201	204	+ 3
Dudgeon	208	263	+ 55	850	1076	+226
Emerson	717	687	- 30	2015	1921	- 94
Franklin	428	469	+ 41	1133	1183	+ 50
Highlands Mend. B.	265	267	+ 2	674	746	+ 72
Hoyt	300	295	- 5	896	913	+ 17
Jacobson Site		471	+471		741	+741
Lapham	656	606	- 50	1549	1398	-151
Lincoln	147	134	- 13	323	369	+ 46
Longfellow	660	612	- 48	1489	1458	- 30
Lowell	615	606	- 9	1560	1568	+ 8
Marquette	828	854	+ 26	1853	1859	+ 6
Mendota	552	753	+201	945	1348	+403
Midvale	552	437	-115	1833	1669	-164
Nakoma	* 372	375	+ 3	* 1273	1275	+ 3
Odana Road Site	207	268	+ 61	323	483	+160
Orchard Ridge	230	312	+ 82	440	635	+195
Randall	446	442	- 4	1725	1761	+ 36
Herbert Schenk	941	879	- 62	1932	2123	+191
Sherman	476	452	- 24	1227	1294	+ 67
Spring Harbor	368	388	+ 20	715	771	+ 56
Sunnyside	348	148	-200	693	331	-362
Truax	416	257	-159	362	292	- 70
Van Hise	392	458	+ 66	1065	1276	+211
Washington	786	686	-100	1455	1435	- 20
Totals	11,131	11,343	-212	26,901	28,535	+1,634

* Total for Nakoma not including Cherokee Heights

Table VIII

Showing Child Population Movement 1956-1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Cherokee Heights	1956	42	50	53	40	37	46	38	26	38	26	23	18	18	21	14	15	12	8	12	10	7	554	
	1957	58	45	50	51	33	44	44	35	27	31	27	26	20	19	21	13	14	12	7	8	7	592	+ 38
	1958	33	33	27	33	34	29	29	31	32	25	28	30	19	24	17	20	12	17	12	11	12	508	- 46
	1959	30	27	38	23	32	33	26	28	34	35	25	30	31	22	27	22	21	13	17	10	11	535	
				-6	-20	-19	-18	-20	-14	-9	-12	-3	-1	-8	+5	-1	+9	+4	0	-1	+2	-2	-3	- 19

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
District #8	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	261	- 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	
				-15	+12	+5	+5	+2	-5	-8	-11	-15	-13	-7	-13	-10	-2	-10	-20	-18	-16	-6	-11	- 34

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Dudgeon	1947	41	26	33	30	39	31	36	33	39	29	31	49	36	32	32	35	50	48	34	47	37	768	
	1948	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945	+177
	1949	44	50	75	41	46	45	54	53	40	41	46	38	37	51	37	46	41	30	57	41	36	949	+181
	1950	37	56	53	74	47	49	42	49	52	46	42	50	41	40	50	39	50	45	34	53	41	990	+222
	1951	43	51	63	49	80	41	53	48	45	49	44	46	43	41	38	54	41	46	41	33	48	997	+229
	1952	55	52	52	58	46	86	46	58	43	47	54	39	44	41	42	36	51	39	45	35	28	997	+229
	1953	52	53	53	55	62	44	90	46	58	39	44	61	43	44	46	43	38	54	39	37	31	1032	+264
	1954	53	57	60	56	55	62	45	81	41	57	43	45	49	47	43	45	41	37	49	40	46	1052	+284
	1955	48	58	58	55	48	64	68	39	84	41	56	45	48	51	49	41	45	43	34	47	35	1057	+289
	1956	48	49	56	64	61	46	62	66	48	83	37	52	43	50	46	47	40	43	43	36	44	1064	+296
	1957	54	45	53	56	69	64	49	61	67	47	81	36	49	42	53	47	48	40	45	40	29	1076	+308
	1958	45	56	47	60	55	67	60	51	68	65	45	82	33	53	44	50	50	45	37	45	30	1088	+320
	1959	62	70	67	64	65	74	78	75	66	78	81	59	102	50	65	53	69	62	54	45	40	1379	
				+25	+13	+16	+17	+21	+26	+20	+23	+41	+37	+6	+61	+24	+32	+23	+30	+31	+18	+12	+1	+611

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Emerson	1947	185	114	125	123	124	118	117	83	96	91	95	92	86	82	96	106	112	105	102	115	96	2263	
	1948	205	197	127	138	131	146	127	138	98	103	94	102	102	92	95	98	108	107	105	91	100	2504	+241
	1949	196	198	197	127	128	130	148	127	124	103	111	101	102	106	93	105	92	113	95	100	81	2577	+314
	1950	169	173	188	193	120	132	132	146	127	125	101	103	99	104	106	96	111	107	105	103	93	2633	+370
	1951	205	168	167	158	191	112	126	122	138	118	128	100	97	95	101	98	89	110	106	94	82	2605	+342
	1952	177	168	162	156	150	176	112	125	124	135	115	126	106	105	107	97	104	84	101	94	71	2595	+332
	1953	201	176	156	149	133	146	170	107	120	118	131	112	126	102	96	105	101	102	87	88	75	2601	+338
	1954	174	170	148	153	153	132	148	152	107	112	116	124	106	123	99	103	103	105	99	88	79	2594	+331
	1955	175	162	151	152	141	141	142	146	162	121	112	126	120	111	126	98	94	102	103	93	80	2658	+395
	1956	181	176	172	141	144	139	134	143	131	157	104	106	125	113	107	124	99	91	109	93	105	2694	+431
	1957	170	184	152	153	135	131	133	124	139	140	159	106	100	124	120	104	128	93	96	101	96	2688	+425
	1958	226	174	164	153	147	143	134	133	128	144	136	154	110	112	124	118	103	118	99	112	113	2845	+582
	1959	190	177	170	150	145	142	139	130	131	123	132	121	139	105	104	110	116	103	105	76	95	2703	
			-49	0	-31	-30	-32	-62	-47	-74	-46	-64	-84	-46	-9	-21	-13	-8	-15	-12	-7	-1		+440

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Franklin	1947	115	70	63	66	53	48	57	55	53	52	52	51	44	46	46	42	44	54	52	41	58	1152	
	1948	127	123	77	68	79	67	55	68	61	62	47	53	58	51	54	53	50	51	59	68	44	1375	+223
	1949	111	112	114	78	59	69	69	64	68	60	61	49	52	60	50	54	49	50	54	59	56	1398	+246
	1950	106	101	93	103	74	58	61	62	64	65	56	62	47	50	58	44	47	47	54	48	48	1348	+196
	1951	99	83	93	75	85	74	55	57	54	51	67	49	55	51	55	62	53	54	51	57	46	1326	+174
	1952	82	72	65	78	67	75	58	56	53	48	51	53	52	51	47	53	46	53	46	39	29	1174	+ 22
	1953	72	59	68	58	80	63	70	59	63	53	47	46	55	51	52	44	51	45	46	34	36	1152	0
	1954	85	76	69	80	63	78	67	69	53	58	56	46	49	51	51	48	43	47	42	57	35	1233	+ 81
	1955	93	101	87	85	88	66	88	70	82	70	70	60	57	60	64	58	52	47	50	48	48	1444	+292
	1956	87	92	91	88	80	88	65	81	69	84	69	76	66	57	60	59	52	56	42	45	37	1444	+292
	1957	118	98	93	94	79	83	85	65	81	59	84	68	68	70	53	61	57	48	52	46	36	1498	+346
	1958	116	120	102	90	91	79	92	86	67	85	66	86	69	69	67	56	59	61	52	48	47	1608	+446
	1959	134	114	121	100	90	93	85	88	79	78	89	74	90	77	65	61	61	55	54	44	40	1692	
				-2	+3	+13	-3	+8	+13	+6	-20	-28	-22	-53	-25	-7	+2	-5	+8	+7	-3	-11	-13	+540

Table VIII

Showing Child Population Movement 1958 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Highlands Mendota Beach	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	
				+5	+3	+2	+10	-5	+4	+6	+1	+1	+2	-4	+5	+3	0	+1	-1	-2	0	+2	-9	+74

Table VIII

Showing Child Population Movement 1956 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Hoyt	1956	41	37	49	46	60	54	43	49	40	39	38	41	41	41	28	32	31	31	38	25	24	828	
	1957	64	64	48	61	58	59	54	44	49	51	42	34	38	43	40	32	34	39	31	32	24	941	+113
	1958	82	85	69	64	73	67	63	63	55	67	51	52	44	57	61	54	49	44	56	40	36	1232	+404
	1959	83	81	66	65	61	67	65	66	57	60	65	49	56	49	61	66	56	49	43	43	33	1241	
				-1	+2	+24	+24	+18	+19	+6	+3	+17	+16	+9	+17	+11	+20	+25	+15	+21	+11	+12	+2		+413

Table VIII

Showing Child Population Movement - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Jacobson Site	1959	119	120	126	106	101	90	81	72	62	60	42	44	56	22	26	25	28	13	15	4	10	1222

Table VIII

Showing Child Population Movement 1947 - 1959

		-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	
				-51	-83	-87	-104	-109	-116	-109	-87	-94	-56	-83	-117	-72	-37	-58	-51	-32	0	+10	+13	- 65

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Lincoln	1947	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447	
	1948	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356	- 91
	1949	42	29	30	15	22	17	17	15	11	9	7	15	9	8	6	10	18	17	17	13	11	338	-109
	1950	32	27	30	34	15	15	21	15	13	10	8	5	14	7	10	6	10	18	14	13	14	331	-116
	1951	36	23	23	28	29	18	15	17	15	16	15	14	10	16	10	10	10	12	19	24	19	379	- 68
	1952	46	25	28	20	26	26	19	15	20	15	15	13	13	12	18	9	8	18	25	23	22	416	- 31
	1953	43	36	26	22	19	26	26	16	15	19	16	14	10	14	10	14	8	11	24	15	14	398	- 49
	1954	48	27	28	18	21	16	23	23	23	18	14	14	14	13	15	14	11	10	13	24	14	401	- 46
	1955	46	32	25	25	21	19	15	17	21	13	13	16	17	11	11	17	14	15	24	29	32	433	- 14
	1956	52	31	22	20	25	15	14	14	22	19	16	17	14	17	17	10	14	15	32	37	30	453	+ 6
	1957	31	30	26	20	16	23	19	13	12	19	27	15	18	12	21	12	12	13	28	40	21	428	- 19
	1958	67	24	24	32	20	16	18	16	14	11	20	23	14	13	12	18	10	12	47	59	57	527	+ 80
	1959	61	33	23	17	32	20	15	21	22	12	18	19	25	9	13	15	13	11	43	81	55	558	
				-34	-8	-35	-14	-28	-28	-25	-14	-20	-24	-20	-30	-15	-14	-8	-11	-9	+29	+69	+45	+111

Table VIII

Showing Child Population Movement 1947 - 1959

		-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	
				-45	-49	-72	-59	-73	-73	-81	-61	-58	-21	-40	-85	-35	-46	-43	-45	-27	-7	+53	+24	- 99

Table VIII

Showing Child Population Movement 1948 - 1959

		-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	
				-27	0	-29	-40	-25	-44	-37	-36	+14	-23	-19	-6	-5	-14	+4	-23	-20	-16	-13	-37	+207

Table VIII

Showing Child Population Movement 1947 - 1959

		-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	114	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	
				-31	-62	-54	-42	-111	-106	-97	-88	-87	-125	-111	-173	-75	-56	-33	-47	-50	-28	-24	-13	- 40

Table VIII

Showing Child Population Movement 1953 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Mendota	1953	27	32	35	18	33	28	34	20	20	23	22	20	10	18	12	13	15	12	15	23	22	452	
	1954	35	48	44	44	30	35	33	33	21	19	26	23	22	11	17	13	13	11	9	12	6	505	+ 53
	1955	69	59	66	56	60	40	50	37	40	26	24	26	26	25	15	14	15	11	11	7	10	687	+ 235
	1956	111	120	111	99	92	84	68	70	53	65	32	38	36	32	32	19	20	20	15	15	17	1149	+ 697
	1957	132	111	122	112	107	102	89	70	76	55	71	33	35	38	34	34	20	21	19	14	21	1316	+ 864
	1958	151	139	131	131	111	116	100	93	75	74	63	72	36	36	42	33	35	23	20	16	11	1508	+1056
	1959	202	203	180	168	189	156	140	128	109	105	102	75	92	44	40	59	36	32	22	19	8	2109	
				+52	+48	+57	+120	+121	+113	+96	+74	+87	+69	+47	+58	+24	+20	+36	+14	+12	+12	+1	-4	+1657

Table VIII

Showing Child Population Movement 1948 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Midvale	1948	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1023	
	1949	111	110	114	91	96	96	96	59	71	55	52	40	43	30	35	29	22	24	32	33	25	1264	+ 241
	1950	98	118	125	128	110	119	99	117	75	83	63	56	48	46	34	35	33	24	24	35	31	1501	+ 478
	1951	119	120	144	140	144	116	116	103	130	83	83	61	64	46	50	38	36	38	24	21	30	1706	+ 683
	1952	169	150	155	161	158	154	115	109	112	126	92	82	62	64	49	48	36	37	38	26	17	1960	+ 937
	1953	144	191	180	178	186	173	168	121	123	122	135	89	90	65	66	54	50	40	41	37	31	2284	+1261
	1954	175	169	232	202	207	203	187	188	133	133	123	140	100	86	70	69	57	50	38	41	36	2639	+1616
	1955	187	233	207	252	218	233	234	195	199	153	134	131	149	103	86	65	73	60	56	46	39	3053	+2030
	1956	152	187	211	194	205	185	193	193	167	176	143	119	101	120	88	76	55	54	49	46	38	2752	+1729
	1957	182	195	212	225	220	218	191	194	205	172	188	140	122	106	117	95	88	60	60	52	37	3079	+2056
	1958	129	125	134	164	153	166	164	148	151	167	130	143	106	105	71	92	69	75	45	48	44	2429	+1406
	1959	87	113	114	123	146	135	149	140	123	129	134	118	120	91	87	61	75	63	64	34	40	2146	
				-16	-68	-29	-41	-40	+5	-29	+4	+31	+23	+32	+27	+7	+3	-17	-10	+4	0	-13	-10	+1123

Table VIII

Showing Child Population Movement 1948 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Nakoma	1947	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730	
	1948	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838	+ 108
	1949	29	42	48	36	38	46	31	35	46	41	36	42	48	40	48	45	36	45	57	36	36	861	+ 131
	1950	35	33	45	62	46	52	47	42	38	51	43	37	48	48	47	44	50	40	48	54	39	949	+ 219
	1951	59	42	55	63	81	54	60	56	52	41	60	46	40	46	47	43	45	52	42	46	56	1086	+ 356
	1952	66	71	59	63	67	91	60	63	61	59	46	64	46	45	49	46	42	45	50	42	43	1178	+ 448
	1953	77	87	95	78	77	85	94	70	75	67	65	52	61	46	54	51	48	50	47	51	37	1367	+ 637
	1954	82	92	99	115	86	84	89	103	73	81	68	73	63	59	50	54	51	47	53	44	51	1517	+ 787
	1955	98	110	112	116	133	107	101	104	123	82	86	84	82	68	74	62	58	61	48	54	41	1804	+1074
	1956	138	151	155	181	150	156	134	111	132	137	94	95	86	90	76	72	59	64	64	54	45	2244	+1514
	1957	155	156	159	172	157	174	168	140	120	143	134	106	105	86	92	79	76	67	63	60	37	2449	+1719
	1958	129	134	118	117	141	120	117	146	120	114	114	130	100	103	77	96	66	78	65	56	56	2197	+1467
	1959	89	77	118	91	79	95	99	83	116	79	80	95	100	75	79	62	75	52	56	50	43	1693	
				-52	-37	-47	-19	+13	+22	+17	+57	+44	+51	+65	+79	+49	+54	+35	+50	+20	+23	+17	+10	+ 963

Table VIII

Showing Child Population Movement 1958 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Odana Road Site	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	
				+19	+10	+17	+11	+15	+12	+6	+9	+15	+6	+8	+10	+4	+6	+2	+5	0	0	+2	-1	+221

Table VIII

Showing Child Population Movement 1958 - 1959

		-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	
				+35	+22	+24	+14	+25	+18	+11	+9	+10	+11	+5	+7	+5	+4	+8	0	0	+2	+3	-6	+266

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Randall	1947	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2909	
	1948	263	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3117	+ 208
	1949	246	242	254	171	151	152	170	127	121	116	112	129	120	120	103	116	136	132	147	149	154	3168	+ 259
	1950	246	206	212	229	170	157	141	165	126	118	110	120	120	112	118	109	116	124	135	148	161	3143	+ 234
	1951	249	226	222	177	202	165	159	153	167	118	133	125	112	128	125	124	115	136	134	129	146	3235	+ 326
	1952	337	239	225	231	209	225	191	171	181	170	137	131	135	121	142	125	136	113	124	132	127	3602	+ 693
	1953	295	275	248	219	239	205	220	191	178	176	175	138	138	138	150	136	136	123	118	117	130	3745	+ 836
	1954	299	300	262	241	231	240	215	229	183	173	177	188	144	136	137	139	142	140	119	114	143	3952	+1043
	1955	308	292	283	269	228	243	224	215	242	177	188	179	183	152	140	144	145	143	144	119	113	4131	+1222
	1956	293	245	289	276	254	215	241	240	214	238	153	184	171	173	145	125	128	132	124	114	80	4034	+1125
	1957	286	285	250	288	257	248	220	227	236	203	230	174	177	174	169	133	123	127	125	111	98	4141	+1232
	1958	137	105	111	93	113	119	119	102	114	129	115	146	109	114	105	112	90	85	90	63	67	2238	- 671
	1959	134	104	105	99	99	114	119	116	117	109	128	111	144	108	118	99	119	89	83	88	72	2275	
				-33	-181	-194	-209	-185	-176	-221	-132	-137	-118	-152	-118	-52	-31	-66	-43	-23	-12	-33	-26	-634

Table VIII

Showing Child Population Movement 1948 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Herbert Schenk	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	
				-2	+17	+37	+94	+107	+79	+81	+109	+110	+97	+113	+115	+58	+26	+38	+50	+15	+6	+16	+14	+2592

Table VIII

Showing Child Population Movement 1947 - 1959

		-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	
				-16	-6	+23	-24	-41	-17	-5	-33	+9	+18	+17	+32	+27	+13	+30	+27	+9	0	-7	-12	+1083

Table VIII

Showing Child Population Movement 1958 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Spring Harbor	1958	77	98	112	81	93	83	66	57	55	54	60	53	31	36	28	31	21	18	19	10	10	1093	
	1959	102	79	97	110	77	95	82	70	52	57	51	59	51	30	38	22	31	19	19	18	7	1166	
				+2	-1	-2	-4	+2	-1	+4	-5	+2	-3	-1	-2	-1	+2	-6	0	-2	-1	-1	-3	+73

Table VIII

Showing Child Population Movement 1956 - 1959

		-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		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	
				-69	-31	-17	-23	-32	-25	-21	-14	-16	-11	-14	-22	-11	-13	-17	-13	-14	-13	-7	-14		-221

Table VIII

Showing Child Population Movement 1948 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Truax	1948	36	66	40	39	27	35	19	12	16	6	6	3	7	5	1	0	0	0	0	0	0	318	
	1949	45	44	72	48	40	37	39	21	16	18	10	12	9	6	7	4	0	0	2	2	1	433	+115
	1950	71	93	83	105	58	49	41	44	32	15	18	15	9	12	11	13	4	1	3	1	5	683	+320
	1951	66	84	98	96	98	55	55	33	44	24	17	17	10	9	12	11	8	3	2	1	0	743	+425
	1952	89	86	89	92	89	93	47	29	31	26	17	11	11	10	3	3	3	2	1	1	1	734	+416
	1953	80	97	93	93	78	85	83	47	26	21	21	17	6	12	8	2	2	2	4	7	8	792	+474
	1954	97	92	101	86	87	66	74	71	36	25	20	13	13	7	6	8	5	3	1	1	1	813	+495
	1955	80	90	88	98	75	71	62	64	60	23	22	18	12	13	7	8	5	4	0	0	0	800	+482
	1956	85	91	98	86	78	67	53	50	45	41	17	17	14	10	8	7	7	1	2	1	0	778	+460
	1957	108	118	96	89	60	63	43	49	39	35	29	14	11	7	7	6	4	4	2	1	0	785	+467
	1958	84	127	117	88	67	59	39	38	41	27	23	22	10	6	7	10	5	4	3	1	1	779	+461
	1959	60	73	69	55	59	36	42	28	31	30	11	18	14	4	6	5	2	5	0	1	1	550	
				-11	-39	-30	-21	-61	-38	-61	-35	-41	-34	-18	-52	-36	-33	-22	-33	-14	-12	-15	-5		+232

Table VIII

Showing Child Population Movement 1958 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Van Hise	1958	78	107	107	100	115	97	106	94	86	81	71	69	62	48	66	49	41	29	26	25	23	1480	
	1959	110	108	113	127	108	132	112	121	122	97	93	78	74	65	56	70	55	40	29	24	21	1755	
				+30	+6	+20	+8	+17	+15	+15	+28	+11	+12	+7	+5	+3	+8	+4	-6	-1	0	+2	+4	+275

Table VIII

Showing Child Population Movement 1947 - 1959

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Washington	1947	385	200	191	192	160	132	109	124	105	104	99	93	88	87	99	136	120	122	146	173	154	3029	
	1948	329	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	180	3160	+131
	1949	332	246	262	165	134	158	150	110	93	103	100	92	99	86	94	73	118	125	173	175	207	3095	+ 66
	1950	296	239	219	197	136	119	146	136	114	92	95	109	87	96	94	91	80	120	188	227	170	3051	+ 22
	1951	332	248	196	162	171	126	105	125	123	102	76	87	98	83	97	72	92	90	174	162	177	2898	-131
	1952	313	207	182	186	134	167	119	114	113	119	101	88	80	104	85	104	77	97	130	178	110	2808	-221
	1953	313	232	193	157	153	130	170	111	99	114	115	82	104	72	103	78	98	79	134	156	151	2844	-185
	1954	240	213	188	156	119	136	117	145	97	83	104	120	82	102	76	95	69	107	124	120	95	2588	-441
	1955	274	183	194	163	132	123	116	101	135	90	84	92	105	69	92	77	97	71	138	178	140	2654	-375
	1956	239	208	149	143	122	116	108	102	78	127	74	82	85	96	64	81	68	83	117	134	120	2396	-633
	1957	263	180	153	127	121	105	116	97	98	74	116	70	84	79	97	68	88	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	
				-135	-125	-119	-187	-157	-223	-224	-254	-219	-257	-261	-285	-130	-119	-125	-80	-56	+26	+64	+78	-725

Table IX
Emerson District Census Comparisons 1947 - 1959

Table A Showing Child Population Movement in Area Extending from East Washington and Commercial to Johnson Street and continuing along Johnson to North Street and along North Street to Commercial Avenue. Also included are Fken Plat Area North of Commercial Avenue to Sewage Disposal Plant, Superior Street Area and 2100 to 2500 blocks on Sherman Avenue.

A.

	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
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	
		-19	+15	-4	+10	-7	-27	-14	-29	-25	-33	-41	+12	+9	+11	+3	+10	+2	+6	+12	+8		+642

Table IX

Table B Showing Child Population Movement in Remaining Emerson Area

		-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	119	20	Total	
B_o	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	
				-30	-15	-27	-40	-25	-35	-33	-45	-21	-31	-43	-58	-18	-32	-16	-18	-17	-18	-19	-9	-202

Table X

Schools Attended in Hoyt Area

Elementary

Public		Parochial, Private and Others	
Hoyt	301	Blessed Sacrament	58
Lapham	1	Edgewood	7
Longfellow Remedial	1	Holy Redeemer	3
Lowell	1	Madison Lutheran	6
Midvale	1	Queen of Peace	43
Randall	23	St. Bernard's	1
Washington Orthopedic	1	St. Raphael's	3
		Others	1
	329 or 72.9%		122 or 26.1%

Junior and Senior High

Public		Parochial, Private and Others	
Central Jr.	3	Edgewood	37
Central Sr.	4	Wisconsin High	8
Cherokee Heights	9	Others	1
West Jr.	106		
West Sr.	131		
Vocational	2		
	255 or 84%		46 or 16%

Table X

Schools Attended in Midvale Area

Elementary

Public		Parochial, Private and Others	
High. Mend. B.	2	Blessed Sacrament	2
Hoyt	2	Edgewood	31
Lapham	1	Holy Redeemer	1
Longfellow	1	Madison Lutheran	11
Lowell	2	Queen of Peace	223
Marquette	1	St. Raphael's	2
Midvale	747		
Van Hise	4		270 or 26.3%
	760 or 73.7%		

Junior and Senior High

Public		Parochial, Private and Others	
Central Jr.	1	Edgewood	60
Central Sr.	3	Wisconsin High	7
Cherokee Heights	213	Others	5
East Jr.	1		
West Jr.	13		72 or 15.9%
West Sr.	153		
	383 or 84.1%		

Table X

Schools Attended in Van Hise Area

Elementary

Public

Highlands Mendota B.	1
Hoyt	10
Lapham	1
Longfellow	2
Midvale	52
Van Hise	547
Washington	2
	615 or 82.6%

Parochial, Private and Others

Blessed Sacrament	3
Edgewood	10
Madison Lutheran	2
Queen of Peace	108
St. Joseph's	1
St. Raphael's	5
	129 or 17.4%

Junior and Senior High

Public

Central Jr.	1
Central Sr.	3
Cherokee Heights	139
West Jr.	31
West Sr.	126
Vocational	1
	301 or 93.1%

Parochial, Private and Others

Edgewood	16
Wisconsin High	6
	22 or 6.9%

Table Showing Child Population Movement from June, 1940 through June, 1959 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075			
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722	19,890	
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932	20,098	+ 208
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967	20,743	+ 850
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011	21,243	+ 1353
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082	21,697	+ 1807
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029	22,167	+ 2277
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	21,499	+ 1609
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	21,911	+ 1201
1948	1917	1964	1345	1306	1269	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	24,077	+ 4187
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054	24,921	+ 5031
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085	25,834	+ 5944
1951	2137	1834	1877	1746	1881	1347	1280	1286	1319	1117	1080	965	987	918	936	915	922	910	1026	999	999	26,481	+ 6591
1952	2309	1986	1811	1829	1725	1933	1327	1258	1308	1294	1142	1063	951	1020	937	924	903	889	983	1029	823	27,444	+ 7554
1953	2383	2106	1992	1764	1793	1762	1947	1346	1294	1289	1337	1188	1086	964	1063	977	981	908	967	937	887	28,971	+ 9081
1954	2379	2206	2101	1968	1750	1803	1720	1895	1308	1279	1299	1303	1131	1074	981	1038	922	962	983	1007	890	29,999	+10109
1955	2423	2330	2254	2156	1960	1815	1836	1711	1930	1313	1305	1332	1327	1142	1096	992	1046	938	1108	1080	940	32,034	+12144
1956	2538	2434	2363	2289	2100	1957	1840	1824	1713	1920	1330	1331	1340	1328	1151	1092	986	1020	1071	1045	955	33,627	+13737
1957	2794	2585	2444	2374	2259	2120	1997	1863	1867	1726	1963	1366	1333	1349	1347	1155	1126	1004	1171	1203	992	36,038	+16148
1958	3194	2857	2649	2535	2406	2366	2163	2077	1955	1944	1804	2029	1424	1383	1405	1382	1194	1149	1159	1231	1093	39,399	+19509
1959	3084	2897	2772	2590	2482	2422	2365	2174	2081	1966	1913	1818	2041	1431	1408	1406	1409	1181	1223	1215	1139	41,017	
			-297	-22	+52	+59	+25	-18	-135	-56	+96	-12	-99	+62	+171	+44	+80	+183	+73	+257	+331	+189	+21127

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
ARTHUR H. MENNES
July, 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1958-1959

CURRICULUM DEPARTMENT

I. Curriculum Study

Curriculum development in the Madison Public Schools depends upon the active participation of teachers and administrators, and has one common objective, that of improvement of the learning experiences of all Madison young people. As education is reviewed and appraised, this goal of the best education for all must remain the force for motivation. Curriculum study and improvement involve the entire faculty; the degree of involvement determines our goal for improved learning experiences. The basic point of view regarding curriculum development in our schools may be stated as follows:

"Retain the best of the tried and true;
Upon it raise the bold and new."

The language arts, social studies, home economics, mathematics, modern languages, physical education, industrial arts and science have continued to receive special attention this year. Committees of teachers and administrators from all grade levels, including kindergarten through grade twelve, have worked as teams to prepare materials and learning guides. These guides contain a scope and sequence of subject matter, effective teaching procedures and teaching tools for classroom use.

After the materials and suggested learning experiences have been prepared and distributed to our teachers, they are subject to re-examination and revision as they are used in the classroom.

Many of the teacher committees have continued their curriculum work through the summer work program. Last summer fifty-four teachers, organized in fourteen committees, averaging two weeks of work for each committee, prepared materials for publication in all grade levels in arithmetic, mathematics, and language arts. Junior high school guides were prepared in music, home economics, industrial arts and guidance. Physical education guides were prepared for the elementary grades. Materials were organized for an advanced course in English 12, and a new sequence of courses in mathematics for advanced students in grades ten, eleven, and twelve. The summer work program has been an excellent supplement to the in-service program developed during the regular school year.

An illustration of the continuous work of one committee is the preparation of the new guide "Arithmetic and Mathematics, Kindergarten Through Grade Twelve." For three years teachers of arithmetic and mathematics

in committees discussed methodology, grade placement of subject matter, materials of instruction, and the acceleration of arithmetic. This committee prepared a questionnaire and a checklist, and distributed them to all mathematics teachers kindergarten through 12. The summer work project was to summarize the responses on the worksheets prepared by 500 teachers and to prepare guides for mathematics kindergarten through 12. These guides were distributed to all teachers in January. This new guide suggests grade placement of arithmetic concepts and suggests a program for the gifted student. The guide also gives helps in terms of teaching suggestions, visual materials, and a bibliography. Moreover, the guide shows what research, textbooks, and other schools recommend as basic in an excellent mathematics program.

The committee on language arts summarized a worksheet on effective writing for all grade levels. They also prepared a guide to assist teachers develop better methods for helping students with their writing or composition. This final work was to prepare a worksheet to help teachers collect examples of writing. This collection of composition and paragraph writing will be published this fall.

In the preparation of the "Home Economics Guide, Grades Seven, Eight, Nine," five teachers during the summer summarized and developed a tentative course for the junior high school. All members of the summer committee worked with the larger committee which met every third week during the past school year.

The effectiveness of the instructional program serving Madison children depends to a large extent on how well the professional staff in the schools understands and fulfills its role. The classroom teacher becomes the key figure for curriculum action and improvement. Of great concern in curriculum study are the needs of pupils and the development of every means whereby the learning and development of pupil growth can be related to the improvement of classroom instruction and curriculum materials.

Curriculum study is more effective when it is recognized that group and committee work help teachers to evaluate their classroom teaching and establish their own goals for effective teaching. Written materials and guides are the product of many minds working toward agreed objectives. Our curriculum study and activities for the present school year could be summarized as follows:

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

2. A thirty-five member city-wide committee studied the language arts curriculum from kindergarten through grade twelve.

3. A thirty-five member city-wide committee studied, and will continue its work of evaluating, the social studies program on all grade levels.

4. A sixty member committee evaluated supplementary textbooks to be recommended for use in the Madison schools.

5. Seven committees totaling eighty-five teachers selected basic textbooks. The committee for the selection of basic texts in mathematics nine, English grammar and composition ten, dictionaries four to nine, will continue their study during the coming year.

6. A thirty-six member committee selected a series of basic textbooks in arithmetic for the elementary grades and junior high school.

7. A twenty-six member city-wide audio-visual aids committee made a study of further use and improvement of our visual materials and services.

8. Nine junior high school principals and members of the administrative staff met every other week all year to discuss and make suggestions for further improvement of the program of studies for the Madison junior high schools, grades seven through nine.

9. The senior high school principals and members of the central administrative staff continue to meet every other week to study the program of studies for our Madison secondary schools, grades seven through twelve.

10. The curriculum planning council sponsored a very successful reading clinic in which Miss Mary Thuma acted as reading consultant for our elementary basic reading books, published by Row-Peterson. Over four hundred teachers participated. This workshop was held during the week of October 20-24.

11. Achievement and reading tests were given to all pupils in grades one through ten.

12. A special committee appointed by Superintendent Falk made a careful study of apportionment of funds for our textbooks, supplementary texts and library texts. The suggested apportionment of funds, with its clarification and definition of terms, should be most helpful.

II. Evaluation of Pupil Achievement

The results of the annual September testing program in grades one through eight were summarized in Bulletins 33, 38, 39, 40, 41, 42, 43 and 44. The end of the first semester testing and spring testing involving a total of 6,444 pupils in grades six, seven, eight, nine, and ten are summarized in Bulletins 64, 66, 68, 75, and 78.

III. New Curriculum Materials

New curriculum resources added to the Curriculum Office during the past year are shown in Table I.

TABLE I

Materials Added During 1958-59

Courses of Study	321
Textbooks	415
Workbooks	71
Professional Books and Pamphlets	156
Professional Magazines (total 34)	3
Filmstrips, New Titles	229
Filmstrips, Replacements and Duplicates	257
Sixteen Millimeter Films, New	3
Sixteen Millimeter Films, Replacements and Duplicates	8
Records	2

IV. Use of Curriculum Resources

A. Table II gives the borrowings of books and magazines by the Madison teachers as determined by library cards. No record is kept of materials used in the Curriculum Office.

TABLE II

Printed Materials Borrowed During 1958-1959

Professional Books and Courses of Study	860
Textbooks	420
Pamphlets	360
Magazines	190

B. Table III gives a summary of the orders for visual aids.

TABLE III

Orders for Visual Aids 1958-1959

	Received	Filled
Sixteen Millimeter Films	8247	7531
Filmstrips	3724	2828
Slides 3¼x4	15	13
Kodachrome Slides	26	23
Flat Pictures	94	80
Recordings	58	54
Exhibits	6	5

Increased use of the Visual Aids Department may be evidenced by the comparison of the 1958 and 1959 Annual Reports. While the total number of orders to the Visual Aids Department is greater the unfilled orders are fewer.

1957-1958	1958-1959
10,205 order	12,170 orders
8,302 filled	10,534 filled
1,903 unfilled	1,636 unfilled

According to Table I there are 257 duplicate filmstrip titles. This duplication of titles will help to give the teachers the titles they want when they need them. This year we have placed the emphasis on purchasing of filmstrips. This allows us to better fill the teachers' requests by having duplicate titles, and to fill curriculum areas that will benefit by visualization of the printed and the spoken word.

When we are able to have duplicate copies of our various materials the teachers will derive more effective teaching assistance from this department. An example of our problem is as follows:

"Birds of Our Dooryards" was requested by 13 schools in one month. This department can service only 4 schools per month when we have a single title.

In the 1959-60 school year we will continue to close this gap by purchase of duplicate titles. An attempt will also be made to eliminate many outdated 16mm films and replace them with up-to-date material.

C. Materials, bulletins, and courses of study produced by the Madison School staff

The major function of the Curriculum Office is to assist teachers and principals in the solution of curriculum and instructional problems. The office helps in planning curriculum studies, working usually through curriculum committees. The products of the teachers' committee work are usually mimeographed and then printed after try-out in classroom situations. These bulletins include: (1) service bulletins dealing with specific teaching problems; (2) resource units from which teachers' units may be drawn for various grade levels; and (3) tentative outlines of subject matter.

The material produced and extensively used by our teachers is also in demand in other school systems. This year thirty-five states and two 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 approximately eighty-seven publications.

V. Special Projects and Activities for 1958-1959

A. Advanced courses in senior high school English

For the past three years the three high schools have permitted twelfth grade students of superior ability to take an advanced college level course. This course has been most successful. The classes average twenty students and selection is based on a series of factors, including general scholastic average, mental ability, standardized test data, and teacher recommendation. Parent approval has been required.

This course gives greater depth and breadth in learning experiences and duplicates many of the learning experiences of the course offered to freshmen at the University of Wisconsin listed as English 1a. One semester of University credit or University advanced standing is possible upon successful completion of a final examination given by the College Entrance Examination Board. More than 200 colleges and universities allow college level credit to students who pass this examination.

B. Proposed revision and acceleration of the high school mathematics program

During the past two years the three high schools have worked on a gradual plan to revise and accelerate the high school mathematics program. Two years ago plane and solid geometry were combined into a single year's course. Last year trigonometry was moved from the senior to the junior year. This summer the department heads and teachers of advanced mathematics will work with two University of Wisconsin professors of mathematics, to prepare a high school advanced course in college calculus and analytic geometry. The college level class in mathematics will be offered in the three high schools this fall. This course will be similar to the University of Wisconsin's most advanced freshman course, called Mathematics 60. Our students may qualify for University credit or advanced standing by passing an examination which will be given by the Mathematics Department of the University, upon completion of the course in June.

C. A seventh grade arithmetic guide, combining seventh and eighth grade arithmetic content.

This past school year 145 capable seventh grade students combined the seventh and eighth grade arithmetic content. Those who successfully completed the accelerated course will be permitted to enroll in algebra in grade eight. In June the Stanford Achievement Test in arithmetic was given to the 145 students taking the combined seventh and eighth grade course. These students measured 11.0 or better, which indicates almost perfect scores or an

eleventh grade achievement level. The median score for eighth grade students completing their eighth grade course is 10.1.

D. Proposed program of studies for the Madison secondary schools

During the year, continued work has been done by many groups to plan a revision of the high school program of studies. At the present time all high schools are working in the following directions:

1. A high school course sequence for the superior student, the college preparatory, the general, and the basic learner.

2. A revision in the ninth grade program to include five subjects as follows: multiple period English-social studies, algebra or general mathematics, biology, physical education, and an elective. The one-semester course in physiology is included in the full year biology course, while the one-semester course in civics has been extended to a full year social studies course.

3. The multiple period arrangement in grades seven, eight, and nine, in which the same teacher instructs the students for two periods and is qualified to teach English and social studies.

4. A study of the courses for the slow learner. These courses are called "basic" and are to be taught by teachers willing and trained in the field of special education for the slow learner.

5. The use of multiple criteria in sectioning students in various classes, including scholastic average, mental ability, standardized test data, and teacher recommendation.

E. A revision of the arithmetic and mathematics program, kindergarten through grade twelve.

A committee of 36 teachers from all grade levels made a survey and an evaluation of the Madison arithmetic program. After two years of study the contents of the arithmetic program were organized into a new guide which was printed in January. The guide was derived from the responses of 350 Madison teachers. Curriculum helps from previous Madison courses, current trends as expressed in textbooks, courses of study, and professional literature were also incorporated in the new guide.

F. Preparation of guide lines for evaluation of student composition grades one through twelve.

The language arts committee prepared a booklet, designed to be a help to teachers of language arts from grades one through twelve. It lists some suggestions for activities in composition and some methods for evaluating that composition. It lists some of the qualities of good writing which teachers should constantly emphasize

in their teaching. During the year each teacher, grades one through twelve, collected and graded some actual student compositions. These compositions will be placed in a booklet and will be available to our Madison teachers.

G. 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 the Madison schools. Committees are working on each grade level to study the best learning experiences and to develop a scope and sequence.

H. A study of the industrial arts program, grades seven through twelve

The teachers of industrial arts have continued to meet with Mr. Hull, Supervisor for Industrial Arts, to study the curriculum. At the present time each grade level will prepare instructional units and suggest a time allotment for each unit. The teachers will continue their work this coming school year.

I. Procedures for teaching modern languages

During the past year the teachers of modern languages have organized to study effective teaching procedure. Doctor Harris, Chairman of the French Department, University of Wisconsin, has been helping us to study our present needs. Principal Walter Argraves at Van Hise will permit experimentation with the direct method of teaching French to seventh and eighth grade students.

VI. Curriculum Problems and Needs

Curriculum study is more effective when it is recognized that group and committee work help teachers to evaluate their classroom teaching and establish their own goals as to effective teaching. Written materials and guides are the product of many minds working toward agreed objectives. Very few improvements will be made in the educational program unless all concerned - parents, teachers, and administrators - value and understand the curriculum changes being made. The process of cooperative curriculum study becomes one of teamwork, all having one common purpose: the improvement of experiences of learners.

With the above philosophy in mind, 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 the best learning possible.

A. Some possible 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 problem 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 and social studies and mathematics.

   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 areas. We have new guides in language arts and arithmetic. Committees are now working in the areas of science and social studies.

3. There is a need to establish "pilot" schools on 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 all the Madison schools. Some schools are working on "action research" in individualized reading.

4. The achievement testing committee should continue its study of desirable achievement tests to be administered at various grade levels. This would also bring up the whole problem of evaluation. Here is one fundamental problem in achievement testing: "What kind of school would the students and teachers have if they limited themselves to what the tests measure?" Also: "What areas are not measured by the test?" We must always keep in mind other factors which condition learning.

5. 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 should be used in developing a better learning environment. Also the whole field of pupil-teacher planning needs further study and experimentation.

VII. Recommendations

1. Continued study and appraisal of the most effective program for our junior high schools

2. Continued study and appraisal of the senior high school courses of study, including ability grouping, and advanced courses for honor students

3. Continued study and appraisal of the language arts, social studies, science, home economics, industrial arts, physical education, music, and mathematics areas, kindergarten through grade twelve

4. Continued permission to qualified teachers to work on curriculum production material as summer work projects

5. Increased budget for visual aids and publications

6. Assignment of a full-time person to visual education

7. Assignment of a supervisor or helping teacher for the elementary grades

8. Assignment of a supervisor or helping teacher for the junior and senior high schools

Acknowledgments

My four years in the Madison Public Schools have been most pleasant. There are many to thank:

The Board of Education, Superintendent Falk, Assistant Superintendent Waller, the staff at the central office, principals, supervisors, department personnel and teachers, who have been resource persons and co-workers in developing the best curriculum possible for Madison's boys and girls.

Respectfully submitted,

ARTHUR H. MENNES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department

Of

HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

September 1959

THE MADISON PUBLIC SCHOOLS
MMadison Wisconsin

ANNUAL REPORT
For the year 1958-59

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Health

With the rapid growth in the enrollment at all grade levels, this department will become more active in coordinating health instruction with other departments in the system. At the present time we offer very little in formal health instruction, but a great deal of health education takes place in the science, home economics and physical education classes. At the high school level at both Central and West our physical education staff teaches physical education as part of the physical education curriculum. At East this has not been true. However, working closely with the curriculum director, work will start soon on better coordinating the part played by our physical education staff in health class work.

Thought should be given to the possibility of employing a full time health specialist whose duties would be to develop a program of better health education in our school system. Many of our physical education teachers are qualified to teach health at the high school level but are unable to spend enough time at it, due to a full schedule of physical education classes. On the other hand, many of them do not have an adequate background to teach health. Therefore, the need for a special trained person.

As in the past, our office has been 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 at least once every three years; if the reaction to such tuberculin test is positive, then a chest x-ray shall be required. The employee shall be examined by a licensed physician in the employ of or under contract with the district."

In accordance with the afore stated law, all board of education personnel is required to have a physical examination and a chest x-ray or tuberculin test at least once every three years. The board of education will pay the physician, not to exceed $7.50, for this service. All records of examinations come to our office where they are filed and reminders sent to employees if they become delinquent in meeting the requirement.

Previous to September 1958 a corps of local physicians and dentists has examined all high school boys who take part in the interscholastic program. The expense of this project was paid by the board of education. In the spring of 1958 the Dane County Medical Association went on record as favoring the discontinuance of these examinations and recommending that each boy be examined by his family physician. It was felt that this procedure would result in a more complete examination. As a result of this action by the Dane County

Medical Association all boys must have an examination by a physician of his choice and pay the fee himself. The Dane County Dental Association is continuing to examine the boys under the previous mass procedure.

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. Nineteen different nurses 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.

   The City Health Department reports that last year there were 7323 school children who had physical examinations in the office of their physician and 6267 children received dental examinations by their family dentists.
4. A scalp survey to detect ringworm was made of all children.
5. The school nurse with the aid of the classroom and physical education teacher does vision and hearing testing of all children.
6. All first grade pupils received a TB skin test.
7. The mobile x-ray unit was available at all high schools during the year for high school students and board of education employees.
8. First aid kits were furnished to approximately six hundred teachers.

The following health committees, appointed by the superintendent, have been available when the need presented itself:

Central Health
Periodic Physical Examinations
Follow-Up Physical Examinations
Disease Control
Observation of Children
Physical Education and Recreation
Emergency Health and Accident Care
Elementary Health
Health Instruction
Sanitary, Healthful School Plant
Health of School Employees
School Health Committees (one for each school)
Medical Advisory

Safety

For the twelfth consecutive year the Madison public schools have made the National Safety Council's "Honor Roll" which certifies that we have met all the suggested required standards set up by the Council in our over-all safety program in our schools.

One of the main functions of this department is to process all accident reports. The Board of Education requires each school to fill out and send to the superintendent's office a report, with details, concerning each accident that occurs on school property. This office tabulates the accident with the following information at hand--school in which accident occurs, grade, part of body injured, where accident occurred, ways in which the accident occurred and suggestions for prevention of accidents. Each month a summary is made of the above information and a copy is then sent to each school. It is felt that this process is valuable to teachers, principals and students in making everyone more safety conscious.

Following is a summary of reported accidents for the year 1958-59:

There were 1243 student accidents reported for the school year 1958-59. Of these accidents, 548 or 44.09% necessitated the loss of school time, services of a physician, or both. Based on the February 1959 enrollment this is an accident incidence of 6.6 per 100 students. Compared with the previous school year this is a drop in accident incidence of .3 per 100 students enrolled. This is the second consecutive year that the accident incidence has shown a decline.

Accidents by schools--

	Boys	Girls	Total	Feb. 1959 Enrollment	Accidents per 100 enrolled
Sherman Junior (7th)	7	11	18	98	18.4
Schenk Junior (7th)	7	13	20	113	17.7
Cherokee Junior High	68	20	88	575	15.3
Central Junior High	67	22	89	597	14.9
East Junior High	110	68	178	1193	14.9
West Junior High	33	38	71	546	12.8
Sherman (elementary)	45	29	74	715	10.4
Franklin Junior High	7	3	10	105	9.5
Franklin (elementary)	22	20	42	489	8.6
Dudgeon	28	8	36	452	8.0
East Senior High	60	40	100	1289	7.8
Lincoln	19	2	21	313	6.7
Longfellow	14	14	28	442	6.3
Central Senior High	31	5	36	575	6.3
Emerson	29	20	49	801	6.1
Van Hise	18	20	38	664	5.7
Randall	25	8	33	571	5.6
Washington	13	9	22	452	4.9
Cherokee (elementary)	7	3	10	210	4.8
Lapham	12	14	26	627	4.6
West Senior High	27	28	55	1269	4.3
Schenk (elementary)	33	20	53	1304	4.1
Sunnyside	6	9	15	367	4.1
Orchard Ridge	10	4	14	352	4.0
Mendota	13	5	18	503	3.6

Accidents by schools (contd.)	Boys	Girls	Total	Feb. 1959 Enrollment	Accidents per 100 enrolled
Lowell	19	5	24	737	3.3
Hoyt	3	7	10	313	3.2
Highlands-Mendota Junior (7th & 8th)	0	3	3	93	3.2
Midvale	13	11	24	795	3.0
Nakoma	10	3	13	447	2.9
Marquette	9	7	16	672	2.4
Highlands-Mendota (elementary)	5	0	5	424	1.2
Spring Harbor	3	1	4	421	0.1
	773	470	1243	18,524	

Accidents by grades			
Kindergarten	25	2358	1.1
First	73	1850	4.0
Second	84	1695	5.0
Third	73	1534	4.8
Fourth	117	1467	8.0
Fifth	92	1406	6.5
Sixth	96	1466	6.6
Seventh	176	1221	14.4
Eighth	142	1075	13.6
Ninth	151	1196	12.6
Tenth	72	1263	5.7
Eleventh	62	1017	6.2
Twelfth	56	853	6.6
Special	20	234	8.6

Part of body injured	
Fingers, hands, arms	496
Head	377
Toes, feet, legs	295
Back	36
Neck	16
Abdomen	15
Chest	7
Groin	1

Where accident occurred	
Playground (exclusive of apparatus)	429
Gymnasium	370
Classroom	140
Corridor	64
Stairs	58
Shop	37
Building entrance	33
Sidewalk	21
Playground apparatus	20
Lavatory	13
Auditorium	11
Locker room	11
Off school grounds	9
On bus	7
Shower	6
Cafeteria	5
Street	5
Store rooms	2
Swimming pool	2

Principal ways in which accidents occurred	
Ball hitting person (attempting to catch, etc.)	200
Falling on grounds	155
Falling in gymnasium	143
Collision on grounds	84
Hurt self with a tool	77
Falling on stairs	58
Falling on ice	46
Collision in gymnasium	43
Fighting or scuffling	42
Hit by thrown object (other than a ball)	34
Pushed by another	29
Running into object in building	28
Pinched finger in door	28
Falling from apparatus	27
Pencil puncture	19
Falling in classroom	19
Falling in corridor	12
Cut on glass of window or door	12
Running into object on grounds	11
Hit by a door	10
Collision in corridor	8
Hurt while wrestling	8
Kicked by another	7
Hurt while playing football	7
Falling on bus	7
Falling in shower or locker room	4
Hit with bat or club	4
Falling in lavatory	4
Hurt climbing fence	4
Burned in laboratory	3
Chair pulled from under person	1

One of the very worthwhile projects of this department is the annual bicycle safety program conducted in all elementary schools each spring. All fifth grade boys and girls (1406 total) take part in this program. It is divided into four main parts as follows:

1. Officer Graves of the safety division of the police force visited each fifth grade, talked and showed movies to the children on bicycle safety.
2. The knowledge part of the program was presented by the 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.
4. A mechanical test given by police officer Graves which included care of bicycle, condition of wheels, tires, spokes, saddle, handle bars, etc.

It is felt that the bicycle program is well worthwhile. The police department has been most cooperative and it feels that the program has resulted in more careful bicycle riding on the city streets.

A number of our staff feel we should consider offering this program to third and fourth 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. Further consideration of this proposal will be made during the next school year.

The bicycle safety committee will be at work this year to evaluate and carefully consider some changes in the bicycle safety program. Several changes in the city ordinance governing bicycle riding have been made in recent years and some revisions will have to be made.

We have had excellent cooperation from the local police department in all matters relative to school safety. This is especially true of Officer Robert Graves and Captain Walter Randall of the safety division. John Bunch, city traffic engineer, has also been helpful. The polide department cooperation has manifested itself in the following projects:

1. Arranging for and assigning school crossing guards
2. Working with PTA groups, principals and teachers for the best and safest route to and from school
3. Assisting with our bicycle safety program
4. Audio-visual presentation to students
5. Short talks to pupils on safety
6. Traffic control near schools
7. Assisting with student safety patrols.

In addition to the fine cooperation from the police department, the American Automobile Association (AAA) has been helpful in working with our student safety patrols. We have also had fine assistance from PTA groups, especially the safety chairmen.

School Safety Patrols

There is no way of estimating the amount of good that our safety patrols do. Not only do they assist boys and girls across busy streets near our schools, but they are active in helping to prevent accidents in the school buildings and on the playgrounds. In May of each year we hold a Patrol Recognition Day which consists of a meeting of patrol members from all elementary schools in the Central high school auditorium. The program includes short talks complimenting the patrol members for their fine work during the year. After this short formal part of the program, an entertainment is furnished for their pleasure. About 60 special pupils from the Orthopedic School and 200 other special pupils were guests at the meeting.

Civil Defense

Mr. Richard Wilson, city director of civil defense, arranged a meeting in August 1959 with members of our staff and an O. C. D. M. engineer to consider the following items relative to a shelter survey of all our public schools:

1. Provide good shelter facilities in all our schools without a great deal of additional expense to the board of education
2. Obtain the assistance of members of professional engineering and architectural societies to make detailed studies of the shelter areas in our schools
3. Determine cost estimates
4. After estimates of cost have been determined, they are to be submitted to the Board of Education for approval.

The concern of civil defense and safety of our children is an important one and it is hoped that the authorities at the national, state and local levels will be able, in the near future, to make standard and uniform recommendations in all matters pertaining to civil defense as applied to school children.

Physical Education

The department is appreciative of the policy and efforts of Superintendent Falk and the Board of Education in approving a very fine physical education program. Both the indoor and outdoor facilities in most of our schools are excellent for the operation of a good physical education program 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 adequate playground facilities. In addition to the fine physical facilities we are fortunate in having 39.4 special physical education teachers, all of whom are physical education majors with special training and preparation to teach physical education.

With a few exceptions, due to facilities, physical education is taught once a week in grades one, two and three. Boys and girls at these grade levels are not required to wear uniforms or take shower baths, and classes are combined with both boys and girls meeting together.

Grades four, five and six average physical education classes three times a week and all boys and girls are required to wear uniforms and take shower baths. Classes for boys and girls are separated at this level and men teachers are in charge of the boys and women teachers in charge of the girls. Grades five and six have an extensive program of intramural activities This program is optional and is offered twice a week from 3:30 to 4:30 p.m.

Grades seven, eight and nine have physical education classes two or three times per week (varies according to facilities in the three high schools). In addition, a well-rounded program of intramurals is offered to both boys and girls.

Grades ten, eleven and twelve have physical education classes twice a week with some time spent in health classes at the eleventh grade level. Intramurals are offered to the girls and a fine program of interscholastics for the boys.

Laws of Wisconsin relating to public schools 40.46 curriculum (3) physical instruction and training shall be provided for all pupils in conformity with the course of instruction in physical education prescribed by the state superintendent. The time devoted to such course by each pupil above the kindergarten shall aggregate at least two and one half hours each school week. (c) Physical education is instruction in the theory and practice of physical exercise and instruction in gygiene, but does not include medical supervision.

In 1957 the Department of Public Instruction notified us that we were not actually meeting the 150 minutes per week requirement in the elementary grades. So, in order to conform, some supplementation by the classroom teacher to the time spent by the special physical education teacher was ordered. As a result of this procedure the combined time of special teacher, classroom teacher and the time spent in health instruction, we now meet the 150 minutes per week requirement in grades one through six.

In 1959 it was brought to our attention by the Department of Public Instruction that we were not meeting the 150 minutes requirement in the high school grades. This occurred mainly in grades ten, eleven and twelve, due to the fact that we lack enough teaching stations in some schools. As a result, more time allotment will be in order for all secondary physical education.

In an attempt to meet the state requirements, more efficient use of all teaching stations is under study. An evaluation of our health and safety education indicated that we are giving considerably more time to this area than reported and that we are close to the state requirement of 150 minutes of health and physical education.

The time allotment for special teachers in physical education will conform 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. However, it is the feeling of this department that even with less time allotment on the part of the special teacher, it is better to have the classes taught by the special teacher.

The elementary skills guide, prepared by a teacher committee in 1958, was evaluated and revised in 1959 by the entire elementary school staff. The revised edition will be used by all elementary school teachers in determining their program outline for the coming school year. The guide has proven to be very helpful, particularly to new teachers and is a valuable aid towards a uniform physical education program in the Madison schools.

During the school year of 1958-59 the junior and senior high school staff members worked on material for curriculum guides at this level. This material was compiled during the summer months by two committees, one for the boys' program and one for the girls' program. The tentative boys' guide was completed and ready for use in the 1959-60 school year. One section of the girls' guide was completed with plans for it to be finished in the fall of 1959. Both the new guides will be evaluated and revised at the end of the current school year.

The interscholastic program for senior high school boys includes a wide variety of sports--football, basketball, baseball, track, volleyball, wrestling, golf, tennis, cross country, ice hockey and curling.

A modified program of interscholastics is also offered in the junior high schools for ninth grade boys. The sports include football, basketball, track, volleyball, tennis and golf. All competition is limited to Madison schools with a strict limitation on number of contests per season and length of playing periods. There will be an expansion of the junior high school interscholastic program as we add more ninth grades.

The interscholastic program is under the direct jurisdiction of the high school principal, but our department works closely with the principal and coach in the operation of the program.

While our facilities for a good physical education and sports program at the elementary school level are excellent, in general, the same thing is not true in our high schools. We are in need of more teaching stations at all three schools. It is anticipated that in a few years when additional building will be necessary at East and West high schools, swimming pools will be a possibility at both schools. The addition of a pool would add a teaching station and give us a facility that is urgently needed in a well-rounded program. A pool would not only afford an opportunity for teaching swimming but would 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.

Once a month we have a staff meeting of all members. Some meetings have been preceded by a dinner at the Vocational School cafeteria. These meetings are devoted to general information, professional studies, reports from various staff committees and professional speakers. Some of the topics covered were:

1. Importance of membership in professional organizations
2. Care of physical education equipment
3. Care of towels and equipment
4. Sanitation of gymnasium and locker room
5. Coordinating elementary and secondary curriculum
6. Teaching of health by physical education staff
7. Relation of physical education to interscholastics
8. Improvement in the intramural program.

While, in general, we have a fine physical education program at all grade levels, there is still room for improvement. Some of the means that might improve the program are:

1. A better professional attitude on the part of all staff members
2. Continual effort by teachers of physical education to do a better job of teaching
3. More integration of health and safety in every class situation
4. Teachers being willing to put in extra time, if necessary, to make a successful program
5. Better cooperation between physical education teachers, coaches, principals and academic teachers
6. More time allotment by the central office in supervisors working directly with teaching staff.

Recreation

The past year was one of the busiest and best of any previous year for public recreation in the city of Madison. It has been necessary to expand practically every phase of our total program. With the rapid increase in areas and population, we have found it necessary to offer additional programs to all sections of the city, especially the far east, west and south sides.

We have again enjoyed excellent cooperation from all agencies in the city that have anything to do with recreation. We are sincerely grateful for the continued support of Superintendent Falk and the Board of Education. It makes the total job easier to know that our efforts are approved by the authorities responsible for the department's work. In addition, we appreciate the fine cooperation and understanding of the mayor and City Council, particularly in their approval of the recreation budget.

No community anywhere in the nation has a finer cooperative arrangement and understanding between a recreation department and the city parks department than we have in Madison. Three-fourths of the outdoor areas and facilities used in our recreation program are on park property. These areas are serviced and maintained in an excellent manner by the parks department which includes softball and baseball diamonds, football fields, playgrounds, hockey rinks, skating rinks, curling rinks, tennis courts, golf courses and other outdoor areas. We are especially appreciative of Mr. James Marshall, superintendent of parks, and his entire staff.

We are thankful, too, for the fine cooperation of all departments in our own school system, some of which are vital to us in the operation of our program. Those which have been particularly helpful are the business office, buildings and grounds department, the music, art, curriculum and child study departments and the superintendent's office.

Cooperation is also in evidence with such city agencies as YMCA, YWCA, Boy Scouts, Girl Scouts, neighborhood centers, church organizations and all PTA groups.

The director is especially thankful for the fine cooperation and loyal attitude of all full time department assistants. With the rapid growth and expansion of our program, an effort has been made to place more responsibility on each member of the staff for certain specific phases of our work. Following is a list of the main responsibilities of all full time assistants:

Frank Blau - men's basketball, men's baseball, men's volleyball, men's touch football, Four Lakes football, basketball and volleyball, golf, marbles, winter sports, as well as general supervision of playgrounds and community centers.

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, men's softball, supervision of physical education and all phases of the recreation program and summarizing accident reports.

Shirley Anderson - women's sports which include volleyball, basketball, softball, tennis, bowling and women's afternoon recreation classes and general supervision of all phases of our recreation program and recruiting, assigning and supervising our physical education staff and program at all grade levels.

Elmer Barraclough - full time in all the activities of the Madison Theatre Guild.

Mary Ann Lockhart - nine-tenths time in all the activities of our Senior Citizen Clubs.

Kermit Bliss - full time director of the Madison Community Center with responsibility for all phases of its operation.

Erin Karp - full time assistant at the Madison Community Center with emphasis on the Loft.

Eugene Wendland - full time assistant at the Madison Community Center with emphasis on the young and older adult groups; also, part time public relations work for the recreation department.

In addition to the full time program assistants, we are appreciative of the fine work of Mrs. Eva Kuhlman, secretary to the staff in the central office and to Mrs. Irene Borman and Joseph Meyers who handle the equipment and shop now located in the Lapham School.

In our efforts to meet the demands in recreation of a rapidly expanding city, it is becoming more evident that there will have to be, in the near future, some additions to the staff in the central office, both supervisory and secretarial. In the last ten years much of our program in both physical education and recreation has doubled, while from the supervisory and clerical angle, only one full time person has been added. One of the problems for all of us is to get our office work done and still spend sufficient time in the field, supervising the program. We shall continue to make every effort to offer a well diversified program in recreation to all the citizens of Madison at all age levels.

Following are brief accounts and highlights of the program we have and will offer on a year-round basis:

Adult Baseball

The Madison baseball program was again conducted on the plan established in 1955 which eliminated an admission charge to the games. The eighteen teams were organized into three leagues, namely, Atlantic with six teams, Pacific with seven teams and the Senior League with five teams.

For the second year in succession the Atlantic League played nine inning games while the Pacific and Senior Leagues played seven inning double-headers with a limit of one hour and fifty minutes. The nine inning games started at 7:30 p.m. while the double-headers started at 6:15 and 8:15 p.m.

The 1959 Baseball Commission elected by the team managers included Eugene Calhoun, president, Harold Metzen, John Roach, James Mott, vice-president, Otto Puls, Robert Harris and Frank Blau, secretary-treasurer. The secretary-treasurer is appointed by the director of recreation.

133 games were completed in league and tournament play. This is an increase of four games over 1958 but the Atlantic League had more nine-inning games because there were six teams in that league compared with a four-team league last year.

Of a possible seventy nights at Breese Stevens Field from June 14-August 29, forty-eight nights were used for baseball, eight were rained out, wrestling was scheduled on three Wednesday nights and special events were scheduled on eight other nights. No use was made of the field on July 4 and two other nights.

Permission to use the two diamonds at Guy Lowman Field was obtained for the first time this summer and it enabled this department to conduct a successful baseball season. The Parks Department personnel kept the diamonds in condition and marked for play while the University of Wisconsin grounds employees kept the grass cut. These facilities allowed one man to supervise two games at the same time and games were scheduled four nights a week until early darkness prevented further 6:15 games to be scheduled there.

The Atlantic League made up of the six strongest teams in the city played a two-round schedule of ten nine-inning games. Monona Grove Lakers won the league title, winning both rounds.

The Pacific League made up of seven teams had no age restrictions and was considered the second strongest league. All games were played in seven-inning double-headers and two rounds with twelve games per team were scheduled. Nedrebo's won the league title in a playoff with Karstens.

The Senior League had five teams of boys who had at least one year of eligibility remaining in high school. Three rounds with a total of twelve games per team were scheduled with Elks winning all three rounds.

An open city tournament was held with sixteen of the eighteen organized teams entering. The tournament was conducted on a straight elimination basis in seven-inning games. Mallatt Drugs defeated Madison Braves for the city championship with Monona Grove Lakers in the Atlantic League defeating East Merchants of the Atlantic League for third place.

The policy of reserving one section of the covered stands at Breese Stevens Field for adults was continued and the increase in attendance indicated the appreciation of adult fans.

Boys' Baseball

A most successful boys' baseball season was concluded on August 12th with the playing of the final game of the midget championship series at Breese Stevens Field. The midget championship was won by Hult's Chevrolet of the West Midget Cherokee League. The city junior championship was won by H&R Variety of the West Junior Vilas League.

This was the largest boys' baseball program in the history of Madison. A total of 158 teams was included in the nineteen leagues which were in operation. There were two junior leagues on the west side, one playing at Wingra and the other at Vilas Park. Midget leagues on the west side were played at the following diamonds: four at Midvale, two at Cherokee, one at Wingra and three at Vilas. On the east side there was one junior league played at Central. Midget leagues played at the following east side

diamonds: one at Central, two at East High, one at Burr Jones and two at Schenk. Games were played at eleven different diamonds and were scheduled on Monday, Tuesday, Wednesday and Thursday at 9:00 a.m., 10:30 a.m., 1:30 p.m. and 3:00 p.m. on all diamonds. Forty-three games were played per day with a grand total of 1175 games played during the summer. The attendance for the program was 127,500. In 1958 we had 127 teams playing a total of 1066 games in our program. There were five injuries which required medical attention during the entire summer and they were of a minor nature.

Competition was as close as it has ever been with several leagues ending in ties and more scores were close than in any previous season.

Men's Softball

Several all-time records were broken in the 1959 men's softball program which started May 4 and finished August 28. These records included 141 teams organized into eighteen different leagues playing 1500 games with approximately 2500 men taking part in the program. Following the regular season of league play, sixty-four teams entered the city elimination tournaments, thirty-two teams assigned to the major tournament and thirty-two to the minor tournament. Each team played between fourteen and twenty-eight games during the regular league season, depending upon whether it played once or twice a week.

A six-man Commission was elected by the managers in April which resulted as follows: Cliff Meyer, president, Lowell LaMore, Charles Carey, Fritz Schmelzkopf, Francis Lynaugh and Dr. D. L. Williams. Glenn Holmes and Jess Lyon represented the department as Commission members. The Commission is not only a very democratic method of representation but it helps the department immeasurably in the operation of the program.

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 1959 season we used diamonds at Cherokee Heights, Midvale, Van Hise, Sherman and East High Pennsylvania Avenue field. Several of these diamonds were also available for the boys' baseball program.

Adult Touch Football

Eleven teams were entered in the adult touch football program which was divided into two leagues, four in the Major League and seven teams in the Minor League. Forty games were played under the lights at Olbrich and Franklin fields. Two officials were used for each game.

The program has been very successful because of the rigid rules adopted for the safety of the players. These rules are well accepted by the players and the officials and have kept the program free from contact injuries.

Men's Volleyball

The men's volleyball program consisted of an Industrial League with ten teams entered playing from January through March at the Lapham school. Twenty-one teams entered the city tournament. This was an increase of eleven teams over the previous year which was due mainly to the restricted number of players who had played in the Major League during the previous season. Turners #2 defeated Turners #1 for the championship and YMCA #2 finished third.

It is hoped that the Major League will be revised this next season.

Men's Basketball

Ninety-six teams played in sixteen different leagues in the men's basketball program. This is an increase of ten team's over the previous year and expanded the program beyond the capacity of the East and West high school gymnasiums for the first time in the program's history. Schenk school was used two nights a week for the two Truax leagues. Mr. Ansgar Svanoe, principal of the school, supervised the program. These facilities proved to be excellent for adult use. The other leagues played at East and West high schools from Monday through Thursday from early November until mid March. Eligibility rules prohibit high school youth from participating and all players must be residents of the city, work in the city or live within 5½ miles of the Capitol. University of Wisconsin students are not eligible for play unless they are registered from Madison. Truax Field personnel were required to play in their own leagues, except the Truax team in the Major League. More than twelve hundred men participated in the program and approximately six hundred league games were played. Seventy officials, timers, scorers, supervisors and other part-time help aided in the program.

At the close of league play, a city tournament with sixty-four teams was conducted. The city championship was won by the YMCA who defeated Middleton Plumbers in the finals. Tipler Transfer defeated Dutch Tavern for third place. One hundred and ten tournament games were played. Harmony House won the special flight championship and the Friars won the Charles J. Young sportsmanship trophy.

A Basketball Commission of seven men met each week to handle any problems that arose. Six members of Commission, namely, Vito Schiro, Phil Schwartz, A. J. Barrett, August VanderMeulen, Lowell LaMore and Dr. D. L. Williams were elected by the managers. Frank Blau was appointed by the director of recreation to serve 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

Eight teams originally signed up for women's softball but only five teams actually participated in the round robin tournament this summer. Following the round robin tournament, the teams participated in an elimination tournament. The teams were non-sponsored and were managed and officiated by young women. Those that participated seemed to enjoy the program and displayed a great deal of enthusiasm.

Women's Volleyball

Volleyball continues to be the most popular sport in the women's program. Fourteen teams played in the round robin tournaments during the 1958-59 season. Approximately 150 women participated in the Thursday night schedule at the Marquette school. The University of Wisconsin senior physical education majors again assisted with the officiating of the volleyball games. Their contribution to the volleyball program was very beneficial and sincerely appreciated. Approximately seventy-five women attended a banquet at the end of the season at which time the winning team was honored.

Teachers Recreation Program - Women

The teachers bowling league was organized for the second year with twelve teams representing twelve schools participating in the program. Due to the large number of teams, it was necessary to bowl at both Schwoegler's and the Eagles Club alleys. A banquet was held at the conclusion of the season at which time prizes were awarded to the winners. Over seventy women teachers participated in the bowling program.

A teachers golf tournament was held in May with twenty-two teachers participating in the one day event.

Tennis

The WRA Milwaukee Journal Tournament for boys and girls was held in June and this department acted as headquarters for District #9 which included five counties. For lack of interest in the other counties, Madison winners were declared champions from this district and competed in the finals in Milwaukee against the winners from the other fifteen districts. There were eighteen participants in the tournament.

The Madison closed tennis tournament drew 135 entries. This was an increase of forty-four entries over 1958. 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.

Badminton

The co-ed badminton program was instigated again in November of 1958 and ran approximately twelve weeks. The program was held at Midvale school on Tuesday evenings. There were twenty-five persons registered with an average attendance of twelve people per night. This next season's plans call for instruction for beginners the early part of the evening with open playing later in the evening, thus hoping to increase the interest in the badminton program.

Golf

The Madison Business and Industrial Golf League was organized with ten teams and a total of eighty-seven men enjoyed a successful season. Truax Flyers won the league championship. A separate six-team league was organized for the handicap tournament.

As was recommended last year the 18-hole Major League was discontinued because of the difficulty in finding enough players who could report before 4:00 p.m. The new plan called for a 9-hole Major League and a 9-hole Minor League. Eight teams played in the Major group with Badger Sporting Goods winning the league title in a play-off with Wisconsin Life Insurance Company. The Minor League was restricted to players whose average was 41 or more. Six teams played three rounds in the league. Wisconsin Alumni Research Foundation won the championship in the play-off with Red Dot after Red Dot had won the first round and WARF had won the second and third rounds. A total of two hundred men participated in the leagues during the season.

The golf leagues were organized by this department and conducted in cooperation with the Parks Department employees at the West Side Golf Course. There was no expense to the department other than secretarial help in keeping the standings up to date.

The annual city golf tournament sponsored by this department in cooperation with the Madison Parks Department, Nakoma Country Club, Blackhawk Country Club, Maple Bluff Country Club and the Madison Newspapers, Inc. was again conducted on the same plan as the past two years, namely, each club named twelve players and the remaining twenty-four places were qualified as a result of an open 18-hole tournament held at the Blackhawk Golf Course. Over three hundred participants took part in the tournament play which finished at the Maple Bluff Course with Steve Caravello being named champion. The awards were made at a Victory banquet at the Maple Bluff Club house on Wednesday 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 second time with play conducted at Maple Bluff, Nakoma, Blackhawk and West Side golf courses. This was the first year that Maple Bluff course was used. Kathy Severson of Nakoma won the championship and Marion Kirsshner of Blackhawk was runner-up.

The Women's Municipal Association continued its fine program, playing on Tuesday mornings, alternating between Monona and West Side Golf 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 fifteen hundred 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 and the Milwaukee Journal. The Madison champion, Dan Johnson of Lincoln school was declared district champion and competed in the state finals against fifteen other district champions at Milwaukee. He finished fifth 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. East had three, West entered three and Central and Wisconsin High each entered one. Three games were played at East and West high schools on Saturday mornings and each team had its own coach. The first game started at 9:00 a.m. and the second at 9:30 a.m. The first game played a half, the second game a half and then the first game was completed, etc. This makes for a faster program. The coaches have indicated some difficulty in having enough seniors to field

a team but the increased enrollment in the coming years should erase this problem.

Basketball had thirty-six teams entered, divided into six leagues of six teams each. West entered seventeen teams, East ten, Central five and Wisconsin High four. The games were played at West, Central, East and Wisconsin High gymnasiums. Longfellow and Franklin gymnasiums were used when conflicts in building schedules arose. The schedule was arranged so that one of the two teams in each game was always at home. Boys who were on the varsity squads but who saw little opportunity to participate in varsity games were permitted on rosters in the Mendota League which was considered the top league as far as ability was concerned.

A Four Lakes softball program is again recommended so that more boys may be kept active as the school enrollment increases.

It is also recommended that the possibility of a Four Lakes ice hockey program be considered this next year. All three high schools now have varsity ice hockey teams which would serve as a feeder to that program.

Parochial School Leagues

The recreation department again ran the parochial elementary school leagues in touch football, basketball and softball. Eight Catholic schools and Madison Lutheran school participated in the program. Two leagues were formed to make competition more even.

Thirty-eight touch football games were played during the months of September and October at Tenney and Vilas parks. Forty games of basketball were played at Lowell school on Saturday afternoons during the months of November, December, January and February. As in the past, parochial schools not having gymnasiums used Randall, Longfellow, Lincoln, Marquette and Washington schools between 5:00 and 6:30 for basketball practice during the winter months. Thirty-eight softball games were played at Tenney and Vilas parks during the months of May and June. Parochial school officials and parents are highly appreciative of this program.

School Community Centers

Adult - Starting in October and closing the latter part of March, seven 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:

East High - Mondays and Wednesdays--Cabinet work and furniture refinishing

Cherokee Heights - Tuesdays--Athletics for men, bridge instruction, golf instruction

Midvale - Thursdays--Athletics for men, bridge instruction, golf instruction, fly-tying instruction, square dancing and social dancing

Sherman - Tuesdays--Athletics for men, golf instruction, social dancing

West High - Tuesdays--Cabinet making and furniture refinishing, art metal work

Schenk - Thursdays--Athletics for men and women, golf instruction, square dancing

Franklin - Thursdays--Athletics for men and women

Van Hise - Tuesdays--Athletics for men and women, golf instruction,

In addition to the recreation program, the Vocational School offered classes in the following activities: costume jewelry, interior design, rosemaling, cake decorating, general clothing, knitting, draperies and lamp shades and fur remodeling.

It was not unusual to have an attendance of three hundred adults at a center on a given evening. It is planned to open an adult center at Orchard Ridge and Spring Harbor schools after the first of the year.

Women's Recreation Group
The women's afternoon recreation programs were again offered at the Midvale and Sherman schools with some twenty to thirty women participating at each school. The program included a variety of activities such as exercises, games, folk dances and volleyball. This program seemed to meet a definite need for the young housewife and should certainly be continued.

Junior High School Recreation Centers - Starting early in November and continuing until late March, the following schools operated recreation centers for junior high school boys and girls:

Central High - Friday or Saturday, 7:00-10:00 p.m. - 8th & 9th grades
Cherokee Heights - Friday, 3:30-5:30 p.m. - 7th & 8th grades
East High - Friday or Saturday, 7:00-10:00 p.m. - 8th & 9th grades
Franklin - Friday, 3:30-5:30 p.m. - 7th & 8th grades
West High - Saturday, 7:00-10:00 p.m. - 8th & 9th grades
Central, East and West high schools held their centers for 7th graders on Friday afternoon from 3:30-5:30. Occasionally, the 8th graders were included in the afternoon sessions.

The activities offered were record player dances, table games and sports and informal activities in the gymnasiums. The attendance at several of the centers ran as high as eight hundred per evening. Admission to the various evening centers was by a free membership card issued by the prindipal of all high schools (public, parochial and University). The purpose of the card was to help control attendance at the centers to those boys and girls living in the respective neighborhoods and not crossing the city to attend a center of their own choice.

For the fourth season the operation of centers for seventh graders on Friday afternoons from 3:30 to 5:30 worked well. The evening sessions are to be reserved for eighth and ninth graders. Occasionally, the 8th graders met with the 7th graders in the afternoon.

There was a director in charge of the program in each center with six to eight assistants helping in a variety of activities.

Elementary School Recreation Centers - The following schools were used to conduct a recreation program for elementary school boys and girls:

Lapham, Marquette, Midvale, Schenk, Washington - Saturday a.m. and p.m. 9:00-12:00; 1:00-4:00
Cherokee Heights, Longfellow, Lowell, Mendota, Randall, Sherman, Van Hise - Saturday a.m., 9:00-12:00

The activities included sports and games in the gymnasium, group games, table games, handicraft, story telling, dramatics, movies, puppetry and stamp collecting. As in the case of the junior high school centers, a director (in many cases the school principal) was in charge with eight to twelve assistants.

This "go to school on Saturday" is very popular with the elementary school children and it was not unusual to have attendance of four hundred or over at a given center.

Summer Playgrounds

The nine weeks summer playground program is always one of the highlights of the year. We operated forty-four playgrounds with supervision starting on June 22 with a two-day training clinic for the staff and closing August 21. A total of eighty-two leaders and six consultants in special activities made up the staff. In addition to the two-day clinic at the start of the season, the staff met with the supervisors each Monday evening from 8:00-10:00 for an in-service training period. The staff of leaders consisted of fifty-three women and twenty-nine men. Eighteen of these were members of the Madison teaching staff, twenty-one were teachers from other communities 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. Nine 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-four playgrounds in operation during the summer, twenty-eight 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. With the rapid expansion of the city's growth on both the east and west sides, it is estimated that there will be need for a least four additional playgrounds for the 1960 season.

Stagecoach and Youth Summer Theatre

The Youth Summer Theatre with over one hundred and twenty-five active members was much in evidence during the summer. Under the direction of Mrs. Helen Zawacki and three assistants, the boys and girls were divided into three different casts to produce three plays which were used on the Stagecoach. The Stagecoach was pulled to all playgrounds on a schedule of three shows per day, some morning, some afternoon and some evening performances. Shows presented were "The Magic Shoes", "The Half Pint Cowboy" and "The Court Jester and the King". The shows consumed about twenty minutes and frequently the boys and girls on the playground supplemented the show with some local talent presentations.

At the conclusion of the summer program, a play was presented for adults at the Washington school auditorium. As in previous years, the Madison Theatre Guild furnished costumes and other properties and made the Guild workshop available for rehearsals. The season was a very successful one.

Summer Teen Age Activities

Canoeing - An average of twenty boys and girls reported at the University boat house on Mondays, Wednesdays and Fridays for class instruction in canoeing. The lessons included swimming tests, basic bow strokes, launching, basic stern strokes, bow and stern control, change places, trim, paddle alone, swamp rescue and tripping. The program was divided into two four-week sessions with a new beginners program launched at the beginning of the second four weeks, attracting about twenty-five different boys and girls.

Tennis - Tennis instruction was given on the courts at East and West high schools, Brittingham, Nakoma, Vilas and Tenney parks. An average of twenty boys and girls reported for each class session. Those taking part in the program were very enthusiastic and more effort will be made to increase the size of the classes in the future. Adult tennis instruction was offered at East and West tennis courts with about twenty-five persons participating. This was the first time that adult lessons have been offered.

Golf - Golf instruction was given twice a week by competent teachers at the Glenway, Monona and West Side courses. Instruction included the fundamentals of the game and ethics on the course. The total attendance at the Monona Golf Course was 278, 374 at Glenway and 126 at the West Side Course.

Day Camp

The Day Camp was operated for the second year at Olin Park. Mrs. Harriet Harris directed the program with Miss Priscilla Stockner as assistant director and nature counselor. Three counselors each week completed the staff. These counselors were from the different playgrounds. A training session for counselors was held each Monday night. The camp ran five weeks with a four-day session each week. Children from different playgrounds were bussed to and from the park.

Activities at the camp were of the outdoor nature with hiking on Turville property and cooking being the most popular activities. Swimming, nature study, outdoor craft and singing were also included in the program. The camp averaged forty-two children per week. A camp fee of $2.00 per week was charged which covered the cost of transportation and milk.

Swimming

We were blessed with almost perfect swimming weather and as a result we had a record number of swimmers taking part in the program. The total enrollment was 3,325 boys and girls with a total attendance of 62,298.

Ten swimming instructors were assigned to the thirteen public beaches and most of their time was allotted to teaching beginners to swim. We conducted the program for a period of eight weeks. Robert Harris did his usual fine job of supervising the expanding program and an unusually fine staff of teachers aided in making the program a success.

In addition to the swimming instruction, three competitive meets were held Sunday afternoons at the B B Clarke beach. The first two were qualifying meets and the third was the finals. Good participation resulted by both boys and girls of all ages.

The department certified boys and girls who achieved certain levels of efficiency in swimming. Those who qualified were given cards certifying their standard of achievement. More than one thousand cards were issued in this program.

Red Cross Life Saving classes were organized for all who were interested.

Two classes of instruction for adults also proved to be popular.

Parents from the Midvale, Sunset and Westmorland areas provided buses for children that were transported from the playgrounds to Vilas beach twice each week. This proved to be a very popular phase of the swimming program.

Swimming instruction is a popular and important part of our summer program. It is hoped that in the near future we may have some swimming pools in which we could offer a good instruction program the year around. It is enlightening to know that plans are being made to build pools at both East and West high schools when the increase in enrollment necessitates additional facilities.

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 4936 persons took part in 259 sessions of instruction.

Four city-wide ice skating meets were conducted during January and February. One preliminary meet for races up to 110 yards was held at Tenney Park and two preliminary meets and the city finals were held at Vilas Park where the Parks Department has developed one of the best six-lap tracks in the state. The center island has been removed and the new warming house was used. Small temporary warming houses were moved in near the finish line of the races for use by the officials conducting the meets. The Parks Department maintenance crew had the ice in excellent condition for all the meets.

Ice Hockey - The ice hockey program has several types of problems that have developed. East High joined West and Central with an interscholastic team and is using the Olbrich rink for its practice. West uses Vilas Park and Central practices at Tenney Park. This leaves only Franklin rink for an after-school program for all other ages. The high school rules prohibit this department from organizing a program for the rest of the high school boys and the Board of Education policy prevents an evening program for younger boys on school nights. The facilities are open and are used by these boys but the program is not organized or supervised by any department.

Friday and Saturday night leagues are not satisfactory because of the conflict with high school basketball games and the youth community center programs.

Most of the younger boys invade the neighboorhood rinks for practice and this has caused a lot of complaint from parents of younger children who may be in danger of injury.

It was recommended last year that small hockey rinks be constructed near several of the larger neighborhood rinks to enable this department to conduct after school leagues for smaller boys. This plan was carried out in several areas and proved very helpful. Instructors at these new areas attracted many boys. It is hoped that more such rinks can be constructed this year.

The adult ice hockey program was organized for the first time in many years. The Madison Cardinals, state amateur champion, joined a league at Rockton, Illinois and played its games there each Sunday. This prevented the team from playing in Madison and opened the door for a six-team league. A commission consisting of president Art Thomsen, former University of Wisconsin hockey coach, vice-president George Stockton, Central High coach, Bob Hinds, East High coach, Burt Hable, West High coach, Willis Jones, former West High coach and John Riley, former coach of the Madison Cardinals team was elected by the managers to handle the administration of the league. Frank Blau represented the recreation department and served as secretary-treasurer.

League play opened January 7 and continued through March 12. The teams played a total of thirty games with 103 men participating in the program. Two officials and a timer-scorer were used for each game. None of the teams were sponsored and the men paid the $1.00 per game entry fee themselves. The Meteors team was declared League champion at the close of the season.

Madison Community Center

Having taken care of some of the pressing needs in re-decoration last year and still uncertain as to the future development of new facilities, only those projects which were absolute necessities were considered in building maintenance. Because of extensive leaking, a new tar coating and some gutter repairs were required on the roof. Lighting over the ping-pong tables in the game room was improved by the installation of nine eight-foot flourescent fixtures which were obtained from the salvaging of the J. C. Penney building and replaced the ancient glass globes and incandescent bulbs. A photoelectric counting system was installed to provide a more accurate method of keeping attendance figures. These were the only building improvements completed during the year.

The organizations have, in general, done well. The Loft and Young Adult Club have shown increases in both membership and attendance with the Loft's attendance up 4,359 and the YAC up 1,204. The OAKS Club ended its membership year about thirty members short of last year and showed a drop of 454 in attendance. Part of this was attributed to an almost complete turnover in its executive committee, particularly in the office of president which the former president had held for ten years. A revised constitution now limits the number of terms a president may serve. It is felt that after this initial period, the new policy willprove a healthy one for the organization.

No new recreation equipment was purchased from budget funds. However, the organizations in the building added a rebound shuffleboard and replaced two Fascination Pool tops with permanent slate which is a great improvement over the composition tops of the original equipment. A program to replace many of the old and worn pool balls is now nearly completed with the purchase of three new sets. At this time we consider our game area fully equipped so that future equipment will be in exchange for something now in use.

The use of the game room facilities during the daytime showed a tremendous increase during the year. It is now common to have most of the equipment in use during the noon hour and much of it throughout the afternoon. This has caused a considerable increase in our cost of maintenance which is currently born by the organized groups in the Center.

The proposed change in age for eligibility for Loft and YAC membership was put into effect during the latter part of the year. Its complete effect will not be felt until after September 1959. Loft eligibility now ceases at the age of 18 and out of high school and YAC eligibility begins at that point. Previously, the Loft enrolled anyone in senior high school or out of school who had not reached his 19th birthday and YAC accepted only those 19 years of age and older. The net effect so far has been an increase of about 100 members in the YAC with no visible loss in the Loft which has increased its membership by about 200 members. This has the added advantage of eliminating from the Loft most of the youth of a legal age to purchase beer.

Early in the year the Madison Community Center Photo Club affiliated with the newly organized Blackhawk Council of Camera Clubs which extends from Savannah, Illinois to LaCrosse, Wisconsin, the area served. This has brought about several changes in club policy. We are now devoting our efforts to Council Exhibitions instead of Madison area shows and have functioned on occasions as host to the entire Council for major programs. It has brought to Madison such programs as Dr. Bielenberg of Oil City, Pennsylvania, a color exhibitor, who ranked first in the international membership of the Photographic Society of America with over 860 acceptances of photographs in international competition.

Classes in bridge at the elementary level were conducted and a training duplicate club was started on a formal basis as an intermediate activity between our bridge classes and our Duplicate Club. Dancing classes for both the YAC and The Loft and our usual winter schedule of leagues were operated as usual. A round dance class on Monday nights was incorporated into our program with a scheduled group of round dancers using the building two Thursdays a month for regular dances.

With the exception of our Senior Citizen program no other new program was developed during the year. A special report on the Senior Citizen Clubs follows:

The weekly meetings of the Senior Citizen Clubs continue regularly through fifty weeks of the year excepting holidays. Attendance, on the average, has increased in three of the city-sponsored clubs, decreased in one as the figures below reveal.

	1957-58			1958-59		
	Average	High	Low	Average	High	Low
John Muir	26	46	12	33	51	20
Fellowship	28	56	16	35	52	12
Lapham	14	20	8	11	17	6
ARK SCC	26	46	16	30	47	14
South Side	not organized			8	12	4

It is interesting to note that the John Muir Club's top drawing program in 1958-59 was a book review of Pasternack's Dr. Zhivago given by a club member. The two top drawing programs of the Fellowship Club in the same period were a pot luck and a film on the St. Lawrence Seaway. Low attendance programs were caused by bad weather. One of the factors causing greater attendance at the John Muir Club was the member pick-up service offered by the Red Cross. Sixteen members were eligible to be picked up and returned home by the Red Cross each week.

Lapham SCC organized since February 1958 shows a decrease in average attendance. This may be due to factors which include the following: the program being held in a school, poor conditions at first for showing slides and films - no opportunity at all now, the development of a very tight friendship group that is not too eager to seek new members. The club should be continued because those who do come thoroughly enjoy themselves and there seem to be signs of new membership growth when vacation time is past.

The South Side SCC replaced a night group that formerly met at the South Side Community Center. There seemed to be considerable resentment toward the night program which carried over. Perhaps in another year this club would be more successful. The facility is excellent and we did have good leadership there during this past year. If volunteer leadership can be found, it would be worth another try.

The ARK, meeting at the Community Center, continues to be very loosely organized. Films are very popular and a monthly birthday party is another special feature.

The two affiliate clubs are the YWCA and Atwood SCC. We publish their club programs and mail bulletins to their members and give help when requested. The volunteer leader of the Atwood SCC is a member of the John Muir SCC.

Summer tours for club members were most successful last year and continue to be this year . Sponsored in cooperation with the YWCA, one-day trips to Poynette, Little Norway, New Glarus and Janesville as well as visiting places of interest in Madison attracted a bus load or more of people each time. Those participating paid their own fares. An opportunity for a week of camping at Turtle Island Camp met with no response.

Plans for next year include the continuation of the above program with consideration of a new club on the far west side and the re-opening of the South Side Club. Surveys are being taken throughout all the clubs to determine interest in Saturday afternoon events once a month for all members. This might include such things as a banquet, hobby show and fashion show. Another series of "Know Your Community" tours will be co-sponsored with the YWCA during the winter.

Madison Theatre Guild

The 1958-59 season of the Madison Theatre Guild saw expansion in all areas. Participation - A total of 340 separate meetings, workshops, rehearsals and performances were held between September 1, 1958 and May 31, 1959 with 6519 persons participating in some capacity in these Guild functions, an average of better than nineteen per session.

Attendance - The Madison community participated in the twenty-five adult performances held in the public school auditoriums with attendance of 20,704, an average of about 813 persons per performance. Eight children's performances were attended by 4382 children, an average of 548 per performance. The total attendance at all adult and children's performances was 24,704 which, added to the 6519 participating in actual Guild activities, means that a total of 31,223 participated in some capacity in Guild activities during the 1958-59 season.

Financial - As can be gathered from the above increase in participation and attendance, the Guild enjoyed a banner year financially. For the first time, a budget in excess of $20,000.00 was drawn up, an increase of over $5000.00 above 1957-58. In spite of increased financial obligations, namely, $4000.00 for a technical director and $1400.00 for part-time secretarial and boxoffice help, expenses were kept to $19,234.27 against an income of $20,379.60. An additional point is that the bulk of this income came from a $4.50 season ticket which entitled its user to six admissions at seventy-five cents per admission. This certainly makes Guild performances available to the average Madisonian.

If any one single improvement added to over-all Guild strength and efficiency, it was the addition of a technical director. Pressure of activities has become too great for a single individual to handle and dividing supervision between two people resulted in a better working arrangement with Guild members. The addition of part-time office help also helped improve member relations through the use of additional correspondence, bulletins, etc.

Major problems at the present time stem from the fact that the Madison Theatre Guild has reached a size where further expansion is impossible until we have a home of our own. Current problems result from the effort of making do with what we have until such time the Monona Terrace issue is settled one way or another, allowing the Madison Theatre Guild to then decide its course of action.

Growth during the eight years that I have been director has forced a reappraisal of values and aims of the Theatre Guild. In addition, more efficient techniques have had to be developed to cope with the increase in participation. What started in 1951 as a job where 90% of my time was devoted to actual direction and production of plays, today is a job where less than 50% of my time is spent on actual production. The remainder must be devoted to the administrative load that has increased yearly.

Publicity and Public Relations

The increasing scope of the Division of Recreation's over-all program again emphasized the importance of publicity and public relations during the past year. Excellent cooperation was received from the two daily Madison newspapers - The Wisconsin State Journal and The Capital Times, the three radio stations - WKOW, WISC and WIBA and the three television stations - WMTV, WKOW-TV and WISC-TV in bringing the recreation program before the public. The publicity representative worked closely with Journal and Times personnel in preparing feature articles, announcements, schedules of coming events, picture layouts and descriptions of sporting events. The radio and television stations were equally cooperative with the publicity representative in giving "spot" announcements on the air and in planning some interesting recreation programs throughout the year. Softball postponement announcements on radio and television when games had to be cancelled were extremely helpful and provided a worthwhile service to the 2400 men in the softball program.

One page circulars, telling of the division's summer and winter programs for children and adults, were distributed seasonally to approximately 22,000 Madison school children.

Informative talks were also given to service club groups, student nurse classes at Methodist and Madison General Hospitals, University of Wisconsin recreation classes and junior high school assemblies. In a majority of these talks, colored slides were shown of virtually all phases of the division's recreation program.

Articles were written and sent in for publication in the monthly Wisconsin Recreation Association (WRA)bulletin. The articles apparently stimulated an exchange of ideas with other recreation leaders in the state since several letters were received and answered regarding the Madison program which included scheduling, distribution of circulars, use of the playground manual, etc.

So that new residents of the city would not be uninformed, all seasonal printed materials on the division's recreational activities were taken to the director of the Welcome Wagon for distribution.

Mr. Eugene Wendland, our publicity representative makes the following two recommendations for the good of the program: first, in order to avoid embarrassment, confusion and a host of explanations, it is Mr. Wendland's belief that the Division of Recreation's publicity representative should be the "clearing house" for all publicity releases or at least be informed of releases which are handled by others; second, more time should be granted to the publicity and public relations phase of the program in addition to the one day a week that is now allocated for that purpose. There are still many people in the city of Madison who are completely unaware of the division's recreation program.

Summary of Recreation Activities and Attendance - September 1, 1958-August 31, 1959:

Badminton		150
Baseball, Adult		9 891
Baseball, Junior and Midget		117 500
Basketball, Men		21 219
Basketball, Women		515
Community Centers, School		55 108
Adult	6 933	
Elementary Play Centers	32 639	
Junior (7th grade)	7 151	
Junior (8th)	2 594	
Junior (9th)	5 387	
Women's Recreation	404	
Four Lakes Program		5 142
Basketball	3 475	
Football	1 667	
Golf Instruction (students)		796
Golf Leagues, Men		3 512
Madison Community Center		173 497
Senior Citizen Clubs		6 053
Madison Theatre Guild		31 223
Marbles		1 540
Parochial Schools Program		11 032
Basketball	2 838	
Intramurals	2 567	
Softball	2 087	
Touch Football	3 540	
Picnic Kits		27 606
Softball, Men		75 244
Softball, Women		380
Summer Playgrounds & Water Activities		234 028
Playgrounds	169 596	
Swimming	64 432	
Tennis		1 107
Instruction	1 017	
Tournament	90	
Touch Football, Adult		1 438
Volleyball, Men		1 364
Volleyball, Women		2 662
Winter Sports		10 213
Hockey	2 425	
Skating	7 788	
Total		791 220

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report

of

INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education

by

ROBERT J. HULL
Administrative Assistant to the Superintendent

June 9, 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59

INDUSTRIAL ARTS DEPARTMENT

I GENERAL:

During this past year there were five meetings of all Industrial Arts Teachers in the City. The purpose of these meetings was to discuss the past, present and future of Industrial Arts in the Madison Public Schools. From these meetings the following recommendations were made:

1. Establish Curriculum study committees.
2. Review text book materials.
3. Establish standard fees for all courses in Industrial Arts.
4. Develop procedures for standardizing the purchasing of educational supplies.

II SPECIAL ACHIEVEMENTS:

1. Six Curriculum Study Committees have been organized; they are: Auto Mechanics, Drafting, Electricity, Graphic Arts, Metals and Woodworking. Each teacher is on two committees so that we can be sure that the best talents of each teacher is being utilized.

2. The Superintendent of Schools has appointed the chairman of each of the above six committees to serve on a text book committee for this coming year. Each of the men on this committee working with the men on their respective curriculum committees should provide the necessary organization to coordinate the total Industrial Arts program from grade 7 through 12.

3. Committees were appointed to study the various shop fees in this program and to make recommendations to the Superintendent and Board of Education. The Board of Education acted on these recommendations December 15, 1958 listing fees to be charged in each shop. This action culminated in Bulletin Number 54, December 16, 1958 from the Superintendent to all Principals and Industrial Arts Teachers.

4. In cooperation with the Business Office the Industrial Arts Teachers were organized into seven committees of their own choice to study the specifications for purchasing educational tools and supplies. Each committee standardized as much as possible on the various tools and materials to be purchased by bid. Bid lists and specifications with delivery breakdowns were then made up and presented to the Business Office for their standard bidding procedures. The purchasing is now completed and in evaluating this work the local business men are pleased with the new bid form, the teachers received the materials they wanted and we are sure that the budget dollar was stretched a little further.

5. The two comprehensive general shops at Sherman and Schenk Junior High Schools have completed their first year in a highly satisfactory manner.

III SPECIAL PROBLEMS:

The problem for this coming year is to utilize our time to the very best advantage while working on text book and curriculum study committees.

IV RECOMMENDATIONS:

After evaluating the comprehensive general shop program in Cherokee, Schenk and Sherman Junior High Schools during this past year, the Principals and teachers concerned deserve much credit for a job well done.

It is our recommendation that this program be continued and possibly be expanded into some other Junior High Schools where practical.

THE MADISON PUBLIC SCHOOLS

MADISON WISCONSIN

Annual Report

SCHOOL LIBRARIES DEPARTMENT

Presented to the Board of Education
by the Director
Margaret Moss
June 1959

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year, 1958-59
School Libraries Department

A nation wide committee, on which I served, after working for three years studying statistics and programs found that some facts have become apparent as to the resources needed in our present day education. "What ever form the soul-searching regarding the education of youth may take, it must reckon with the adequacy of the library resources of the schools. Any of the recommendations for the improvement of schools can be fully achieved only when the school has the full complement of library facilities and services. This fact holds true for the multiple track curriculum, the expanded and intensified science program, the toughening of the intellectual content of all courses, the development of the disciplines of critical thinking, the teaching of reading, the provision of a challenging education for superior students, in other words the adequate means to satisfy the needs of all students regardless of what their abilities may be. In the education of all youth from the slowest learner in kindergarten to the most intelligent senior in high school an abundance of printed and audio visual materials is needed. Educators and parents have long realized that the school library program contributes something more to the overall education of youth than the designated materials and services geared to curriculum needs. The scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though that instruction may be. The extent to which many children and young people of today will be creative, informed and knowledgeable will coincide with the boundaries of the library resources within their schools."

Daily Achievements and Activities in the School Libraries

It is always a challenge in a senior high school library to keep pace with the demands of the school. Librarian book selection and evaluation meetings are in continuous process and faculty consultations are a part of each day. Many bibliographies are made during the year for use in each unit of work in the classrooms. One list of some one-hundred outstanding books written throughout the ages was annotated at the request of the Social Science Department. It has been in constant use by the English Department as well and has influenced the reading choice of a surprising number of students, not only the more capable readers but also many readers who not ordinarily choose the calibre of book represented on this list. The increase in the use of up-to-date pamphlets is the result of the awareness of teachers to the fine collections obtained from the Library of Congress, the Verticle File Service and through diligent clipping of recent magazines and newspapers. The pamphlet collection must be kept up to date with current materials for the Social Studies classes

and reference materials for English, Speech and History classes to be used for topics, discussions and research papers. Teachers reserve books for use by their classes. These books are placed upon special shelves where they are readily available and extensively used by many students for a period of days or weeks. The fiction collections are rapidly changing to a more adult level with the use of good novels for background materials. Our accelerated classes in literature are using some of the finest books of our time which were at one time considered unsuitable for high schools and which now have become an accepted part of the reading program. An encouraging note is felt by a librarian when she hears a student make this statement, "After being required to read and discuss some of the world's so called classics, I can't return to reading teen-age romances". Since the launching of satellites there has been a decided increase in and use of math and science materials. It has become a common occurrence for books on the college level to be of much use in the high school library. One of the biggest undertakings this year has been compiling bibliographies for World and United States History covering the whole year's course. Physics and chemistry classes are asking for latest developments in these fields due to their interest and stimulated by the early morning television physics programs. New books are regularly annotated and added to this field as well as other fields of interest.

The use of the core program in some of the Junior High Schools has placed a new emphasis on the school library. It stimulates the student to read for his own enjoyment and enrichment and also for investigative and research purposes. In addition to a large external circulation there is a much greater use made of materials in the library and of collections taken to the classrooms. Teachers and librarians in many areas are concentrating on a program of integrated instruction in library usage, and encouraging the wide use of reference materials in connection with the units taught. The following survey of accomplishment in five 9th grade civics classes for one semester will give an idea of the use which can be made of current newspapers, magazines and books:

1. 41 pupils followed state bills to law for 70 days; front page articles or editorials.

2. 157 pupils followed a bill through Congress every day for 6 weeks.

3. 7 pupils followed a bill in newspapers that were not local for 30 days, i.e. New York Times, Chicago Tribune, or Milwaukee Journal.

4. 98 read editorials, a new experience.

5. 108 used Reader's Guide for more information on daily news events.

6. Using Reader's Guide for information on members of the President's cabinet, 40 pupils found 3 references, and 100 pupils found just one.

7. 163 pupils found 3 references each, on the St. Lawrence Seaway.

8. 123 pupils found one reference on the "Wisconsin Story" in Badger History, and 40 pupils found 3 references each, in other Wisconsin materials.

Here the youngsters can see a definite need for the use of newspapers, magazines and books and a knowledge of how to use them. Guidance classes made use of many books in finding a better understanding of themselves and in better knowing others. Many far-reaching studies of Russia were carried on in our new Junior Highs. All resources were used and the library office called for help from other schools where at the moment materials were not in use. There were also times when we knew that enough books had not been written about the Far and Middle East to supply demands. Library Clubs in the Junior High Libraries appear to be the cause of many changes in citizenship attitudes and have at the same time given the librarian a chance to work with students and teachers.

This year has seen a marked increase in study activities in the elementary libraries. Factual material has to a greater extent replaced stories. Science classes expanded their knowledge to match their abilities. American legends were read in conjunction with fifth grade social studies units in American History. Sixth grade classes organized groups to search for evidence to prove disputed points arising from discussions of problems in the classrooms. Fifth grade people correlated historical and regional stories with their studies of the United States and increased their appreciation and understanding of the people who helped to build this country. Genuine interest in pioneer stories and biographies of great Americans developed during the year. Often in searching for books to satisfy classroom needs a youngster will be heard to say, "I found this book when I was preparing a report for social studies, but I want to read it on my own". Third and fourth grades also found much value in exchanging ideas on what makes a good book and what makes a book fun to read. One group of third and fourth graders memorized poetry, wrote amusing and clever limericks and actually constructed and illustrated miniature books and had them stitched on mother's machine. Before the beginning of the second semester many first grade boys and girls were reading to us and taking books home to read rather than asking to have books read to them. One all school project centered around the arrival in the library of a praying mantis egg case. The children not knowing what it was searched the library insect books in an effort to identify it. The first and second grade children looked for pictures which resembled it. The older children read to identify it by size, color and shape. After identifying it

they found all the information they could about it, and they watched the development of the baby mantis. Eighteen books were used in this beginning research project. It appears that at last publishers are ready to supply primary books worthy of the ability of our beginning readers. Gone are the "Run, Jack, Run" and "I see a cat" books which were used in teaching how to read with little attention given to creating interest. Instruction now recognizes the role which interest in content can play in motivating the learner to read. Theodore Geisel (Dr. Seuss) with his Cat in the Hat showed what could be done in this area. In some schools programs were presented at Parent-Teacher meetings to let dads and mothers know the broad experience which their youngsters are having through expanded use of books. A librarian leaving the Madison schools after thirty years of outstanding service made the satisfying discovery that during these years she had loaned from the library to youngsters over 900,000 books. Her only comment was, "If even a small part of those children have become lovers of books and have acquired a lasting enjoyment of reading, the effort has been well worth while".

During the past school year 683,663 books were charged out from the school libraries for use in the classrooms and for home reading. This does not include the books used for reference in the library. A year ago this figure was 622,859.

SUMMER READING PROGRAM
1959

This year our Summer Reading Programs centered in three areas of interest. Thirteen school libraries were open for "free and easy" recreational reading with the largest attendance in the history of our summer programs. The attendance for each day the libraries were open ranged from 75 in some schools to 600 in others. Circulation of books each day ranged from 200 in some schools to 850 in others. Cherokee had a good attendance from West Junior High as well as from their own which added to their elementary made a very active program. Van Hise and Herbert Schenk needed to call for extra help when their young patrons swarmed the room. Many parents visited the libraries during the summer and showed a genuine interest in the choices of books and the reading interests of their children.

Five Reading Improvement Programs held during June and July were open to boys and girls who wished to improve their reading skills and habits. Both teachers and librarians worked with these groups.

Central High Library was open and used by the people attending the Secondary Summer School.

SUMMER SCHEDULES
1959

Cherokee	Community	Tuesday	9:00-12:00
		Thursday	9:00-12:00
Emerson	Community	Thursday	8:30-11:30
			1:00- 3:00
Franklin	Community	Wednesday	1:00- 4:00
		Thursday	1:00- 4:00
Herb Schenk	Community	Tuesday	8:30-11:30
			1:00- 3:00
Lapham	Community	Tuesday	8:30-11:30
			1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Longfellow	Community	Thursday	8:30-11:30
			1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Lowell	Community	Tuesday	8:30-11:30
			1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Marquette	Community	Thursday	8:30-11:30
			1:00- 3:00
Midvale	Community	Monday	8:30-11:30
			1:00- 3:00

Midvale	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Orchard Ridge	Community	Monday	1:00- 3:00
		Wednesday	1:00- 3:00
Randall	Community	Wednesday	8:30-11:30
			1:00- 3:00
Sherman	Community	Tuesday	8:30-11:30
			1:00- 3:00
	Reading Improvement	Monday	8:30-11:30
		Tuesday	8:30-11:30
		Wednesday	8:30-11:30
		Thursday	8:30-11:30
		Friday	8:30-11:30
Van Hise	Community	Monday	8:30-11:30
			1:00- 3:00

SUMMARY OF MENDING AND PROCESSING OF NEW AND OLD BOOKS

June, 1958 - May, 1959

New books pasted and lettered	15,226
New books backed and reinforced	361
Books mended	4,885
Bindery processed	1,747
Pamphlets processed	322
Total	22,541

ADDITIONS, WITHDRAWALS, BOOKS RECATALOGED, BOOK HOLDINGS
June, 1958 - May, 1959

School	Additions & Recataloged	Withdrawals	Book Holdings
Cherokee	781	50	5,506
Dudgeon	330	0	6,051
Emerson	435	403	7,658
Franklin	422	3	5,880
Herb Schenk	1,668	0	6,686
Highland M. Beach	856	0	5,032
Hoyt Park	373	0	2,203
Lapham	429	525	6,368
Lincoln	244	2	3,871
Longfellow	364	232	5,922
Lowell	537	117	6,471
Marquette	505	305	8,511
Mendota	417	7	3,587
Midvale	537	2	6,367
Nakoma	284	4	5,721
Orchard Ridge	1,159	0	1,159
Randall	343	63	7,935
Sherman	1,482	2	7,478
Spring Harbor	1,395	0	1,395
Sunnyside	318	1	3,906
Van Hise	546	7	2,753
Washington	436	114	6,695
Central Junior	311	166	4,535
East Junior	663	668	6,909
West Junior	390	256	6,150
Central Senior	281	354	5,293
East Senior	514	94	10,721
West Senior	317	28	9,254
Main Office	49	2	351
Total	16,386	3,405	160,368

SUMMARY OF ADDITIONS, WITHDRAWALS, AND BOOK HOLDINGS

June, 1958 - May, 1959

Additions

Elementary and Junior High	15,225
Senior High	1,112
Main Office - Professional and Reference	49
Total	16,386

Withdrawals

Elementary and Junior High	2,927
Senior High	476
Main Office - Professional and Reference	2
Total	3,405

Book Holdings

Elementary and Junior High	134,749
Senior High	25,268
Main Office - Professional and Reference	351
Total	160,368

CIRCULATION OF BOOKS FROM SCHOOL LIBRARIES
June, 1958 - May, 1959

Elementary	Non-Fiction	Fiction	Total
Cherokee	19,185	20,148	39,333
Dudgeon	11,035	15,008	26,043
Emerson	16,394	19,553	35,947
Franklin	9,473	20,112	29,585
Herbert Schenk	22,511	29,345	51,856
Hoyt	6,968	9,491	16,459
Lapham	12,549	20,522	33,071
Lincoln	7,657	7,755	15,412
Longfellow	7,689	13,396	21,085
Lowell	11,531	16,171	27,702
Marquette	15,124	20,531	35,655
Mendota	8,984	9,770	18,754
Midvale	16,977	27,988	44,965
Nakoma	9,063	12,117	21,180
Orchard Ridge	3,370	4,846	8,216
Randall	11,230	13,788	25,018
Sherman	14,993	15,876	30,869
Spring Harbor	5,348	7,525	12,873
Sunnyside	5,258	10,527	15,785
Van Hise	11,992	20,814	32,806
Washington	9,236	11,300	20,536
Total Elementary	236,567	326,583	563,150
Junior High			
Central Junior	6,328	7,079	13,407
East Junior	14,769	17,414	32,183
West Junior	5,559	10,813	16,372
Total Junior High	26,656	35,306	61,962
Senior High			
Central Senior	10,158	4,476	14,634
East Senior	13,151	8,862	22,013
West Senior	14,602	7,292	21,894
Total Senior High	37,911	20,630	58,541
Grand Total	301,134	382,519	683,653

SUMMARY OF MENDING AND PROCESSING OF NEW AND OLD BOOKS
June, 1958 - May, 1959

New books pasted and lettered	15,226
New books backed and reinforced	361
Books mended	4,885
Bindery processed	1,747
Pamphlets processed	322
Total	22,541

PROBLEMS AND RECOMMENDATIONS

As in other areas of our schools the lack of adequate room in some of our school libraries is a detriment to good work. When a library is so small that it won't hold half of one class at a time and therefore is crowded all day there is little opportunity for teachers or pupils to do reference work during school hours. With the rapid increase in enrollment, librarians serve two to three times as many students as the 500 which Standards for School Libraries recommend for good work. Under these conditions much valuable assistance to superior students and to slow readers must be omitted.

It is my hope that new schools may be opened with adequate book stock, so that instead of becoming frustrated and discouraged teachers and pupils may make the most of their enthusiasms and abilities.

In looking back over any year of work there is always a deep feeling of appreciation to our School Board, our superintendent, the head of curriculum, the principals and to all members of the school staffs with whom I have the privilege to work.

Respectfully submitted,

Margaret Moss, Director

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

Music Department

Presented to the Board of Education

by the Director

LEROY KLOSE

August 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59

I. Significant statistical data

1. All children of the primary grades receive a minimum of 40 minutes, upper grades 90 minutes, and 7th and 8th grades 100 minutes of music instruction a week.

2. There are select choirs of 5th and 6th graders in each of the elementary schools totaling nearly 1400 voices.

3. Each of the seven junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these music groups there are more than 1,100 voices.

4. Vocal music is elective in grades 9 through 12. There are over 1,500 children in these chorus classes and choirs.

5. There are more than 1,500 pupils playing standard band and orchestral instruments; 95% of whom began their instruction in the Madison public schools.

6. These figures show a steady growth in pupils' interest in all forms of music education.

II. Special achievements

1. Over 1,400 elementary and junior high school pupils presented a Spring Music Festival.

2. The musical organizations of all schools gave over 270 public and school performances.

3. The Choral Pageant of the Nativity was again presented by the combined high school choirs at the State Capitol. They were assisted by actors from Central and East, a brass choir from West, and ushers from Central and East. All music staff members make some contribution to this performance.

4. All 22 elementary schools were represented in a 56 voice All City Boys' Choir. All rehearsals and all but 2 of 12 concerts were given on out-of-school time. It was organized to provide an opportunity for gifted singers, and develop interest in boys' singing through junior high school.

5. Four junior and three senior high school bands paraded on Memorial Day.

6. Summer program

   a. The elementary and junior high school instrumental summer school had 671 pupils registered. This is 24 less than last year. Our teachers attribute this loss to the large attendance of our junior high school pupils at the University of Wisconsin Summer Music Clinic. This is the first year of a band, orchestra and chorus clinic for junior high school.

   b. The high school summer band of 66 pupils met for eight weeks.

III. Problems and recommendations

1. Junior high school vocal music classes of 54 to 85 pupils are still too large, for effective teaching. More teaching power and classroom facilities are needed.

2. All elementary schools except Mendota, Orchard Ridge, Sunnyside, Spring Harbor, Odana and Hawthorne have special music rooms. During the coming school year music will be taught in auditoriums, half-basement rooms, and regular classrooms. Where music teachers move from classroom to classroom, dollies are being provided for pianos and books.

3. In two instances art and music share a room. At 3 schools music will be taught in kindergarten rooms that are available a half day.

4. At Central and East high schools regular classrooms are used for small instrumental rehearsals. One small room acoustically treated adjacent to the band rooms would cause less disturbance; also would give greater teaching efficiency.

Respectfully submitted,

Leroy Klose

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

Department of Public Interpretation

Presented to the Board of Education
by the Director
MARGARET PARHAM
June 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-1959

SUMMARY OF SCHOOL PUBLIC RELATIONS PROGRAM

Newspaper Publicity

The director of public interpretation believes that as the city grows in size, less local school news has been printed in the local papers. No survey has been made to verify this belief, however. But the newspapers have not followed through on leads for stories as extensively as heretofore, thus disappointing some teachers and principals.

The Capital Times has attempted to portray every public school in a picture feature, The Report Card, during the school year. Your director has aided the paper in trying to get a spread of activities or types of school work as well as providing the leads.

The Wisconsin State Journal continued with excellent coverage of School Board meetings plus many special features such as the series covering the Fowlkes' teacher-pay recommendations, We Saw You picture strips of different events, a kindergarten spread, and articles on building readiness, safety, science and mathematics, and personnel (high school principals).

Publications

Libraries of the Madison Public Schools, the 1956-58 biennial report, was completed and distributed to Board members, the teaching staff, city officials, leaders of organizations, and to a long list of persons on recommendations or on an exchange basis.

Because requests for copies seemed to indicate the need for a reprint, the directors of libraries and public interpretation recommended the printing of another 1,000 copies to be sold.

A new edition of Bicycle Safety was printed this year. The printing of a revised edition of the Junior Cook Book has been underway for more than a semester. It should be ready for use this fall.

A Teacher Recruitment folder, planned and prepared by Administrative Assistant Jack Reynoldson, came into use during the 1958-59 school year.

A reprint of the Kindergarten Handbook will be needed before next spring.

Work is underway for an annual report presenting facts about

the need for more classrooms and a summary of school building facilities.

Pictures

When needed, we continued to employ a free-lance photographer during the past school year.

Administrative Assistant Clifford Hawley has been taking exterior pictures of the schools which will be used in the report on buildings.

Radio and TV Programs

Although some of our staff members have taken part in programs, the Madison schools have not sponsored any programs for several years.

THE MEA PUBLIC RELATIONS PROGRAM

Brief reports of the committees of the Madison Education Association are printed in the spring edition of the Bulletin. The director of public interpretation worked with the following committees during the past year: the Executive committee, American Education Week, Bulletin, Photo-Graphic, Professional Advancement, Public Relations, and Social. She also met with the Radio-TV committee.

Since some public relations activities are a joint project of the administration and the teaching staff, such as American Education Week, it is important that the director of public interpretation work with these groups.

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 1959

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1958-59

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year, the twenty-eighth for our hospital school, will be remembered as the "scholastic achievement year." We think the merging of pediatric and orthopedic staffs in spirit as well as in a physical sense with a completion of alterations, created a better emotional environment. Absence of polio and isolation for contagion along with good cooperation from all members of the staff resulted in fewer classroom interruptions. The doctors even scheduled "rounds" so as not to interfere with the classroom program. With an excellent school staff adequate for the number of children we were bound to have a rewarding year.

The number of children enrolled and days attended has declined again. We think it is due to several factors; low polio year, the use of consults and the continued unusual low hospital census in the spring.

I. STATISTICAL DATA

The following table shows the grade distribution of pupils and days attended:

Grade	Pupils	Days	Grade	Pupils	Days
Kdg.	0	00	7	21	453
1	24	569	8	22	436
2	19	278	9	17	460
3	20	268	10	11	176
4	19	235	11	11	297
5	20	335	12	6	71
6	32	467	Sp.	3	37
			TOTAL	225	4,082

The enrollment of children according to their disabilities was as follows:

Number of children			Children hospitalized less than 10 days
Orthopedic	111	50%	14
Plastic	34	15%	4
Pediatric	80	35%	20
	225		38 pupils

II. PROBLEMS

One of our big problems continues to be enrollment of children. Since the interns change every few weeks, pediatric residents every six weeks and other residents yearly it requires a constant job of teaching. We find the head nurses and ward clerks of greatest assistance in judging possible enrollees to be brought to the doctors' attention and in getting consults signed and brought to us. It has also improved relations with the hospital staff to have one person on our staff take care of all the enrolling.

In the elementary classroom our only real problem was giving adequate time to the other elementary classes and also to the large number of 1st graders at all levels of achievement. We have not had so many 1st graders for a long time. To help solve the problem of teacher time we transferred 5th grade to the other room.

III. ACHIEVEMENTS

The relationship between the three teachers was one of complete harmony. We worked together well in any hospital, class room or social project. In a number of instances we used the same subject matter in social studies and art work in each room but at different scholastic levels. We did a study of Hawaii and had a Hawaiian party for all the children. Our excellent collection of shells was used as a combined project in both classrooms. We supplemented the shell collection with film strips, movies, booklets and art projects. Since our children were not familiar with shrimp, oysters or lobsters it was interesting for them to see the fresh ones we purchased at a local fish market. Our students used the Hawaiian and shell studies as topics for articles in our school paper.

We were very fortunate in having two talented university students second semester. Miss Renard and her university student did outstanding work in art. Another university student worked with Mrs. Charlson in music. The student could pay well, transpose and in the selection of music for singing and rhythms. It was enjoyed by all the staff as well as the children.

The medical social workers proved very helpful in assisting us in understanding and working with the emotionally disturbed children.

The audio visual and news programs were correlated and combined into one longer period for the older children. This was possible because of the constant use of the big room for the upper grades. Mrs. Ewald did some excellent teaching and had fine discussions using World Week and visual aids.

We especially appreciated the cooperation of Mr. Dietzman from the Curriculum Department. He was so helpful in selecting alternate material for us and in delivering some of them to us on his way to work at Christmas time. His assistance made our social studies program even more successful.

We closed the year with graduating exercises for two 8th graders. Strangely enough the last two graduating exercises were held for students from the same communities as these two.

Respectively submitted,

Mrs. Kathryn Charlson