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IMPROVEMENT OF INSTRUCTION

in the Madison Public Schools

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in the Madison Public Schools
Biennial Report — 1959-1961

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Madison, Wisconsin
December, 1961

Foreword

We are in a period when the need for improvement of instruction is more urgent than at any other time in our history.

The vast increase in the amount of knowledge schools must teach and the crucial importance of learning and understanding for survival have imposed unprecedented responsibilities on the teachers of our children. Illustrative of the spectacular increase in knowledge is the fact that between 1939 and 1955 the power of an aerial weapon increased 40 million times. Much of the science and mathematics taught a generation ago is obsolete. Modern communications, the speed of travel, the creation of new nations, and the upsurge of desire for social and economic improvement have totally upset traditional concepts of human relations. Today's children must learn more in less time than any generation of children in history. Whereas the improvement of instruction has always been and always will be a function of professional teachers, it now becomes imperative.

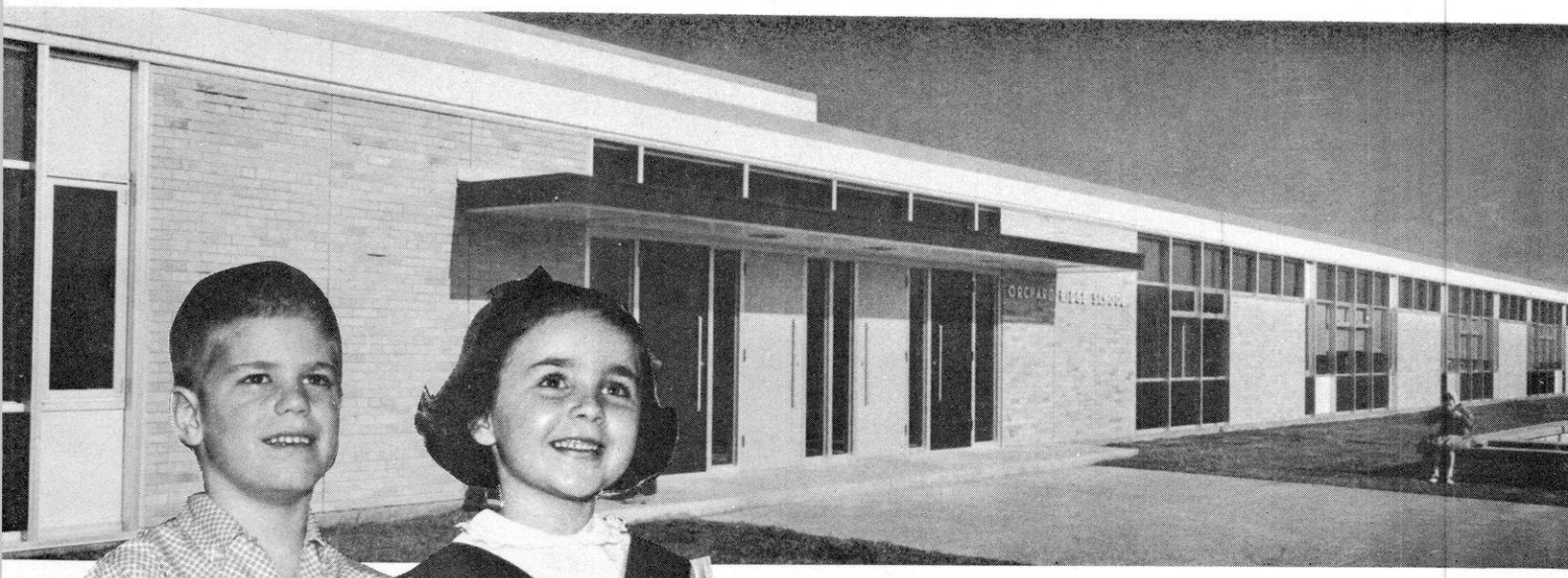
To modernize and improve education, we need to scrutinize all current materials and procedures. We also need to scrutinize new proposals in education with care—lest we waste time, energy, money, and precious pupil and teacher time going overboard on untested innovations.

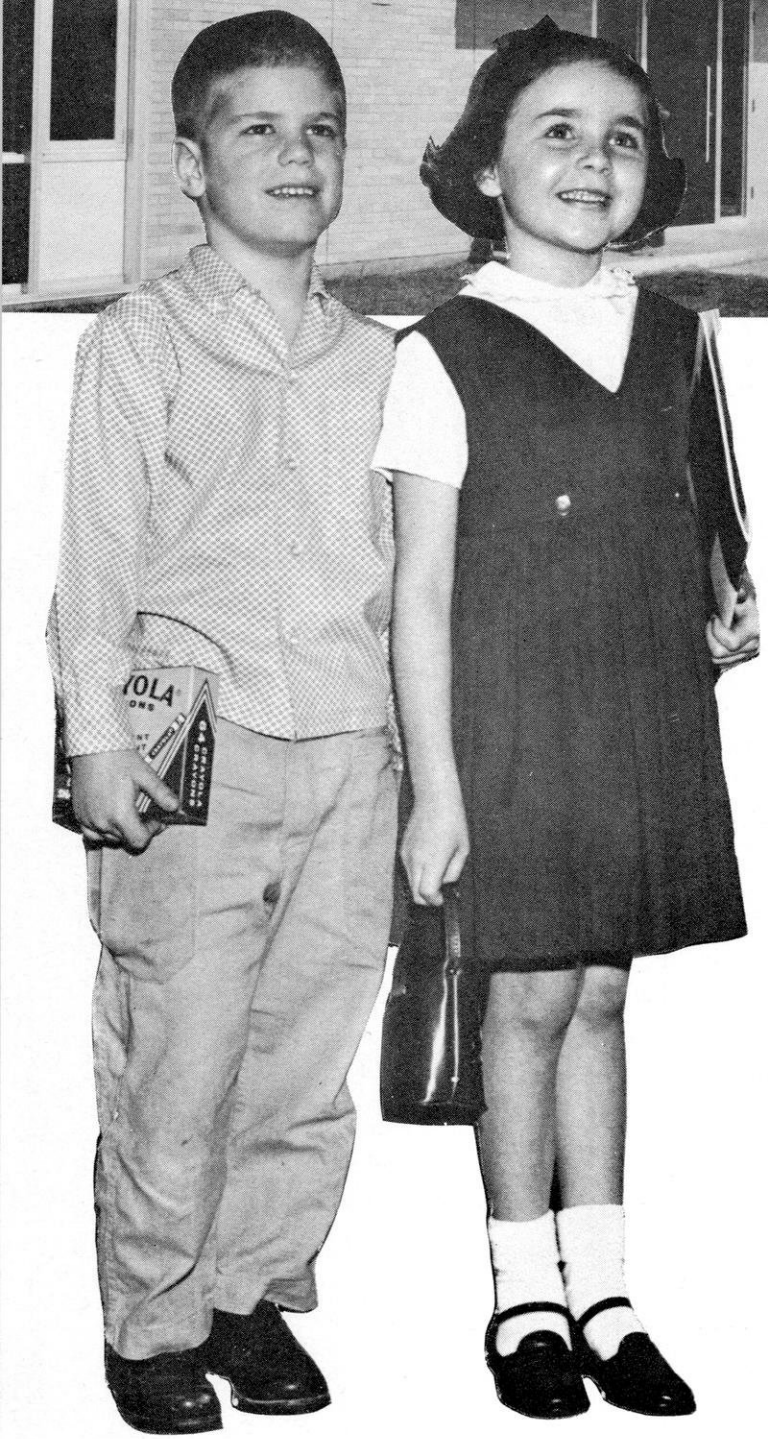
This report describes briefly the efforts made to improve the quality of instruction in Madison during recent years. The focal point in our experimentation is at Washington elementary school, where the educational program is operated in cooperation with the School of Education of the University of Wisconsin. Our efforts toward instructional improvement are, however, by no means confined to that school.

We have tried to move forward on solid ground. We have sought to avoid some of the violent, futile swings of the pendulum that have characterized so much educational change in the past. We know that labels for and ballyhoo about new or revived techniques and procedures are not valid indications of merit. The only important measure of improvement lies in what happens to children.

One of the best professional measures of our excellent teaching staff has been its willingness to devote time, energy, and enthusiasm to the improvement of instruction. It has been a great privilege to work with such teachers.

Philip H. Falk





THE MADISON INSTRUCTIONAL PROGRAM

Introduction

The years of youth are precious years. They are charged with imagination, energy, curiosity, and willingness of spirit—qualities so hearty they can triumph over obstacles that would overwhelm an adult and yet so fragile they can be impaired permanently.

Some 21,000 youngsters spend a large part of these years in Madison's public schools, where more than 900 teachers, specialists, and administrators create daily opportunities for the pupils to learn by exercising the skills and abilities characteristic of their age.

These years are not left to chance in the Madison schools. As a result of intensive staff thinking, planning, and research, Madison's curriculum today takes into account the best thinking on subject matter as well as the best available knowledge on the behavior and learning of the young.

And, especially in the past several years, Madison teachers are striking out in new directions of instruction. With careful forethought, they are creating and testing ideas that give promise of enriching the years of childhood and youth.

The Elementary School

In his first seven years at school, kindergarten through sixth grade, each child should grow to the maximum of his ability in the all-important foundation skills—reading, writing, and arithmetic. New wonders are unfolded as he learns the possibilities of science and discovers the satisfaction of good health practices and physical fitness. Art and music alert him to the possibilities of beauty in his life. It is in the elementary school that the child may begin to learn the value of a job well done, the responsibilities of freedom, the exhilaration of creative thinking. Here, with the help of the home, he strengthens his moral and spiritual resources so that he will be able to withstand the reverses of everyday living.

Instructional Innovations and Reemphasis

All children including the academically talented youngsters can now move forward at their own pace.

An alliance between the Madison schools, the University of Wisconsin, and WHA-TV brings televised arithmetic and French into the schools.

An experimental elementary school has been established in cooperation with the University of Wisconsin School of Education. It is now evaluating:

- team teaching, teacher aids,
- programmed learning via teaching machines,
- IBM processing of student data,
- grouping of pupils according to interest and ability rather than by age and grade, and
- an electronic classroom.

Teachers strive early to identify children with special needs, whether they are gifted, retarded, or physically handicapped. Once identified, such children can go through curriculum plans especially tailored for them.

IF WE VISIT--WE SEE:

Children learning to take turns in kindergarten

Children being taught as individuals in various small groups for different subjects.

Parent-teacher conferences.

Children learning good health habits.

Children being tested in kindergarten to determine reading readiness.

Children learning to assume leadership and to be intelligent followers.

Children learning to take responsibility.

Children learning good work habits.

Children doing their work in a quiet, well-lighted, neat, attractive room.

Children learning to understand the simple names of such things as planets, light years, and rockets.

Children working on individual projects.

Children using a well-equipped library.

Children developing an appreciation of the fine arts by participation in experiences under the guidance of art and music teachers.

Children in the upper grades doing research projects together.

Groups of children being tested on reading, arithmetic, science, language, work skills, and mental maturity.

Ateacher helping a child or a group of children.

Children receiving special instruction in speech correction.

Children learning how to choose meaningful activities for themselves on completion of their basic required work.

Children developing good attitudes towards people in authority by appreciating what they do.

The Junior High School

Three years of junior high school give the pupil a chance to look backward, forward, and at himself. This is a time for drawing together, integrating, regrouping his basic knowledge and skill so that he can be ready and sure-footed when he moves on to the senior high school. It is a time to explore paths into the future; among them home economics, industrial arts, as well as music, art, science, language, and mathematics. It is a time of pronounced physical and psychological changes. And it is a period of transition, when the pupil is neither child nor adult, when he has already studied the rudiments but has not yet begun the more advanced studies of senior high school.

Instructional Innovations and Reemphasis

Pupils are programmed in a seven-period day instead of the usual five or six, so that they may participate in a broader program.

Pupils are programmed in a two- or three-hour block which includes social studies and language arts.

Pupils may participate in a club, activity, or interest group one hour per week.

Pupils may begin a modern language in Grade 7, using television to supplement the instruction in speaking the language.

Pupils may elect an accelerated mathematics program which includes algebra in Grade 8, plane and solid geometry in Grade 9.

Pupils may elect courses in art, music, home economics, industrial arts, and modern languages.

All pupils are required to take general science in Grade 8, and biology in Grade 9.

Guidance and counselling are important parts of the junior high school experience.

IF WE VISIT . . . WE MAY SEE:

An accelerated mathematics program.

An accelerated science program.

A class listening to a French record or a French TV instructional lesson.

A student council meeting with its sponsors.

A school orchestra rehearsing in the music room.

Pupils working in small groups preparing committee reports in connection with the multiple-period English-social studies program.

Boys in industrial arts constructing useful articles for home.

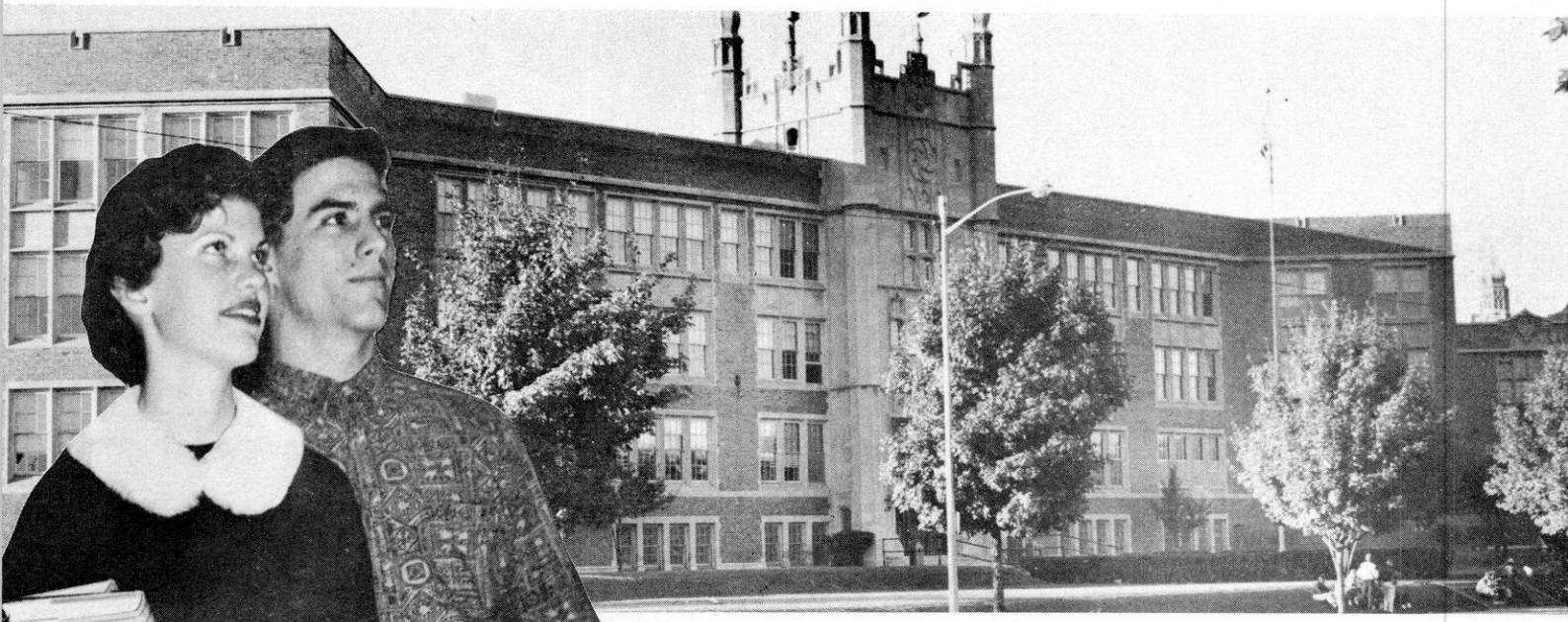
A pupil discussing his program with a guidance counsellor.

A group of pupils doing research in the library.

Art students preparing an exhibit of block printing.

Girls in home economics preparing a tea for their parents.

A parent and teacher having a conference about a pupil's progress.



The Senior High School

For some students the high school is the end of formal education. For many others it is a period of preparation for further technical or academic work.

Whatever is to follow, Madison parents and educators agree that there are some subjects that all students should study: English, social studies, mathematics, and science. And they agree that, beyond general education, students should have a wide sweep of elective courses available to them. Advanced English, mathematics, and science are available for twelfth graders who are able and interested. There is also a wide selection of courses for students talented or interested in other fields, such as advanced auto mechanics, business education, art.

Guidance counsellors are on hand to help the student and his parents in making these choices by throwing light on his strengths and weaknesses, on his ambitions and interests, and by explaining the paths available and where they could lead in adult life.

Instructional Innovations and Reemphasis

All pupils are required to take courses in English, social studies (U.S. history), mathematics, and science as a part of general education.

Pupils may elect course sequences for a college-preparatory, general, or basic program.

Programming of electives is individualized.

Pupils, with agreement of counsellor and parents, are permitted to choose their courses at various levels of difficulty.

Each pupil and his parents may secure a description of his abilities and achievement levels through the testing and guidance program.

Pupils have a continuing relationship with an adviser who knows them well.

Elective courses in any grade level are open to all pupils if they have need for the course and have the necessary prerequisites.

Pupils choose courses for general and specialized education.

Opportunities are provided in Grade 12 for college-level courses in English, mathematics, and science. Pupils may secure University credit for courses in English and mathematics upon successful completion of a final examination.

The academically-talented pupils are encouraged to elect advanced subjects according to their abilities.

Opportunities are provided for all students to focus on quality education whether they are in college-preparatory classes or in the general or basic courses.

Guidance and counselling are important aspects of the senior high school experience.

New directions and methods of instruction are provided in all subject areas with the following emphases:

. . . At least one theme or writing experience in English classes each week.

. . . Use of television, recordings, visual approaches, and team teaching in various fields.

. . . The study of mathematical concepts by new visual and verbal methods.

. . . The reading of classics and distinguished literature is encouraged at all grade levels.

. . . A remedial reading and language arts program is available for students needing special help.

. . . Revised courses of study are available in English, social studies, science, industrial arts, and home economics.

Excellence is being achieved along new fronts:

. . . In what is expected and demanded of all pupils, by both parents and teachers, irrespective of the course in which pupils are enrolled.

. . . In the variety and types of curriculum offered and in methodology which places a premium upon creativity and problem solution.

. . . In strong offerings in fine and practical arts and in college-preparatory subjects as well as in general education for citizenship.

AND SO . . .

The work of the Madison schools is under constant evaluation by pupils, parents, teachers, administrators, and other citizens. Consistently, the Madison schools have earned favorable ratings. Again and again, the instructional program has been judged superior.

Teachers and administrators of Madison's public schools continue to improve educational opportunities for the young to make the most of their precious years.

THE CURRICULUM DEPARTMENT

Curriculum Improvement

Curriculum improvement in the Madison public schools depends upon the active participation of approximately 900 teachers and administrators and has one common objective—that of improving the learning experiences of more than 21,000 pupils.

The greatest improvements are made in the educational program when all concerned—teachers, administrators, and parents—value and understand the curriculum changes being made. Curriculum study is most effective when teachers, working in groups, evaluate their classroom teaching and establish their own goals.

Curriculum study and activities for the past five years are summarized as follows:

—A city-wide curriculum-planning council of 30 teachers and administrators acts as a steering committee, offering suggestions and pooling ideas concerning curriculum needs.

—Eight subject areas have been studied for scope and sequence, effective learning activities, and resource materials for all grade levels. More than 300 teachers participated in these studies and published teachers' guides.

—Many of the teacher committees have continued their curriculum study during the summer-work program. During the summer of 1960, 50 teachers, organized in 14 committees, prepared materials for publication.

—Every year a 60-member teacher committee evaluates supplementary textbooks to be recommended for use in the Madison schools.

—Textbook changes are made by teacher committees. Last year 17 committees totaling 208 teachers selected new basic textbooks in 17 subject areas.

—Junior and senior high school principals and members of the administrative staff meet every other week all year to discuss the progress of studies and make suggestions for further improvement.

—Each year a series of in-service education meetings is held for further study on curriculum and instructional problems.

Some Changes in the Program of Studies

—Advanced courses in the junior and senior high school.

—College-level courses in Grade 12 in English, mathematics, and science.

—Revision and acceleration of elementary school arithmetic and high school mathematics.

Science teachers construct a ninth grade unit.

—Reemphasis on and revision of program of studies for Madison junior and senior high schools:

(1) A high school course sequence for the superior student, the college-preparatory, the general, and the basic learner.

(2) The ninth grade program of five subjects as follows: multiple-period English-social studies, mathematics, biology, physical education, and an elective.

(3) The multiple-period arrangement in Grades 7, 8, and 9 in which the same teacher instructs students for two periods in English and social studies.

(4) A program of studies for the slow learner. These courses are basic and are taught by especially trained teachers.

(5) The use of multiple criteria in sectioning students in various classes.

—Preparation of guide lines for evaluation of student composition, Grades 1 through 12.

—New procedures for teaching modern languages: (1) television and the direct method; (2) French in Grade 7.

—New procedures for teaching arithmetic and mathematics: (1) more concrete material; (2) television to enrich the classroom teaching.

Instructional Materials Center

The curriculum department is a resource-materials center and a service agency for all Madison teachers. The department contains a wealth of elementary and secondary school materials for in-service education of teachers who wish to keep up to date on new resources and teaching tools. These include:

—Textbooks—Textbooks with manuals and workbooks, both old and new, cover all areas from kindergarten through high school.

—Curriculum Guides—The department exchanges teachers' guides with 400 school systems throughout the country. These are indexed and filed by subject areas.

—Educational Tests — Achievement and aptitude tests are available for a variety of curriculum areas.

—Filmstrips — The department has a library of 1,700 titles available for preview and classroom use at all grade levels. Last year the department filled more than 7,000 orders for filmstrips.

—Sixteen-Millimeter Films—The film library contains more than 200 films. Last year Madison teachers made 3,320 requests for films related to their teaching.

—Recordings, Kodachrome Slides, Flat Pictures, Exhibits, Models, Charts—Titles are listed in the Madison Audio-Visual Catalog and are available for classroom use at all grade levels.

—Audio-Visual Equipment and Service—The curriculum department has a tape recorder, screens, and projection equipment for in-service education.

—Professional Books and Magazines—The department has more than 2,000 professional books and magazines available to teachers on a loan basis.

—Bulletins, Courses of Study—A listing of 90 publications, produced by the staff, covers the following areas: language arts including modern language, arithmetic and mathematics, science, social studies, home economics, industrial arts, music, health and physical education, visual aids, and book lists.

Madison teachers use these materials extensively. Educators in other communities also request copies of Madison school publications. Last year schools in 42 states and 10 foreign countries ordered Madison publications.

Whether created by teacher or pupil, locally produced audio-visual aids may heighten interest in subject matter.

Participation in WIP

During the summer of 1960, 70 Madison teachers participated in the Wisconsin Improvement Program sponsored by the School of Education, University of Wisconsin. Dr. John Guy Fowlkes is director of WIP.

The aim of the program has been to attain maximum pupil growth and to refresh curricular content and methods.

Teachers in the program have participated in developing materials and plans for team teaching and in using television as a resource for enrichment teaching.

Teachers and administrators have given projects of the Wisconsin Improvement Program excellent cooperation. These projects include:

1. Team teaching multiple-period social studies-English, Cherokee junior high school, Grade 8.

   During the past school year an instructional team of five teachers in social studies-English participated in a team teaching experiment.

2. Instructional team teaching English 10, Central high school.

   In September, 1960, Central high school programmed six sections of English 10. The instructional team consisted of four teachers. Students were divided into two large sections of 90.

3. Testing basic arithmetic concepts, kindergarten - Grade 3.

   Evaluation tests, involving no computation but requiring pupils' responses to items of mathematical concepts and understandings, were developed for use in kindergarten, first, second, and third grades.

4. Revision and acceleration of elementary and high school mathematics.

   During the past three years a committee of high school mathematics teachers revised the mathematics curriculum, Grades 7-12. Another committee of elementary school teachers worked with the high school committee and developed a mathematics scope and sequence, kindergarten - Grade 12.

   New mathematics with its emphasis on structure has been taught by television to about 1,000 pupils in Grades 4, 8, and 9.

5. Planned reading for the college-bound student.

   A committee prepared a list of good reading available to young people intending to go to college. Its emphasis is on establishing a literary background and upon challenging students to read the highest quality material of which they are capable.

6. A literary heritage for Madison children.

   This list of distinguished books for kindergarten through Grade 6 is intended as an aid to teachers, librarians, and parents in encouraging children to select some of the best examples in children's literature.

7. Teaching basic science concepts.

   A group of elementary teachers and principals constructed a series of science tests which will test understandings as stated in the teacher's guide for the various grade levels. At the present time a preliminary test has been given in Grades 3-6.

8. In-service education of teachers.

   During the summer of 1961, 45 Madison teachers and administrators participated in the two week Wisconsin Improvement Program Summer Conference. Many continued for another two weeks in the World Tensions Conference sponsored by the University of Wisconsin and the NEA Department of Elementary and Secondary School Principals. The Wisconsin Improvement Program provided scholarships for attendance at the World Tensions Conference.

TV Instruction

During the past two years, University Station WHA-TV, in cooperation with the Wisconsin Improvement Program, and the Madison Board of Education, has sponsored the following programs of instruction by television through the Wisconsin School of the Air.

1. Beginning French for Grades 7 and 9

   Seven schools with 300 pupils participated under the direction of Dr. Julian Harris and Mrs. Helene Cassidy of the French department, University of Wisconsin. Edith O'Connor, Madison schools, was the TV teacher.

   All French teachers on the staff participated in the construction of the program with Lucile Reid, Central high school, as chairman.

2. Mathematics, Grade 9 (Algebra)

   Seven schools and 400 pupils participated in this instructional program.

3. Arithmetic, Grade 4

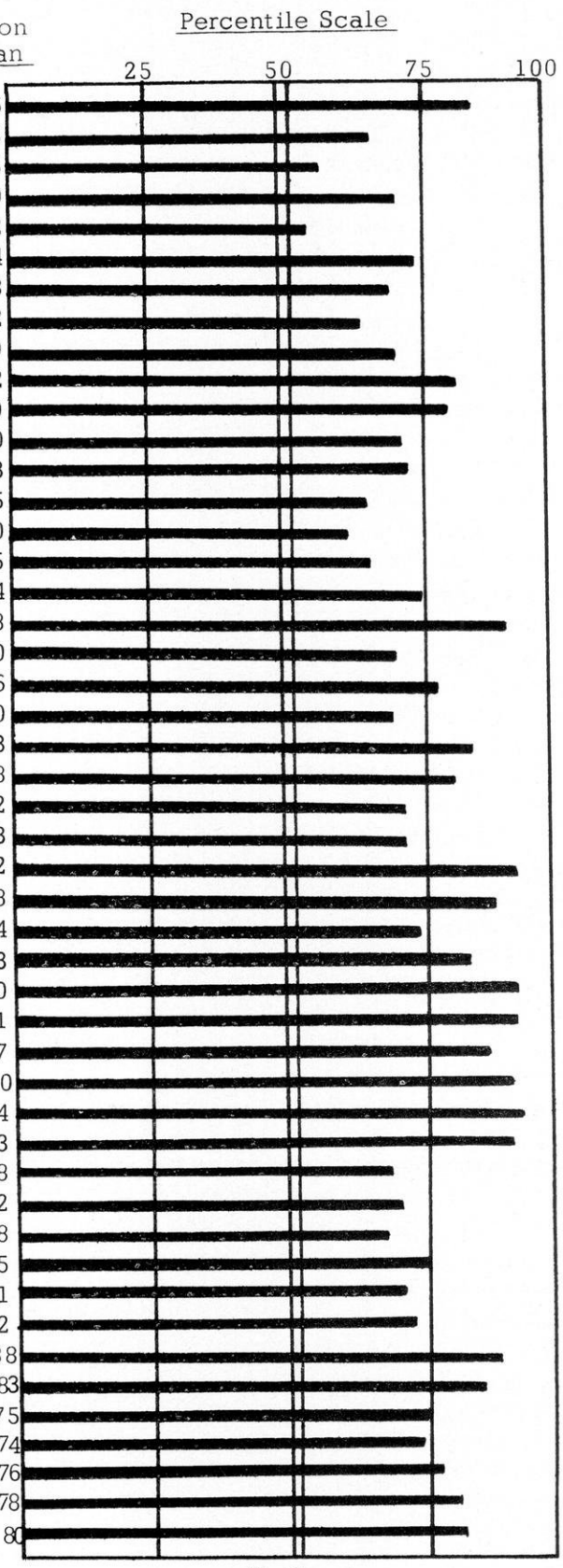
   Twenty schools and 1,000 pupils participated. Dr. Henry Van Engen was director of the project with Miss Marilyn Zweng and Mr. Donald Lichtenberg as TV teachers.

The Board of Education, the Wisconsin Improvement Program, and the National Defense Education Act over a two-year period have purchased 72 educational television receiving sets.

Madison schools received excellent cooperation from University Station WHA-TV, Mr. H. B. McCarty, director, and Miss Arlene McKellar, associate director.

MADISON PUPILS RANK ABOVE NATIONAL NORMS

Grade Level Tested	Subject	Madison Median
9-10	Biology	86
9-10	Latin	65
9-10	German	55
9-10	Spanish	70
9-10	French	52
10	Reading Comp.*	74
10	Reading Speed	68
10	Total Lang. Arts	62
10	Vocabulary	69
9	Mathematics	82
9	Social Studies	79
9	Listening Skills	70
9	Reading Comp.	73
9	Reading Speed	65
9	Total Lang. Arts	60
9	Vocabulary	65
8	Science	74
8	Arith. Problems	88
8	Arith. Concepts	70
8	Language Arts	76
8	Spelling	70
8	Reading	83
8	Vocabulary	78
7	Arithmetic	72
6	Arith. Problems	73
6	Arith. Concepts	92
6	Language Arts	88
6	Spelling	74
6	Reading	83
5	Spelling	90
5	Language	91
5	Arith. Fund.	87
5	Arith. Reasoning	90
5	Reading Total	94
5	Vocabulary	93
4	Mathematics	68
4	Science	72
4	Social Studies	68
4	Listening Skills	75
4	Language Arts	71
4	Reading Total	72
3	Word Recognition	88
3	Paragraph Reading	83
2	Reading Total	75
2	Paragraph Reading	74
2	Sentence Reading	76
2	Word Recognition	78
1	Reading Readiness	80



*Comprehension

The standardized achievement test results shown at the left were taken from tests administered in Grades 1-11 during the school years 1959-61.

Standardized achievement tests have a national percentile norm of 50. This means the point where the median or middle scores fall for all pupils nationally.

Our median Madison pupil measures above the national norm on all standardized tests listed in the chart.

The quality of education may be measured by national standardized tests along with many appraisal techniques including teacher judgment, teacher-made tests, anecdotal records, rating, sociometric devices, individual interviews, and conferences.

A properly planned and well-organized testing program can help the pupil, parent, and teacher to identify strengths and weaknesses in pupil progress, and in the curriculum and instructional program. Instruction according to pupil individual differences gives breadth and depth to education. Many Madison pupils begin accelerated courses in the elementary school and complete college-level courses in grade 12.

CURRICULUM OFFERINGS IN THE MADISON PUBLIC SCHOOLS*

	Kdg.	1st	2nd	3rd	4th	5th	6th
LANGUAGE ARTS	Listening, Speaking, Readiness	Reading, Writing					
FOREIGN LANGUAGE							
SOCIAL STUDIES	A New Environment	Home, School, Neighborhood	Community Helpers	Areas of the U.S.	Geographic Regions of the World	The United States	The World Community
MATHEMATICS	Number Readiness	Arithmetic	Number Concepts & Skills				
SCIENCE	Living things, The Earth, The Universe, Matter & Energy						
ART	Painting,	Constructions, Sculpture, Ceramics			Print Making		
MUSIC	Singing, Listening, Rhythmic Activities					Part Singing, Strings	
PHYSICAL EDUCATION	Free Play	Physical Education			Boys, Girls		
HEALTH						Intramurals	
SAFETY	Health Instruction & Activities						
RECREATION	Safety Instruction & Activities, Elementary Recreation Centers, Summer Playgrounds, Activities						

DRIVER EDUCATION
BUSINESS ED.
HOME ECONOMICS
INDUSTRIAL ARTS
VOCATIONAL ED.

*For more complete listings, see individual course reports.

7th	8th	9th	10th	11th	12th
Multiple-Period English-Social Studies			English**		
Listening →		→	Listening →	→	→
Speaking →		→	Speaking →	→	→
Reading & Literature →		→	Reading & Literature →	→	→
Writing →		→	Writing (Composition, Grammar, Spelling) →	→	→
French →	→	→	→	→	→
	Latin →	→	→	→	→
		German, Spanish →	→	→	→

Multiple-Period English–Social Studies World Geography	Amer. History	Social Studies	World History	Amer. History	Social Problems

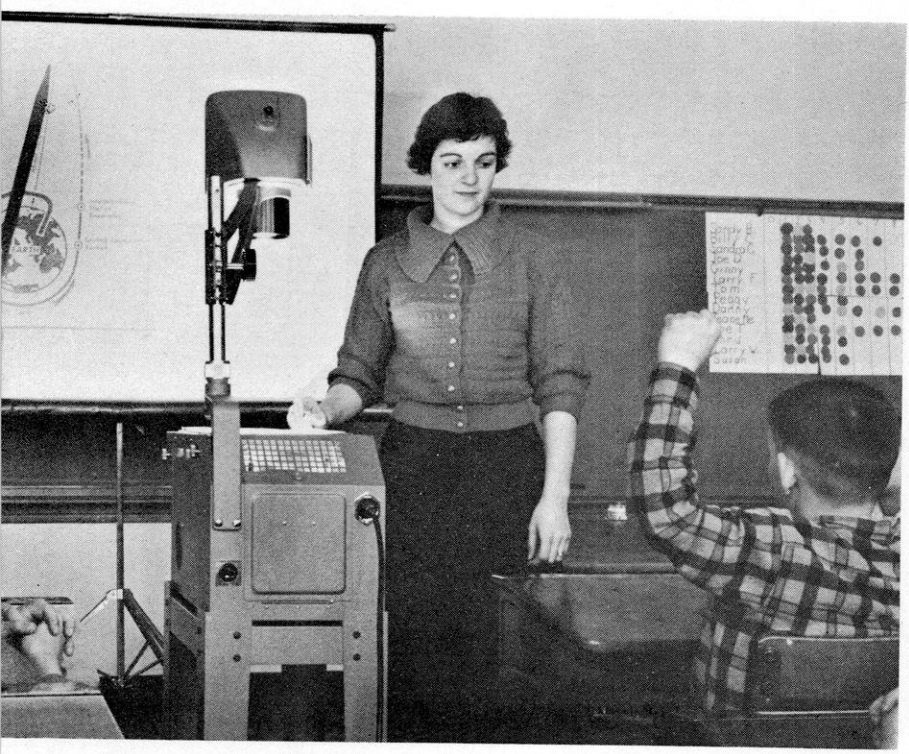
		Mathematics**			
Arithmetic →		→ Basic Math, General Math, Math Review			
Arithmetic →		→ Algebra, Geometry (plane, solid), Advanced Algebra			
Arithmetic 7 & 8	Algebra	Trigonometry, Analytic Geometry, Calculus			

	Gen. Science	Biology	Science ** Basic, Physical, Earth Science Chemistry, Physics Advanced Biology, Chemistry, Physiology, Experimental Science		

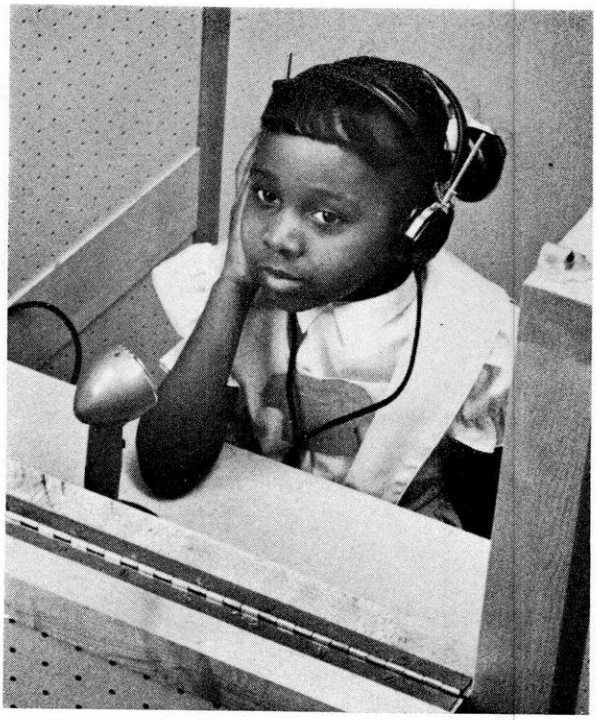
					→
					→
					→
Art Appreciation →			Art Metal & Jewelry →	→	→
General Music, Glee Clubs, Mixed Chorus →			Chorus, Choir →	→	→
Band, Orchestra →		→	Concert Band, Orchestra →	→	→
			Vocal & Instrumental Ensembles →	→	→

					→
					→
		Boys' Interscholastics →			→
Swimming (where facilities permit) →					→
					→
Junior High Centers →		→	Senior High Center →	→	→
					→
					→
					→
		Jr. Business	Typewriting, Shorthand, Bookkeeping, Office Pract.		
Foods, Nutrition, Clothing, Textiles, Housing, Furnishings, Family & Child Study					
Drafting, Woodworking, Metalworking, Electricity →					→
		Graphic Arts →		Auto Mechanics →	→
		Agriculture →			→
Exploratory & Fundamentals →		→	Trade & Technical →	→	→

** Course sequences in English, mathematics, and science are basic, general, college-preparatory, and advanced.



The overhead projector helps to illustrate current events.



Instruction by means of teaching tapes is tried out.

Grades 4, 5, and 6 combine in a team-teaching project.

INNOVATIONS IN INSTRUCTION

Currently four major trends in education receiving more and more emphasis are efforts:

To strengthen the curriculum at all levels—science and mathematics in particular;

To experiment with different types of instructional groups—advanced placement classes, individualized reading;

To explore new types of classroom organization and staff utilization — team teaching, instructional secretaries;

To utilize automated instructional devices to aid instruction—overhead projectors, teaching machines.

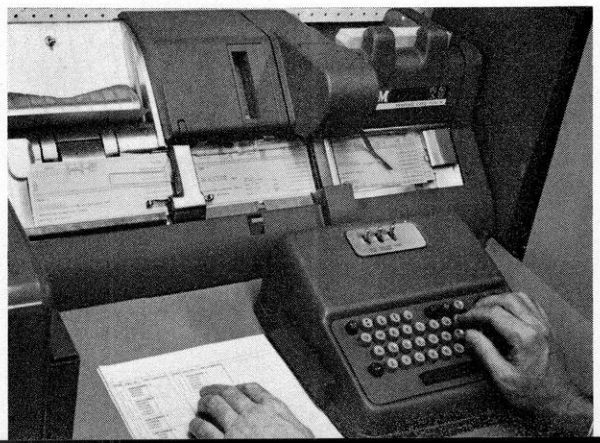
At a time of many innovations in educational practice, there is much need for testing and evaluating.

New practices which warrant study are being carefully evaluated at schools in Madison, especially at Washington: team teaching at Washington elementary, Cherokee Heights junior high, and Central senior high schools; TV teaching at 28 schools; teaching machines at Washington; electronic aids in instruction at Central high, East high, and Washington; IBM cumulative record cards, pilot program at Washington; overhead projector at Central, East, West high schools, and Washington.

Washington elementary school has been designated as the prime experimental and demonstration school for the city. The principal, employed by the Board of Education, is a member of the University of Wisconsin staff.

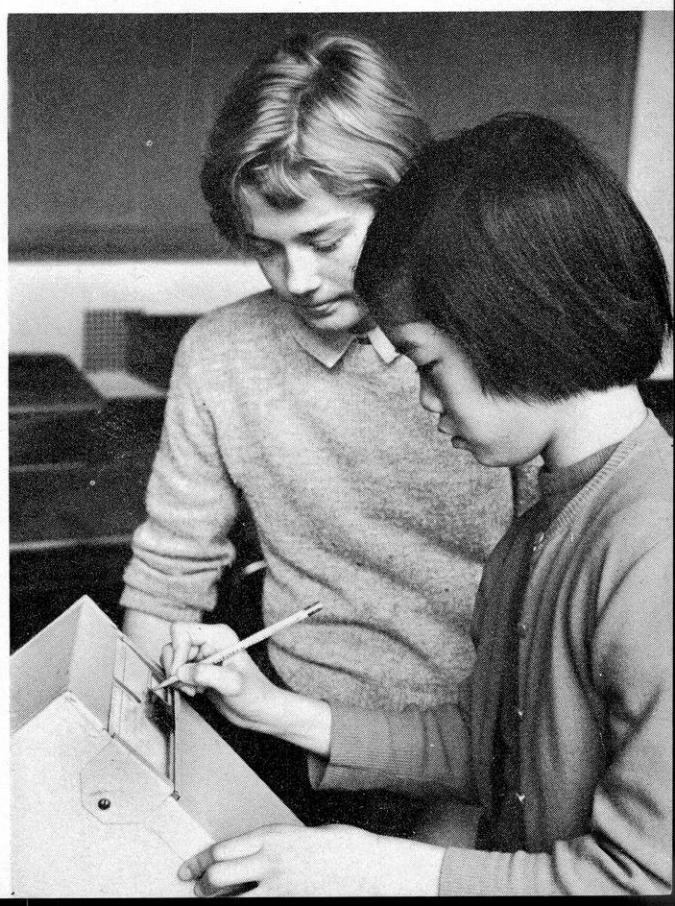
The Washington elementary school has just received a grant of $40,334 from the U.S. Office of Education to evaluate a multi-grade team teaching plan for the next two years.

An IBM machine helps in organizing records of a pilot project.



Instruction can be given by means of a non-verbal machine.

A pupil demonstrates the use of a write-in teaching machine.

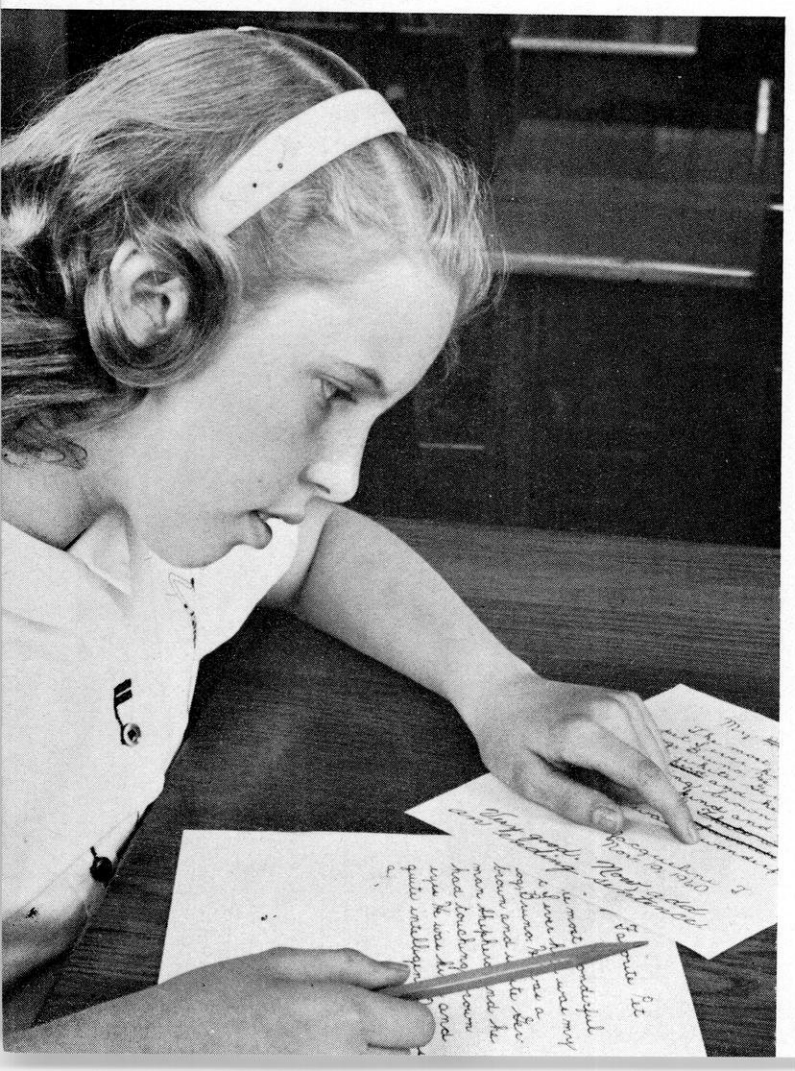


LANGUAGE ARTS	Kdg	1st	2nd	3rd	4th	5th	6th
Listening	Developing good listening skills (Assimilating, selecting, judging, reacting)						
Speaking	Developing skills, English usage, grammar readiness (Conversing, discussing, reporting, interviewing)						
Reading	Reading readiness	Developing skills, oral and silent reading (Reading for information, recreation)					
Writing	Writing readiness	Manuscript — Cursive handwriting					
		Developing skills, creative writing (Word power, the sentence, organization, evaluation)					
		Spelling					

Language is that channel through which thought or knowledge moves. Since reading, listening, speaking, and writing are the four basic avenues of communication, a program in the language arts must concern itself with the interrelation of these skills, for none functions in complete isolation.

In the area of communication, the Madison schools have recently been placing special emphasis on writing, beginning at the early elementary level. Experience is the initial step to effective expression, and purposeful experiences are provided to motivate writing. Through these experiences, instruction and practice in the mechanics of language take place.

Various techniques are used in evaluating and improving written expression.



Writing experiences should be many and varied to promote language growth, according to the Madison philosophy. Frequent brief compositions following adopted standards are believed to be of greater value than longer ones less frequently written.

Throughout the language arts program, various devices are used: the opaque projector, the film strip, the motion picture, theme-correction scales, standardized tests, tabulation of individual errors, and individual conferences.

Emphasis on writing continues in the junior and senior high schools, where every effort is made to help boys and girls learn to write effectively.

In the junior high schools, language arts are correlated with social studies in multiple-period classes. Both literature and the social studies provide a wealth of suggestions for themes, creative writing, and reports.

A recent innovation in senior high school is the grouping of students into classes to fit their special needs. An advanced group, where college-level work may be done in Grade 12, is provided for gifted students. College preparation is the emphasis for a large group of students, with special classes for those who need extra help on writing fundamentals and practical expression. The general course is available for those ending their formal education with high school to enter business or the trades. Also, a special basic program is offered for slow learners.

In one school an experiment in team teaching of tenth-grade English makes practical more individual help in writing because of more efficient use of teacher time. The instructional team allows for better planning of work and division of responsibility by having one teacher plan and present units to groups of 90 students, thus freeing the cooperating teachers for more work with individuals.

Under the direction of the curriculum department,

7th	8th	9th	10th	11th	12th
ENGLISH (Listening · Speaking · Reading · Writing)					
			BASIC →		
MULTIPLE-PERIOD ENGLISH-SOCIAL STUDIES			GENERAL →		
World literature	Amer. literature	Literature	COLLEGE PREPARATORY →		
World geography	Amer. history	Social studies			ADVANCED *

*Univ. of Wis. credit if requirements are met.

Madison teachers at all levels have published aids for composition teaching. Pupil self-evaluation is encouraged and developed, and proofreading to correct or improve writing is emphasized. Collected samples of student writing help teachers and students to compare accomplishments. Suggestions and lists of theme projects which have worked successfully for experienced teachers are valuable to those new in the field.

Following are the recent Madison publications in language arts:

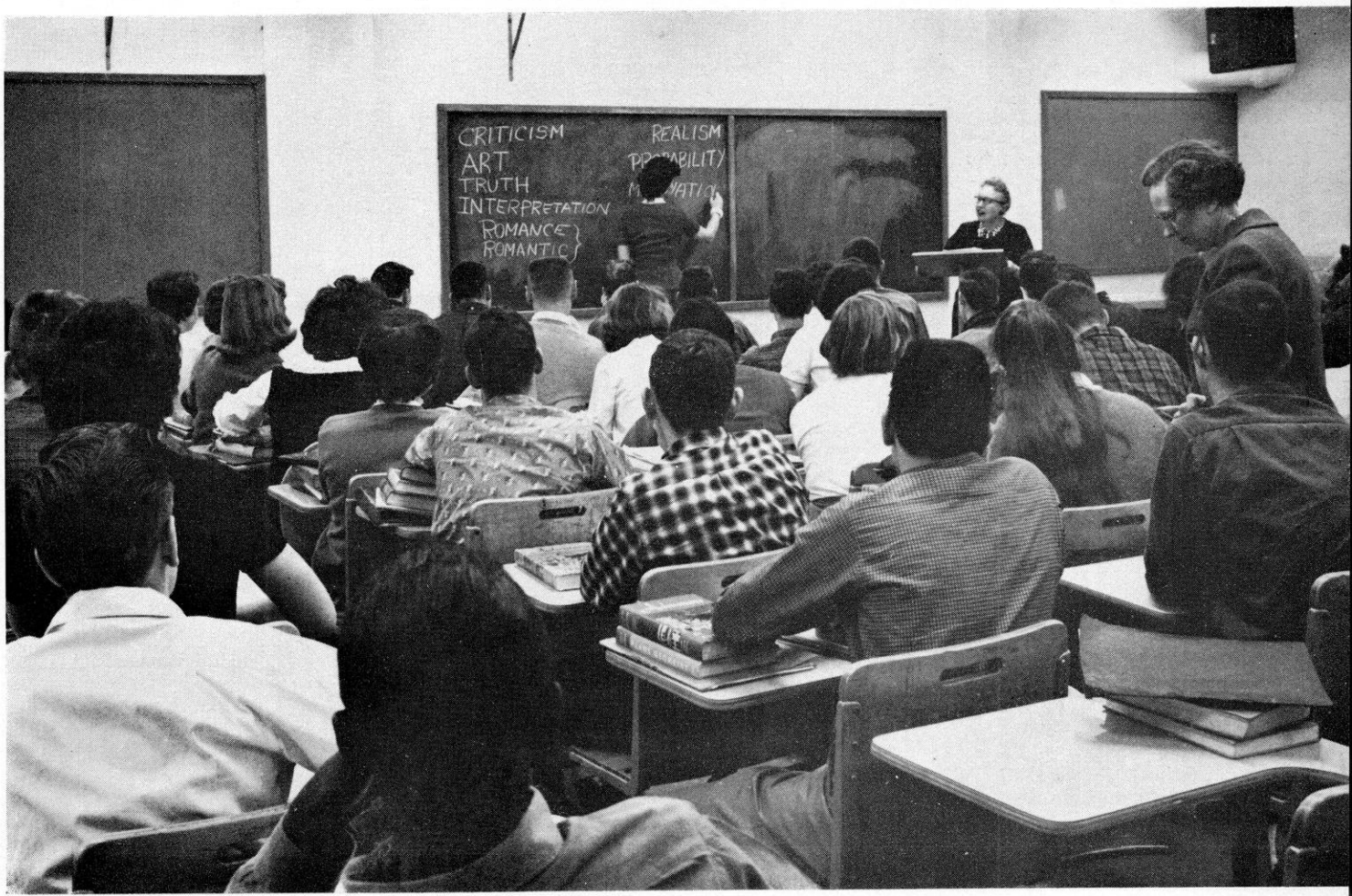
Building Power in Written Communication in the Elementary Grades, 1958

Evaluating, Measuring, Improving Written Expression, Grades 1-6, 1959

A Guide for the Teaching of Communication Skills, Grades 7-12, 1959

Evaluating, Measuring, Improving Written Expression, Grades 6-12, 1959

A teaching team presents a lesson to tenth graders.



La práctica hace el maestro
Oral practice

FOREIGN LANGUAGES

Modern foreign languages in the Madison public schools are being taught in a listening-speaking-reading-writing sequence. The oral-aural approach places emphasis on communication in the beginning language courses. It relates grammar study to usage and provides for mastery through a functional approach.

Because proficiency in a modern foreign language is the goal in such instruction, a sequence of study has been established that permits Madison children to begin their study at an earlier age than formerly. Children possess an ease and flexibility that enables them to imitate sounds accurately. Their lack of self-consciousness allows them to develop near-native proficiency in speaking. Experimental classes in French have been conducted in an elementary school since 1953 for the purpose of noting carry-over, if any, into high school.

French is now offered in Grade 7 in most junior high schools and a curriculum has been planned to continue its study through Grade 12. This expanded offering provides a realistic approach to the mastery of a foreign language.

Latin, too, has been introduced to younger pupils, Grade 8. The results show that Latin taught earlier can be both profitable and enjoyable.

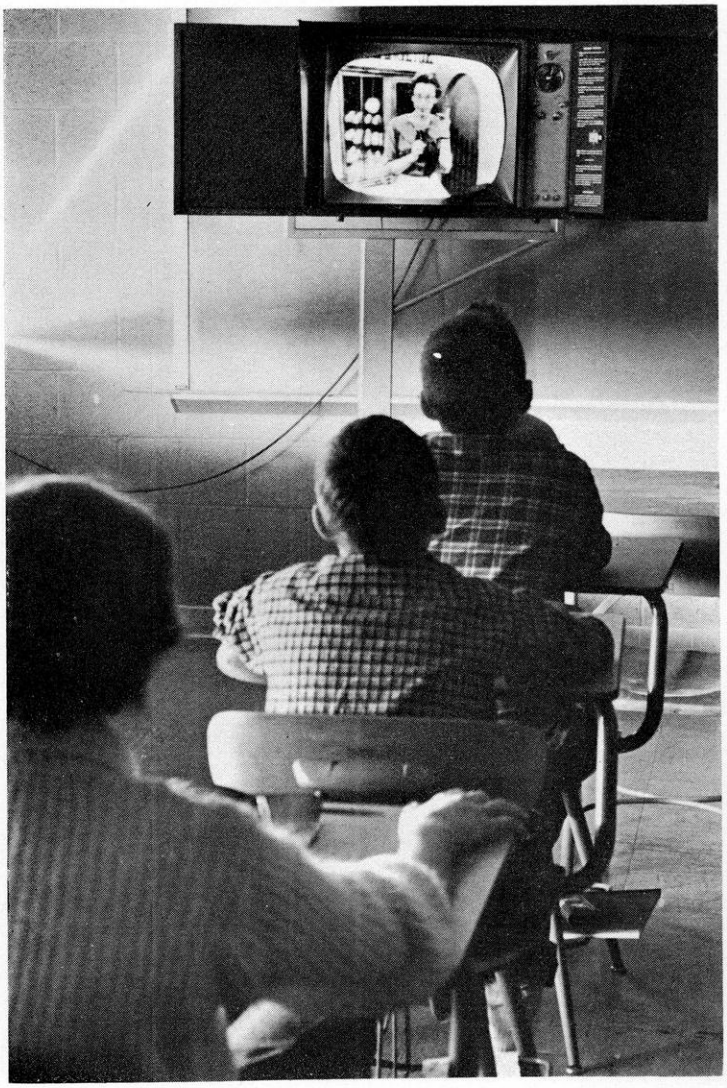
A four-year sequential modern language course is presently offered in German and Spanish. Students who show interest and ability are thus given the opportunity for development of communication skills.

Modern methods of instruction implement the goals of foreign language learning. Through twice-weekly television programs in French, pupils are introduced to authentic speech patterns and intonation, complementing classroom instruction.

In other classrooms, the phonograph and tape recorder reproduce the foreign language, give opportunity for listening and speaking practice, and supplement the classroom instruction.

Plans are being made for the establishment of foreign language laboratories in the high schools. Here modern electronic equipment will provide for individual learning on a large scale not possible before. The pupil will listen to and imitate a foreign language correctly spoken. He will be able to progress at his own rate and the learning process will be adjusted to the beginner's level.

7th	8th	9th	10th	11th	12th
French →					
	Latin →				
		German →			
		Spanish →			



Ecoutez la télévision
A new way to learn French

Development of skills in

- Understanding
- Speaking
- Reading
- Writing

Hören and wiederholen
Listen and repeat

SOCIAL STUDIES

Kdg	1st	2nd	3rd	4th	5th	6th
A new environment	The immediate environment	The local environment	The expanding communities	Regional communities of the world	The community of our country	The world community

An excursion to the fire station aids in the understanding of community helpers.

Building an informed citizenry equipped to make reasonable choices in the charged atmosphere of our times has become the chief goal of the Madison schools' social studies curriculum. This goal is vital to all youth whether college bound or not. Young people can become mature persons capable of dealing with the pressing problems of this age of anxiety only if they learn to meet the problems of adjustment in society at all levels — family, school, community, nation, and the world.

As the pupil progresses through school he expands his social horizons and develops insight into our democratic heritage and the values inherent therein. These values are fundamental in every area of human activity. They are guide-lines for both personal and social behavior and must be continually re-emphasized as the complexity of world problems increases.

Throughout the social studies, the emphasis is on learning situations that involve reasoning, knowing the "how and why" of things, so that pupils will emerge as young citizens possessing the understanding, ability, and knowledge required for participating in social, economic, and political activities in the communities of men.

In the elementary school, the social studies program reflects the expanding world of boys and girls as they mature in interests. The new elementary guide emphasizes the basic learnings that are important in the area of human relationships. It defines the skills needed for good citizenship and illustrates ways of helping children to become proficient in these skills.

In the junior high school, the social studies program is expanded to more concentrated study of the history, economics, and governments of mankind. At this level, too, the multiple-period English-social studies plan, in which one teacher teaches both subjects, has been re-emphasized. An experiment in team teaching has been carried out in one junior high school.

At the senior high school level where study and investigation are both intensive and extensive, the social studies program offers:

World History 10

Extending the boundaries of world history to include the Orient, South America, and Africa.

Covering economic and social history in addition to the more traditional political and military histories.

Emphasizing major movements and ideas which have shaped the modern world—industrial capitalism, fascism, communism, collective security.

7th	8th	9th	10th	11th	12th
MULTIPLE-PERIOD ENGLISH-SOCIAL STUDIES World literature World geography	Amer. literature Amer. history	Literature Social studies (civics, gov't., guidance)	World history	U.S. history	Soc. problems (economics, sociology)

United States History 11

Development of modern international relations and the role of the United States in promoting collective security.

Topical studies on the growth of important American movements — democracy, internationalism, social reform, new government services and regulations.

Social Studies 12

Addition of consumer economics to the study of economic laws and theory.

Use of original research projects by pupils to illuminate social attitudes and trends.

Throughout the 12-year program, changes in the social studies have been mainly in emphases rather than on the introduction of new techniques. Following are some of the new emphases that relate to elementary, junior high, and senior high schools:

The use of new audio-visual materials including movies, filmstrips, and historical recordings.

Wider use of resource materials—current periodicals, reference books, special documents, and numerous original accounts.

Wider use of community resources in studying social and economic phenomena; excursions; inviting resource persons to schools.

Making the pupil a more active participant in classwork—special committee studies, pupil surveys, panels, and forums.

Examining the art of a foreign people helps in understanding their culture.

MATHEMATICS

Kdg	1st	2nd	3rd	4th	5th	6th
Readiness	Counting →					
	Reading & writing numbers →					
	Grouping & regrouping numbers →					
	Operations (processes) →					
	Measurement →					
	Form & position →					
	Fractions →					
	Decimal fractions →					
	Graphs, charts, tables →					
	Problem solving →					

New directions in the elementary arithmetic program relate primarily to methods of approach and to points of emphasis. They are pointed toward understandings and concepts which allow the pupils to see the relationships of numbers in terms of patterns and also toward the development of skill in manipulating numbers.

The following are some of the planned approaches and emphases of the past two years:

Upgrading of arithmetic by reassignment of some mathematical experience to the next lower elementary grades.

Development of understandings, concepts, and skills through a new emphasis in the use of:

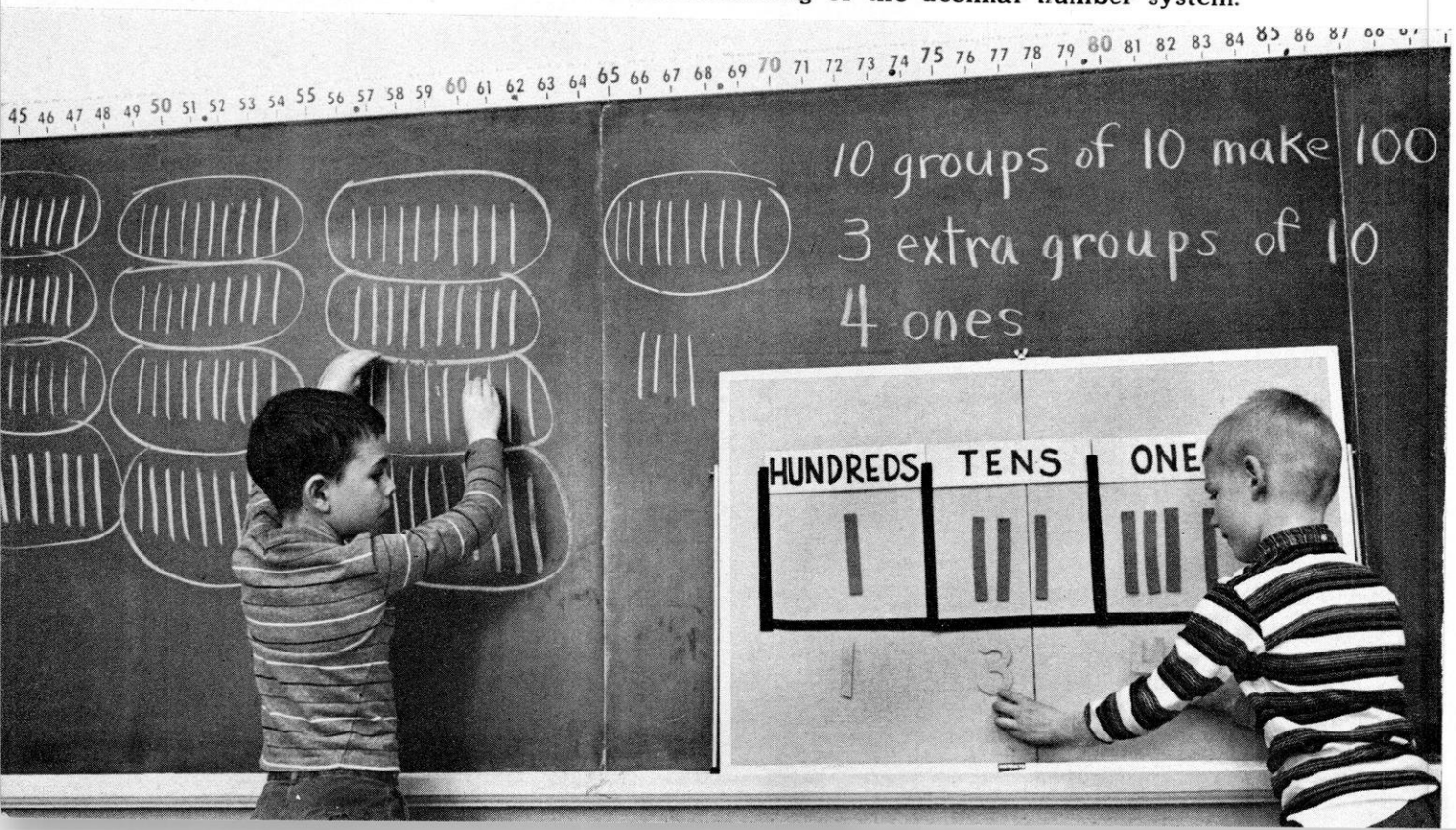
- real-life experiences in which number situations and problem-solving situations center.
- a great variety of devices and concrete materials which pupils manipulate.
- visual and pictorial materials.
- increased amount of oral arithmetic.

Development of mathematical insights and understandings by means of televised Grade 4 arithmetic instruction.

Provision of more purposeful methods of approach through:

- planning learning experiences in systematic and sequential order.
- using multiple approaches to solutions of problems.
- teaching alternate methods of proving answers.
- helping children to formulate generalizations and rules to be applied from a variety of experiences.

Second grade pupils demonstrate their understanding of the decimal number system.



7th	8th	9th	10th	11th	12th
		BASIC			
		Basic math (elective) →			
		GENERAL & VOCATIONAL			
Arithmetic →		Gen. math	Shop math (Central)		Math review
		COLLEGE PREPARATORY			
Arithmetic →		Elem. algebra	Geometry (plane, solid)	Inter. algebra Trigonometry	Adv. algebra Analytical geom.
		ADVANCED COLLEGE PREPARATORY			
Arithmetic 7-8	Elem. algebra	Geometry (plane, solid)	Intermed. alge. Trigonometry	Adv. algebra Analytical geom.	Calculus *

*Univ. of Wis. credit if requirements are met.

In the past four years the following changes have been made in grades 7-12:

Seventh and eighth grade arithmetic—combined in 7th grade for accelerated pupils, enabling them to begin elementary algebra in 8th grade.

Solid geometry—eliminated as a separate course, and the essential concepts integrated with plane geometry.

Trigonometry—shifted from 12th grade to 11th.

Analytical geometry—introduced into the 12th grade.

Calculus—offered to accelerated students in 12th grade for University of Wisconsin credit.

Television—used to teach 8th grade arithmetic and elementary algebra.

At least 1½ years of mathematics required of all pupils.

The preceding changes are specific and easily listed. But the change which is pervading all levels of mathematics is not quite so easily explained or diagrammed. In the past, the basic nature of mathematics received less attention than in the present courses. Mechanical memorization of manipulative skills and techniques was stressed. It is not implied that the manipulative techniques and retention of factual information are ignored, but that these are not the primary objectives of mathematics. The primary emphasis in the new mathematics program is on understanding the sequential, logical structure of mathematics.

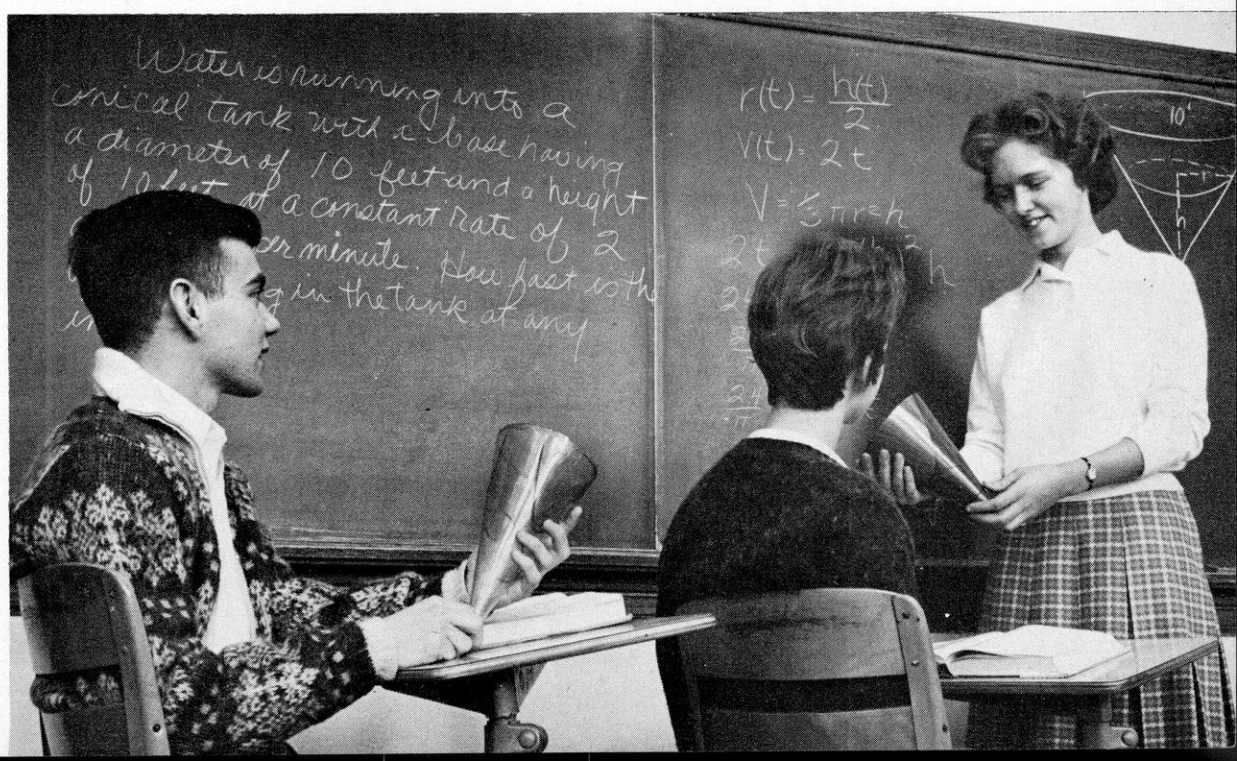
New teaching aids in arithmetic and mathematics are the following:

Guide to Teaching Arithmetic, Kindergarten—Grade 6

A Guide for Junior High School Mathematics

A Proposed Revision and Acceleration of the High School Mathematics Program

A senior discusses the physical application of a calculus problem with two of her fellow students.



SCIENCE

Kdg	1st	2nd	3rd	4th	5th	6th
Living things → (Varieties, characteristics, needs; utilization, conservation, interdependence; the human body & its care;)						
The earth → (History; characteristics & changes in surface; conservation; weather, seasons, climate;)						
The universe → (The solar system; the universe & its exploration;)						
Matter & energy → (Matter; physical & chemical energy; light & sound; heat; electricity & magnetism; machines.)						

A new direction in the teaching of science has emerged these past few years.

The curriculum from kindergarten through high school is planned and evaluated continuously by teacher committees.

Elementary science now includes the physical sciences as well as biological science. New emphases from kindergarten through Grade 6 include matter, physical and chemical changes, light and sound, heat, electricity and magnetism, and machines.

The new curriculum guide provides for the spiral development of basic concepts which expand as children progress through school. This is different from the subject-matter allocation by grades of the past.

Elementary school children learn to forecast the weather.

To accelerate the development of skills and understandings, the emphasis is on teaching scientific methods and developing attitudes.

Emphasis in science is on inquiry and problem solving more than on memorization of facts and principles.

Science problems are defined in terms of their importance to the individual and to society. This is a change from concentration on academic problems.

There is greater emphasis on providing materials and activities for a wide range of pupil interests and abilities. This permits greater individual progress.

More time in the daily school program is spent on science instruction.

With the goals of making the biology experience available to younger pupils, and thus enabling pupils to take more science in senior high school, biology has been introduced as a full-year required course in ninth grade. Incorporated in the course are health and physiology as well as the general aspects of biology.

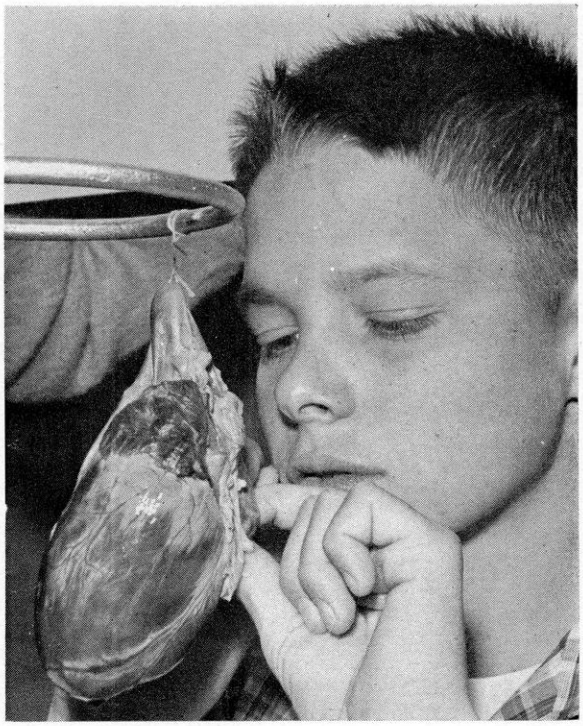
An experimental program in biology is being conducted in several Madison schools by the University of Wisconsin and the American Institute of Biological Sciences. In this program there is greater emphasis on work with living things and the interrelationship of other sciences with biology.

Opportunities to take chemistry in Grade 10 and physics in Grade 11 make it possible for apt students to elect advanced science courses.

An innovation in the chemistry courses is the semi-micro laboratory technique. This technique utilizes miniaturized apparatus and provides the following advantages: great savings in time and expense; less elaborate laboratory facilities; larger class size; greater number and variety of experiments; and more meticulous and accurate work habits. Today's chemistry course has been up-dated with increased emphasis on atomic theory and radioactivity.

7th	8th	9th	10th	11th	12th
	General science	Biology	BASIC Basic science →		
			GENERAL Biology →		
			Physical science →		
				Chemistry →	
				Physics →	
			COLLEGE PREPARATORY Biology →		Biology II (West) →
			Chemistry * →	Chemistry →	
			Earth science (West) →		
				Physics →	
					ADVANCED ** Biology Chemistry Physics Physiology(East) Experi. sc.(Cent.)

*For accelerated students only.
**No Univ. of Wis. credit at present.



Science gets to the heart of the matter.

Physics also reflects the impact of the atomic age. Modern Physics (i.e., atomic theory and the Einstein theory) is becoming the core of the course. Teachers in Madison and throughout the nation are studying a radically new version of modern physics as developed by the National Physical Science Study Committee.

Madison schools have been able to build new laboratories and purchase useful books and modern equipment, such as a battery of Geiger counters, with financial aid received through the National Defense Education Act.

Many teachers receive National Science Foundation Scholarships designed to improve their scientific backgrounds in physics, chemistry, general science, nuclear studies, astronomy, and biology. The association with fellow teachers throughout the nation leads to sharing excellent teaching ideas and to improving science instruction in Madison schools.

The Madison science program is geared to develop a modern point of view on scientific phenomena and to teach unifying concepts as well as facts.

Recent curriculum publications are:

Guide to Teaching Science, Kindergarten-Grade 6
General Science—Grade 8

The semi-micro laboratory uses miniature equipment.

THE SCHOOL FOREST

The Madison School Forest is the new "outdoor lab" of the Madison schools. A mature oak-hickory community of 160 acres, the forest was presented to the Madison schools by an anonymous donor in 1958.

The schools view the forest as an opportunity to permit in-the-field experiences which will add meaning and clarity to classroom activity.

One of the most fortunate circumstances is that the forest was previously the site of much advanced study by University of Wisconsin biologists. Drawing heavily on this background and information, the Forest Advisory Board has set up a plan of usage for the forest involving both a managed and a natural area.

Prairie grown and forest grown oak "read back" a century on the land.

Work in the forest has been carried on in the summers of 1959 and 1960.

Trails have been constructed and marked and 128 species of both trees and understory plants are identified by plastic signs at least twice along these trails. A 24 x 40 shelter house was built in 1960.

This shelter house was a do-it-yourself project by 46 boys and their teachers. The boys harvested the trees, assisted in the operation of the portable sawmill, and finally built the shelter from the materials sawed.

A forest handbook sketching the historical background and the ecology of an oak community was published by the Board of Education in 1960. This now serves as a textbook for forest use.

Future plans call for the development of a prairie area to demonstrate contrasting plant communities. A well was drilled near the shelter house in April, 1961.

Many school classes toured the forest in the fall of 1960. Weekend use by adults was especially gratifying. During the first semester of 1960-61, 31 Madison teachers participated in a study course designed especially towards understanding and using the forest. This increased familiarity will lead to more and even better usage of the forest in the opinion of school administrators.

ALONG THE FOREST TRAILS

Some things to see--some understandings—

. . . The large, gnarled oaks are relics of the pre-settlement "oak-opening", prairie-border history of this piece of land.

. . . The straighter, taller trees are "forest grown", almost all 100 years old.

. . . Thus this forest came into being when white men stopped the near-annual fires (about 1850).

. . . Many prairie plants from the earlier history of the land still survive poorly in the forest.

. . . On the southwest ridge, northern plants like princess pine tell of even more ancient glacial-affected history.

. . . A few maples and basswoods are starting and foretell the future climax forest which will succeed the oaks in the forest succession.

. . . The forest lies just inside the "driftless" area, the "land the ice forgot".

. . . The forest top soil is "loess", wind-blown dust from the Mississippi River mud flats exposed when the last glaciation receded — perhaps 10,000 years ago.

. . . The "sink holes" are limestone collapses formed by the dissolving action of underground water on limestone.

. . . And do not neglect the lowly herbs—they may, indeed, be older than the trees and show fantastic adaptations.

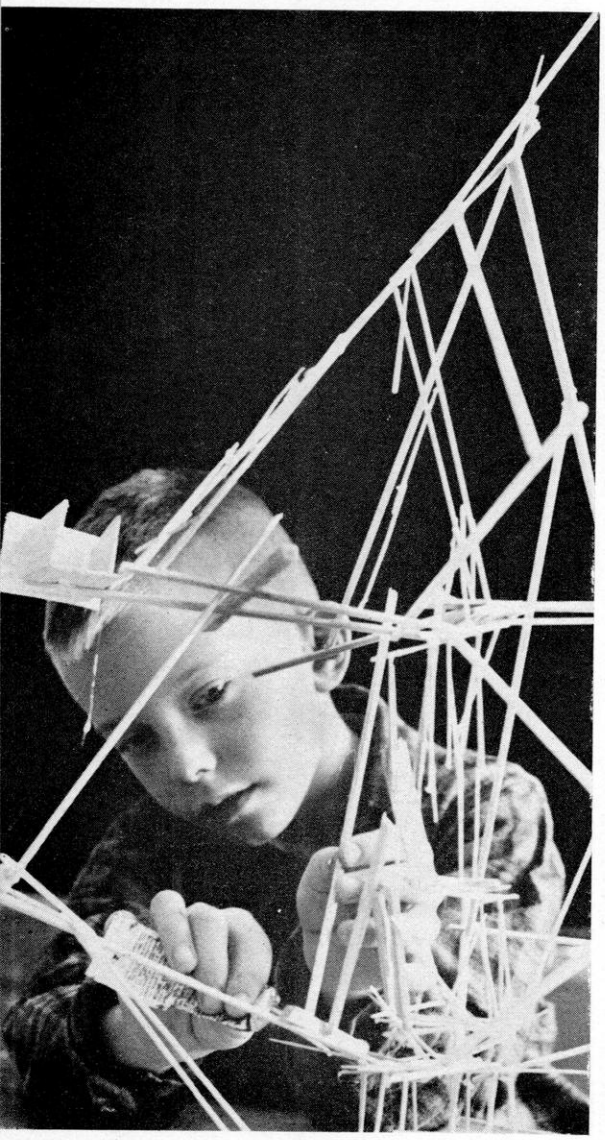
Signs identify 128 woodland species on the spot.

To get to the School Forest, take Highway 18 (Nakoma Road) west to Verona. Turn left on Highway 69 for about 3 miles to School Forest sign on right. Turn right for 1½ miles, then left at second School Forest sign for about 1 mile and proceed to parking lot.

The shelter house provides a central meeting spot.

ART

Kdg	1st	2nd	3rd	4th	5th	6th
Painting, crafts, constructions, sculpture, ceramics →						
Print making →						



Creating is selecting, experimenting, and putting things together.

Art is not a completely free, spontaneous overflowing of emotion in painting, modeling, or construction, as is sometimes believed. Art activity demands effort. The child must think clearly and plan carefully as he works. Thus the art experience encourages and enriches mental growth and development.

Madison teachers hold this broad concept of art. They place emphasis on a flexible and diversified program which provides an opportunity for every child to work in a number of different media.

The trend in Madison can be identified as the experimental approach to art activity. Along with the experimental approach, however, there is concern for activities which involve observing and recording. Teachers strive to achieve a balance in the total program.

All kinds of materials are used which never before were considered to have expressive qualities. New depths of the imagination are being stimulated into creativity by such things as plastics, fire bricks, colored glass, drinking straws, and many other materials.

Besides drawing and painting, pupils engage in print making, ceramics, enameling, jewelry making, three-dimensional constructions, and a wide variety of crafts. There is a strong emphasis on sculpture, using any material which can be carved, chipped, or molded. All of these activities encourage discovery, experimentation, and imagination. Pupils learn to select and arrange for individual satisfaction.

Another trend in art education involves the multi-activity program. The art room is divided into several major work areas. One is for drawing and painting, another for craftwork involving special equipment, and still another for general crafts involving the use of small tools. These areas are condensed or expanded as the need arises. As many as four or more activities may be in operation simultaneously. Children move singly or in groups from one activity to another as work is completed.

Attention is given to the pupil with special aptitudes in the arts. Teachers provide enriching experiences so that he is encouraged to perform in keeping with his ability.

Today the student assumes greater responsibility in the selection of his art activities and their resulting products. With the exploratory attitude toward art media, there is a growing need for evaluation. Although both pupil and teacher take an active part, the weight of emphasis is on self-evaluation.

In all areas of the art program, the art teachers try to bring only the best experiences to children. Through workshops they experiment with and evaluate old and new art media. They make known what is desirable and valuable and promote only the best from a sound educational point of view.

7th	8th	9th	10th	11th	12th
					→
					→
Art appreciation →					→
			Art metal & jewelry →		→

Let the material speak —

A child has a creative experience when he can explore materials, choose his tools, and solve problems in a personal way.

This piece of sculpture was carved out of foam glass, an insulating material. Other children might use clay, plaster, or wood.

THE ART PROGRAM AIMS TO DEVELOP —

- the imagination.
- individual thinking and expression.
- powers of observation.
- ideas into tangible forms.
- confidence in ability to create objects for self and for others.
- an understanding of basic art principles.
- esthetic standards and sensitivity to art for the enrichment of life.
- an appreciation of great art of the past and of the present.

AND TO —

- help pupils know themselves better.
- provide an atmosphere where dreams can come true.

In a multi-activity program, a variety of projects is in operation at one time. Pupils make choices.

MUSIC

Kdg	1st	2nd	3rd	4th	5th	6th
Singing, listening, rhythmic activity →						
					Strings, part singing →	

In an elementary rhythm group, one child plays the melody, one the rhythm, and one the harmony.

Making music is an enriching and joyful experience. The socializing effect of unified effort toward a common goal, a greater appreciation of music as an art, a greater understanding of other peoples through their music and of one's self through a wholesome expression—these by-products of music education have insured its place in the public school curriculum.

In the music program of the elementary school, the children are:

Taught to sing on pitch with good tone quality (To accomplish this, teachers use many approaches and devices.)

Taught unison, two- and three-part singing (New materials are constantly being used to enrich the child's repertoire.)

Taught to sight-read music.

Given an opportunity to experience rhythmic movement through skipping, hopping, folk dancing, and creative dancing.

Given an opportunity to develop listening skills through:

Hearing their classmates sing.

Hearing fine recordings.

Learning the instruments of the orchestra.

Learning about the lives and times of the composers.

Given the opportunity to play rhythm, melody, and single chordal instruments.

Given the opportunity for keyboard experience.

Given the opportunity in fifth and sixth grades to take string lessons and to take part in the school choir.

Through these multiple channels and approaches, the children have an introduction to enjoyment, expression, and understanding of music.

Continuation of the vocal musical education of pupils in junior and senior high schools is achieved by the following means:

Study of varied types of music to encourage self-expression and active response.

Cooperation and activity with other children through singing together.

Study of song words which have significance in connection with history, geography, language.

Development of good posture, correct deep breathing, and muscular control. (Enjoyment of good music is an aid to mental health.)

Appreciation of worth-while music through various media and in actual participation.

Use of folk and art music from many countries.

Boys' and girls' glee clubs and mixed choruses are performing groups in junior high schools.

At the senior high school level chorus classes are available to all pupils. Selected performing groups are choir, boys' double quartet, and girls' triple trio.

7th	8th	9th	10th	11th	12th
General music, glee clubs, mixed chorus →			Chorus, choir →		
Band, orchestra →			Concert band, orchestra →		
			Vocal & instrumental ensembles →		

These performing groups contribute toward community life by appearing at such occasions as the annual Christmas Pageant, and at Madison service clubs, hospitals, and other civic organizations.

The instrumental program is planned to meet the needs of children who wish to play a standard band or orchestral instrument. Classes available are:

Violin and cello, Grades 5 and 6

Band and orchestra instruments, Grades 7, 8, 9 (Technique classes)

Junior high school band and orchestra

Senior high concert band and orchestra

Small ensembles meeting before or after school.

Although the basic classes have not changed appreciably, the scope and methods of instruction keep pace with the growing musical literacy of the American public. The training of instrumentalists is furthered by:

Instruction books and musical compositions geared to the skills and interests of the school instrumentalists.

A growing literature in the modern idiom by first-rate contemporary composers of music.

Electronic devices such as tape recorders which offer a means of evaluating performances immediately and the stroboconn, a device indicating visually any pitch discrepancies.

The instructors are aware of changing trends in both techniques and music and, where feasible, fit them into the curriculum. The pupil's overall growth and maturity is thus enhanced by his participation in the school music program.

The teacher and pupils use the recorder so that they can later study the intonation, balance, and blend of the orchestra or band.

HEALTH - PHYSICAL EDUCATION - SAFETY

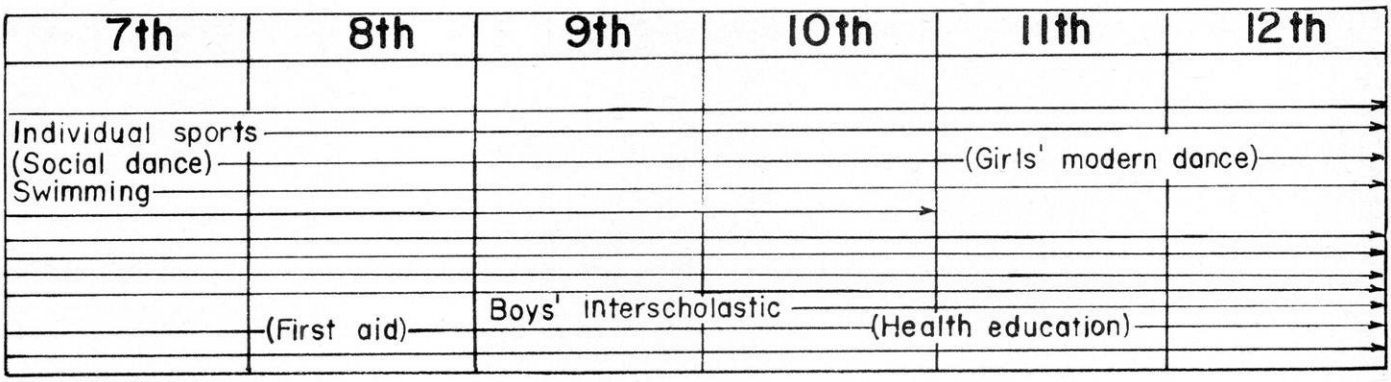
Kdg	1st	2nd	3rd	4th	5th	6th
Free play	→					
Games	Fundamental skills →					
Rhythms	Rhythms & dance →					
				Lead-up games →		
	Low-organized games →					
	Physical fitness activities →					Team sports
					Intramurals →	
	Health instruction & activities →					
	Safety instruction & activities →					

Recent surveys and reports indicate that American boys and girls ride too much, walk too little, spend too much time watching TV sets instead of playing vigorously or doing chores. This results in inadequate muscle tone necessary for good health. Recognizing the need for American youth to be physically fit, schools are placing new emphasis upon a physical education program that helps boys and girls develop, build, and care for their bodies.

Calisthenics, along with vigorous physical activities, are an important part of the physical education program. *The Skill Guides* developed by physical education teacher committees in 1959-60 emphasize this phase of activity.

Health, physical education, recreation, and safety are integral parts of the total education program of the Madison public schools. Children in Grades 1, 2, and 3 are taught physical education by the trained specialist and the classroom teacher. From fourth grade through high school, boys and girls are separated for physical education classes, which are taught only by trained

The physical education instructor demonstrates the proper head position for mouth-to-mouth resuscitation.



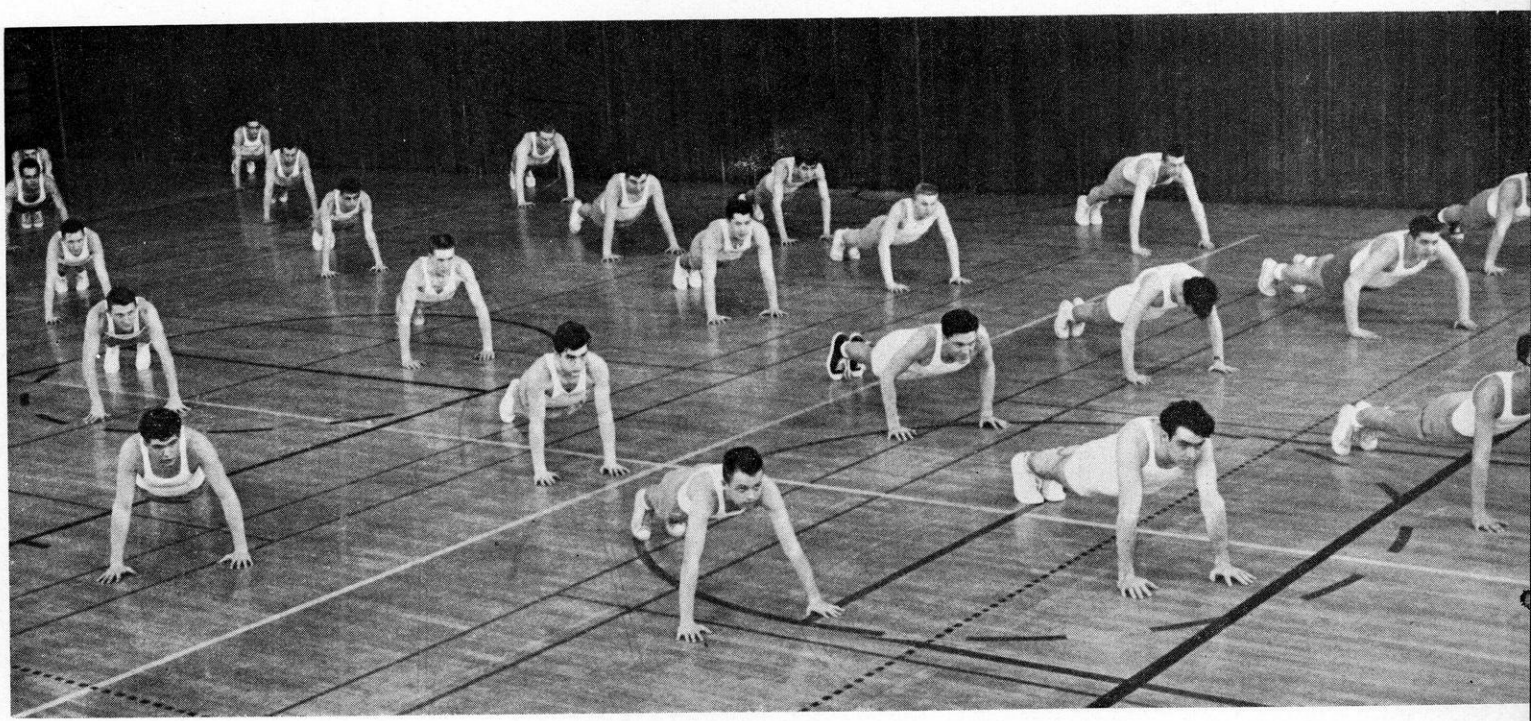
physical education teachers. An intramural program is offered for boys and girls in Grades 5 through 12 and interscholastics for boys from Grade 9 through senior high school.

Health and safety education are integrated into the educational program all through the school years.

First aid, along with an introductory health course for eighth graders, was included in the curriculum in 1960 on an experimental basis. With the opening of a swimming pool at West high school in 1961, a new program of swimming instruction and Red Cross life-saving courses will be a part of the physical education for junior and senior high school students. A continuous evaluation of curriculum content is carried on in order to provide an up-to-date and adequate physical education experience for Madison boys and girls.

The physical and mental health of Madison school children through a sound physical education, recreation, health, and safety program is an important part of the Madison educational system.

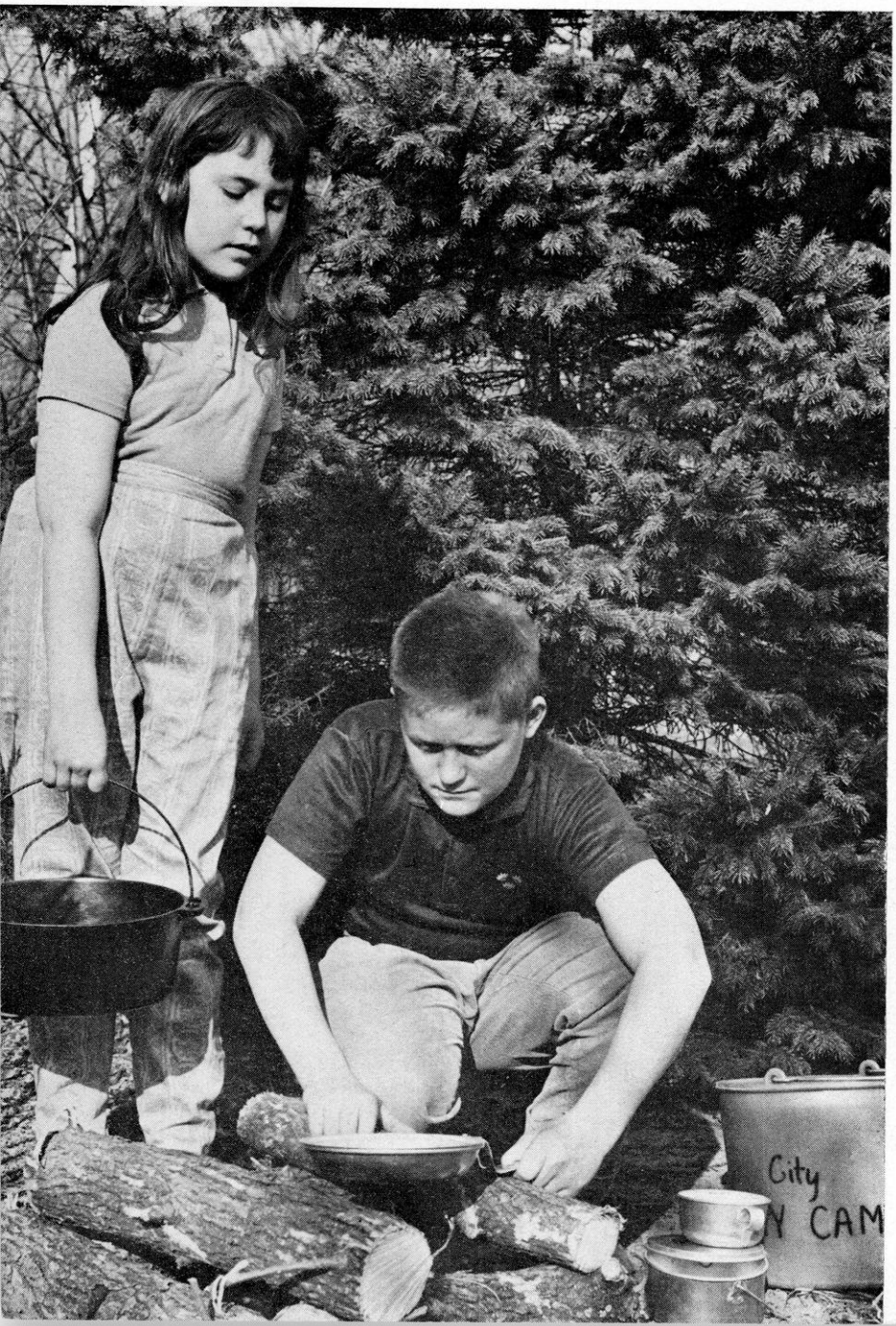
Physical fitness exercise is part of all physical education class work.



RECREATION

Kdg	1st	2nd	3rd	4th	5th	6th
Summer playgrounds						
Swimming program			Day camp			
			Boys' baseball			
	Saturday recreation centers					
Ice skating						

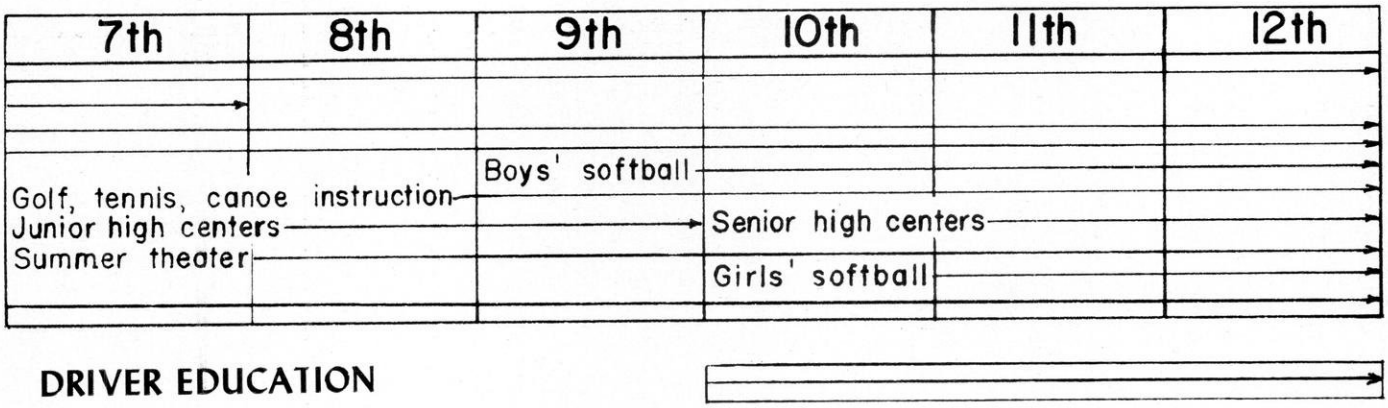
Day campers prepare their noon meal.



The City of Madison's recreation program is sponsored by the Board of Education and an extensive recreation program is conducted for all ages on a year-round basis.

In the recreation field, as in physical education, a constant review of program is carried on and new activities are introduced in order to meet the current recreational needs of youth and adults.

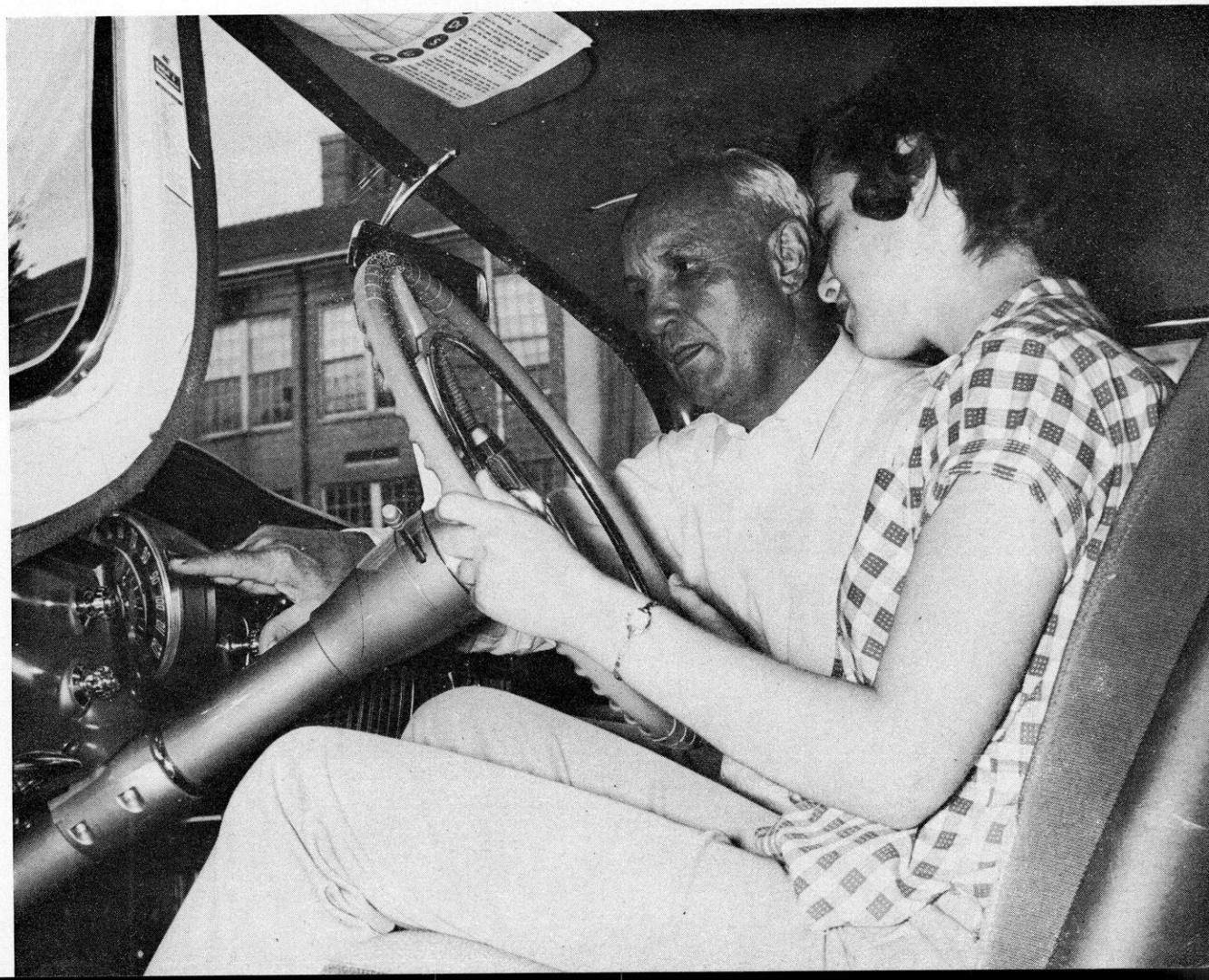
For example, in 1958 a Day Camp was opened for boys and girls from seven through twelve years of age, offering an outdoor camping experience. The new West high school swimming pool will be open for swimming for all age groups.



The significant trend in driver education is the constantly increasing enrollment. The expected total for the summer of 1961 is 900 pupils compared to 784 who completed behind-the-wheel training in 1960.

Classroom instruction with emphasis on proper attitudes is offered during the school year as well as during the summer. Although the course is geared to Grade 10 for pupils who are or soon will be 16 years old, older pupils may enroll.

Summer is the time for behind-the-wheel driver education.



BUSINESS EDUCATION

The business education curriculum, which includes skills such as shorthand, typewriting, accounting, business arithmetic, and distributive education, may be divided into three major areas:

Skills for Personal Use—These skills are valuable to students for more effective and efficient handling of their personal business affairs and also are an aid in furthering the work in their chosen field.

Skills for Limited Vocational Use — This means equipping high school graduates with sufficient skills to take advantage of the current labor market even though they may not be immediately concerned in developing a vocational proficiency for permanent employment.

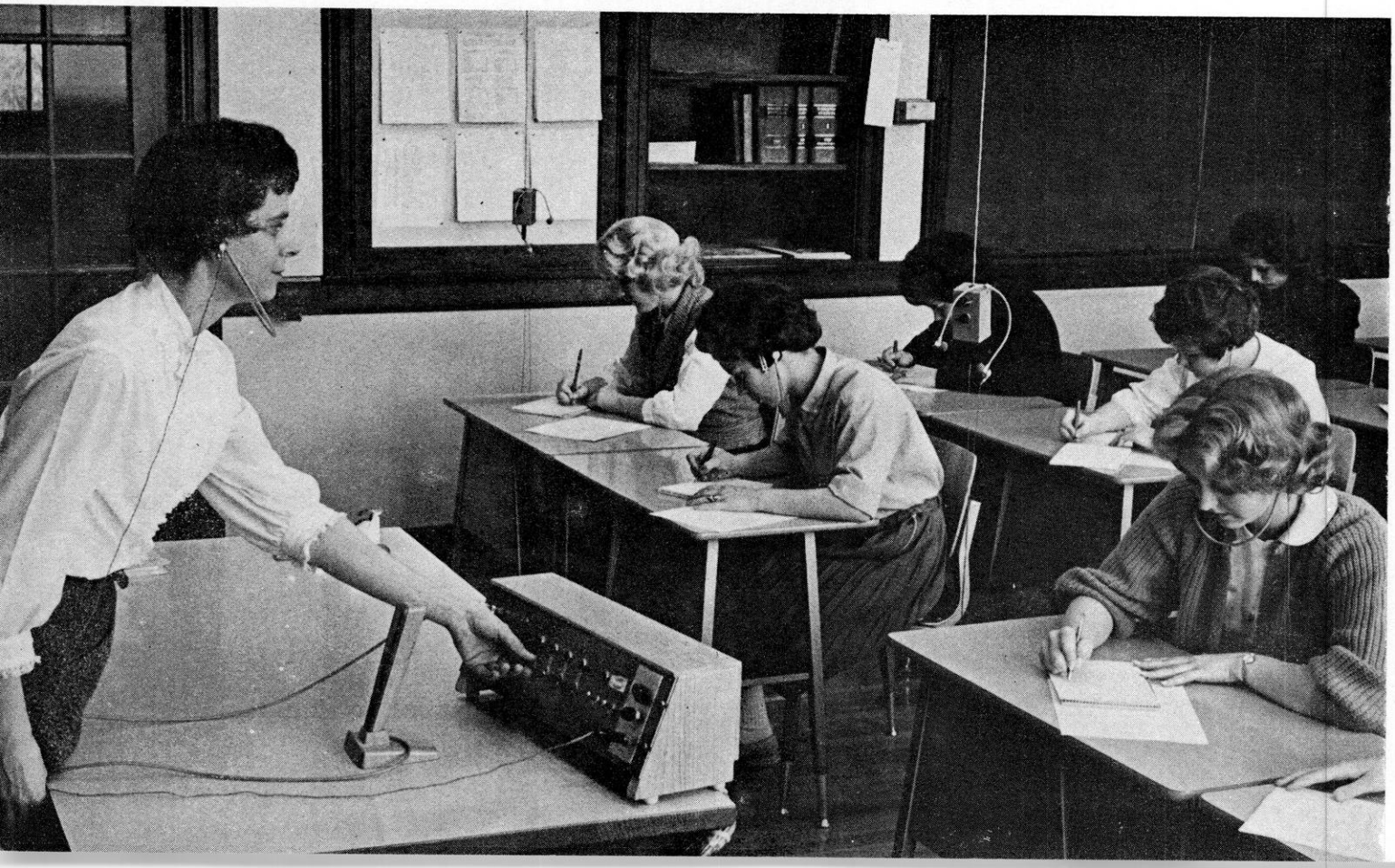
Advanced Skills for Vocational Preparation — Students who are interested in business subjects for immediate vocational use follow a special curriculum which incorporates basic business understandings with the development of skills, good work habits, and problem-solving ability.

Many new ways of developing proficiency in these areas are being incorporated in teaching. In shorthand, multiple-tape recorders are used to provide dictation at various speeds to take care of individual learning rates. In typewriting, electric typewriters are used along with manual machines to enable pupils to become vocationally competent. Rhythmic typewriting records help in developing typewriting skills. Office-practice classes use the latest models of voice transcribers, calculators, adding machines, and duplicating machines. Adding machines and calculators are also used in accounting.

In recent years, a committee of office managers and business teachers have worked together in setting up a cooperative business education program. This program includes visits to offices, machine demonstrations, and speakers. Pupils and teachers are thus kept well informed on current business trends. The program is climaxed in the spring by a business seminar which is held in connection with a business machines exhibit. At this time pupils have an opportunity to see the latest office machines in operation and to attend discussion groups led by local office managers.

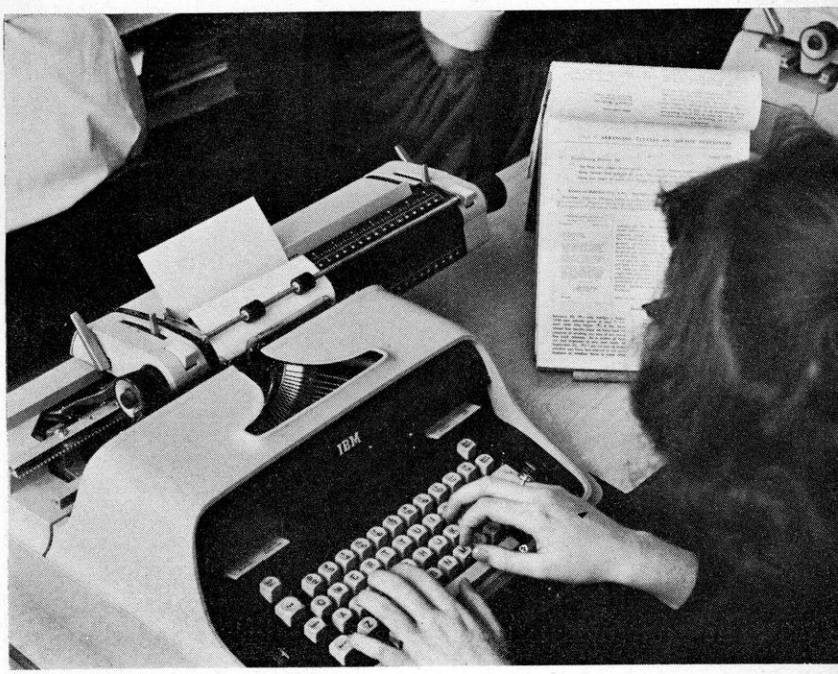
Business teachers believe that business education is an asset to anyone who elects it—either vocationally or personally. In Madison there is a far greater demand for good office workers than the business education program can provide.

As the teacher starts the controlling unit of a multiple-channel tape-recorder console, each shorthand pupil selects the proper speed of dictation for herself from one of the four channels available.

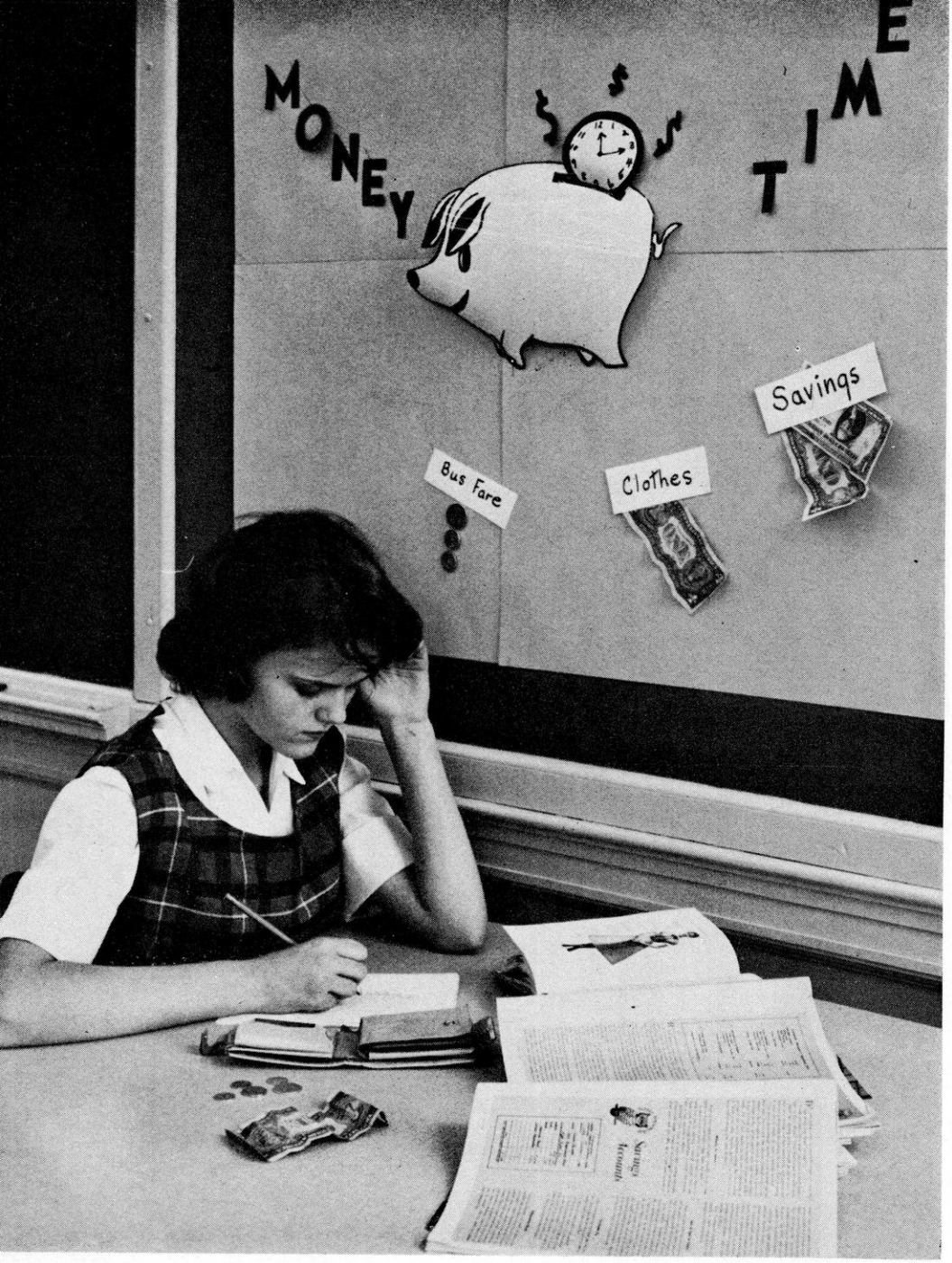


7th	8th	9th	10th	11th	12th
		Junior business	General business →	→	→
			Business arithmetic →	→	→
			Typewriting 1 →	→	→
				Shorthand 1 →	→
				Typewriting 2 →	→
				Merchandizing →	→
				Bookkeeping →	→
				Business English →	→
					Shorthand 2 →
					Office practice →
					Business law →

In bookkeeping and office-practice classes, pupils have an opportunity to learn the proper operation of many different office machines.



Learning to typewrite includes instruction and operational experience with both manual and electric typewriters.



"If I plan this correctly—"

HOME ECONOMICS

The clearest new direction for home economics is to help people identify and develop certain fundamental competencies that will be effective in personal and family living regardless of individual or family circumstances.

Outgrowths of this new direction are both immediate and for the future. Of immediate concern is (1) helping students to understand themselves and their place in the family through the study of child development and family relationships, and (2) educating them to meet the challenges of family living through study of

- nutritional needs, selection, preservation, preparation, and use of food.
- design, selection, construction, and care of clothing.
- textiles for clothing and the home.
- housing for the family, equipment and furnishings.

Correlated with this study are consumption of goods and other economic aspects of personal and family living, art as an integral part of everyday life, and management in the use of resources so that values and goals of the individual, the family, and society may be attained.

Of future concern is the stimulation of interest for homemaking and the recognition of the need of preparing for that career, the knowledge of adult responsibilities associated with strengthening family living, and an awareness of the broad opportunities in nearly one hundred other careers in home economics.

7th	8th	9th	10th	11th	12th
PERSONAL & Homes, Families, Children	FAMILY LIVING — influenced by	Economics, Management, Creativity & the Humanities	studied through the areas of	Foods & nutrition; Clothing & textiles; Housing, equipment, furnishings; Family relationships & Child development	

By comparing today's world with the world of 50 years ago, one can easily identify a dozen or more fundamental changes which demand new capacities on the part of family members — for instance, instantaneous communication, modern automation, early marriage, population growth, commuting fathers, working mothers, increasing number of senior citizens, more material goods and services requiring wise choice and use, and people from all parts of the world meeting and needing to understand each other.

Home economics begins and ends with the individual in her home and with her family. The basic goal of strengthening the relationships therein does not change, but the means of achievement move with technological and social progress. The home economics departments are open as resource centers — first for school youth and second for the entire community, since all people need and seek information about homes, family, children, and the influences of economics, management, creativity, and the humanities.

Within the past four years, curriculum committees have revised the course of study and published the following:

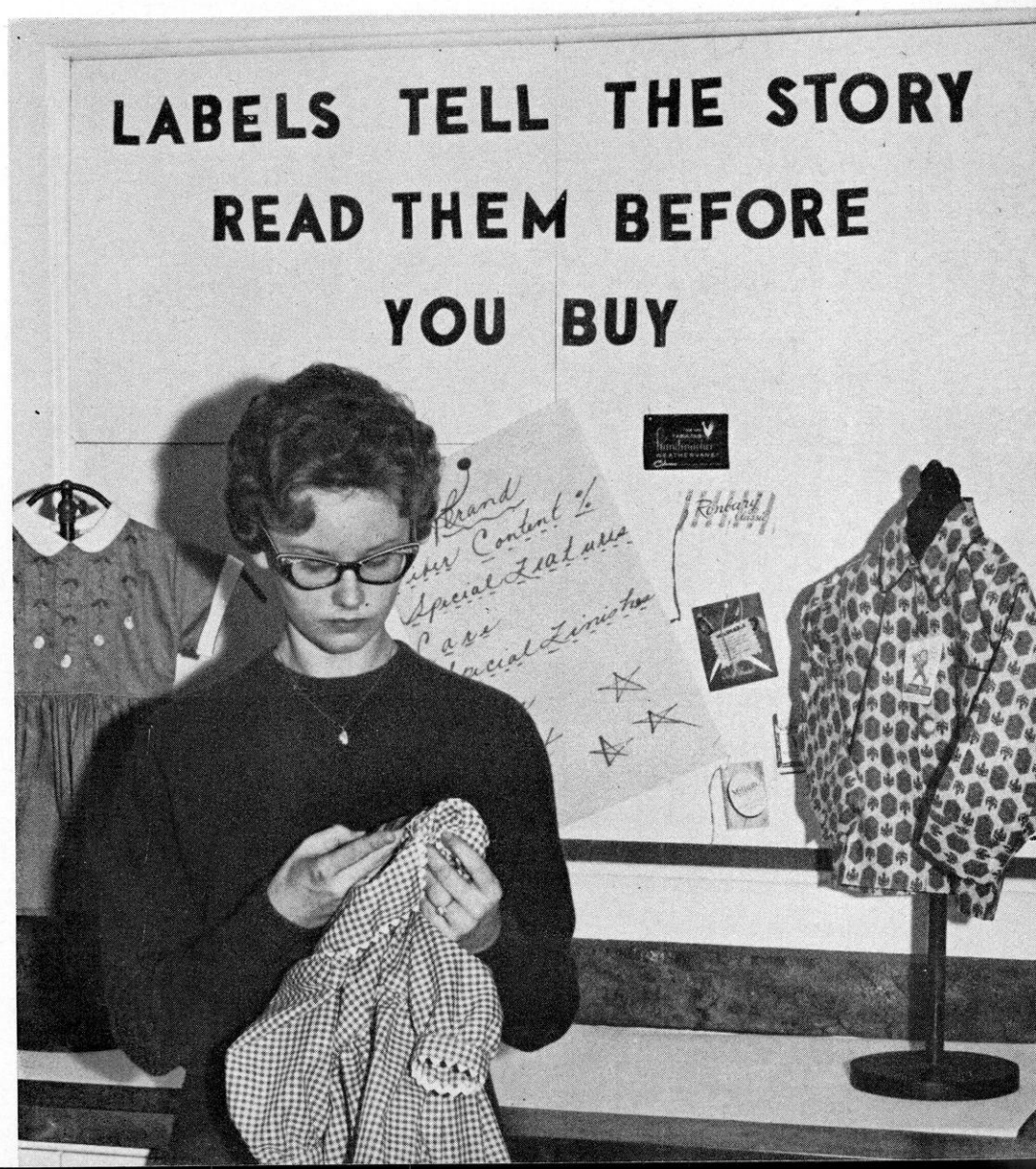
Home Economics, Grade 7

Home Economics, Grade 8

Home Economics, Grade 9

Home Economics, Grades 10, 11, 12

Junior Cook Book



INDUSTRIAL ARTS

Industrial arts is an integral part of the total educational program. The increasing complexity of the industrial economy and the steadily increasing amount of mechanization which is encountered in almost every phase of our daily life make it essential that industrial arts be considered as fundamental for all youth. It is a required course for all seventh grade boys and elective in Grades 8 through 12. The areas of work in Madison's industrial arts program include the graphic arts, woodwork, metalwork, electrical work, drafting, and auto mechanics.

All of the new junior high school shops in Madison are operated on the comprehensive general-shop plan. This plan incorporates a multi-activity program which is conducted within a single shop by one teacher who has four activities in operation simultaneously. The seventh grade boys are required to get 9 weeks of experience in mechanical drawing, woodwork, metalwork, and electrical work. In the eighth grade, pupils may choose to gain experience in any two or three of the four activities. The ninth graders may select one, two, or three of the activities.

During the past three years new courses of study have been prepared for each grade level in the junior high school as follows:

Industrial Arts, Teacher's Guide, Grades 7, 8, 9.

Industrial arts on the senior high school level affords an opportunity for students to obtain good basic training in skills and technique as well as information which will be of great value to those who enter industry or who plan to go into the field of engineering or other related technical fields.

Graphic arts—letter press and offset printing—products, materials, information.

Woodworking—furniture making, some carpentry and millwork.

Metalworking — machine shop, welding, foundry, sheetmetal.

Electrical work — electrical theory, motors, generators, house wiring, appliances, electronics.

The comprehensive general shop program permits simultaneous instruction in four activities—woodwork, drawing, metalwork, and electricity.

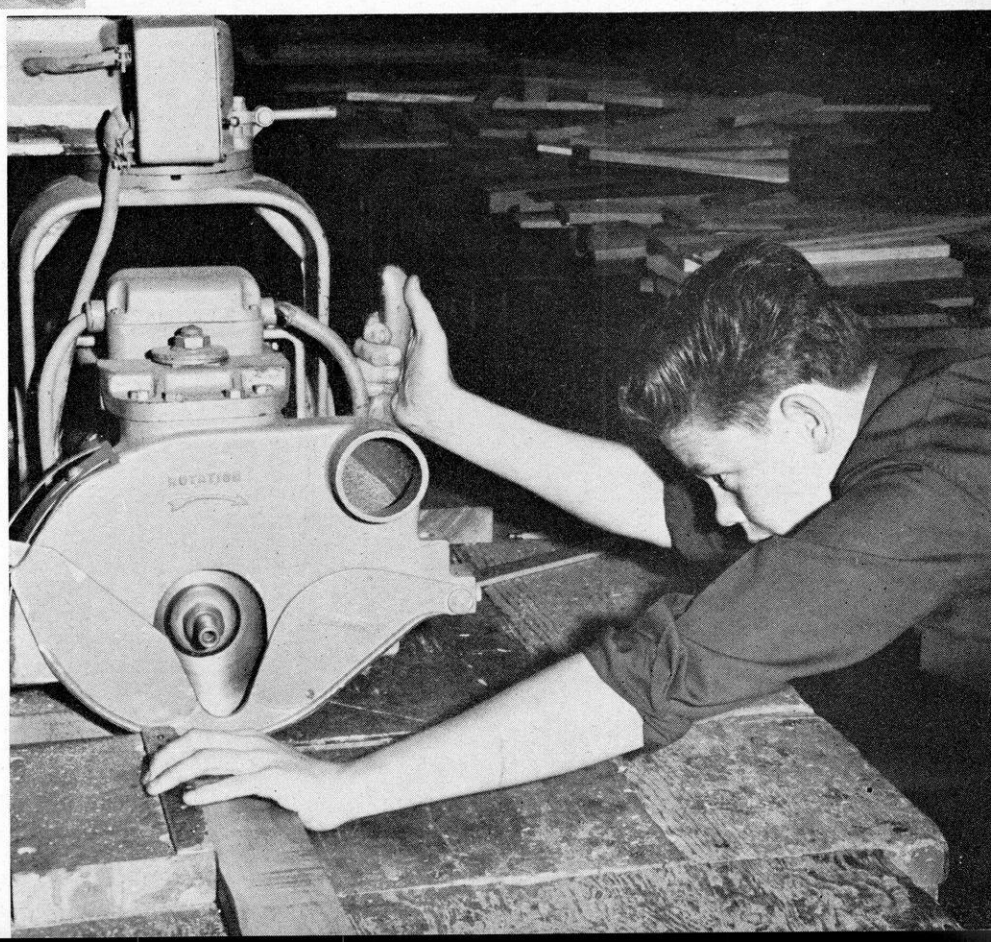
7th	8th	9th	10th	11th	12th
COMPREHENSIVE GENERAL SHOPS			UNIT SHOPS		
Drafting →					
Woodwork →					
Metalwork →					
Electricity →					
		Graphic arts →			
				Auto mechanics →	

Drafting — mechanical drawing, freehand drawing, architectural drawing.

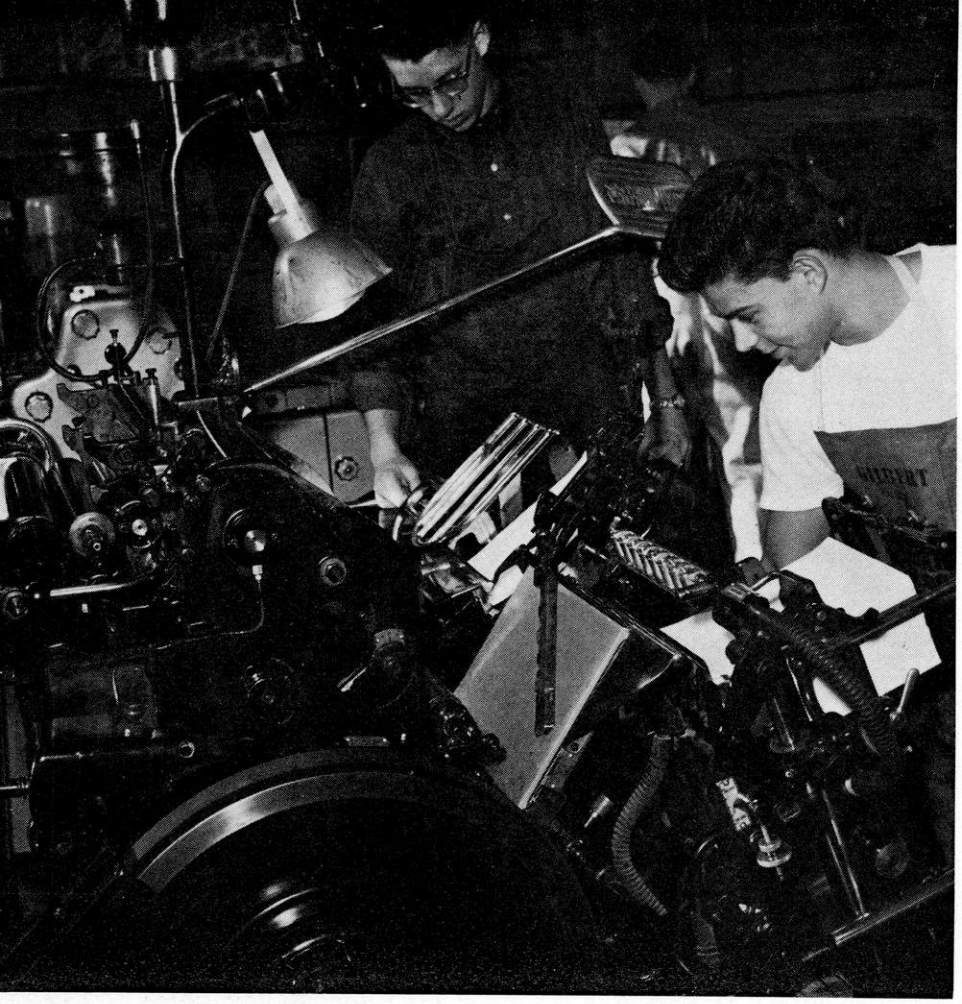
Auto mechanics — automobiles, small internal combustion engines, preventive maintenance, repairs and replacements.

See page 44 for a brief description of the Madison plan for technical and trade preparatory education, and pre-apprentice training in the apprenticable trades. This is a cooperative program of Central senior high school and the Vocational and Adult school and is available to boys in the entire city.

To make a table top, a senior high school boy glues together small pieces of lumber.



Senior high school boys learn how to operate an industrial cut-off saw.



VOCATIONAL EDUCATION

Operating a printing press is part of the course in graphic arts.

Trade and Technical Course

With the cooperation of the Vocational and Adult school, Central senior high school offers a three-year trade and technical course. The plan is open to any boy in the Madison schools.

By means of this plan, a boy obtains training in his chosen vocation while earning his high school diploma. Each boy spends two periods per day in his major vocational field, one period in a related field, and two periods in academic classes. If he is planning to go to work when he leaves school, he should also take shop mathematics.

To date, every boy who finished his three-year study had a job waiting for him upon graduation. Many graduates have been able to get credit toward their journeymen licenses for their work in an apprentice-type trade course.

Following is a brief outline of the plan:

Trade Program

Pre-apprentice training—carpentry and woodworking, machine shop, printing, and sheet metal.

Trade-preparatory training—architectural drawing, auto mechanics, auto body, commercial art, commercial cooking, electronics, and welding.

Technical Program

Training in the trades directed toward post-graduate vocational work:

For boys who plan to become engineering or industrial aids.

For boys who plan to enter college to take teacher training in industrial arts.

The Vocational school post-high school technical course includes college English and mathematics as well as study in the trades. Through the technical program in the high school, some boys can reduce the time required to complete their training.

7th	8th	9th	10th	11th	12th
Agriculture Trade & Technical course		Exploratory	Trade / Technical		

Agriculture

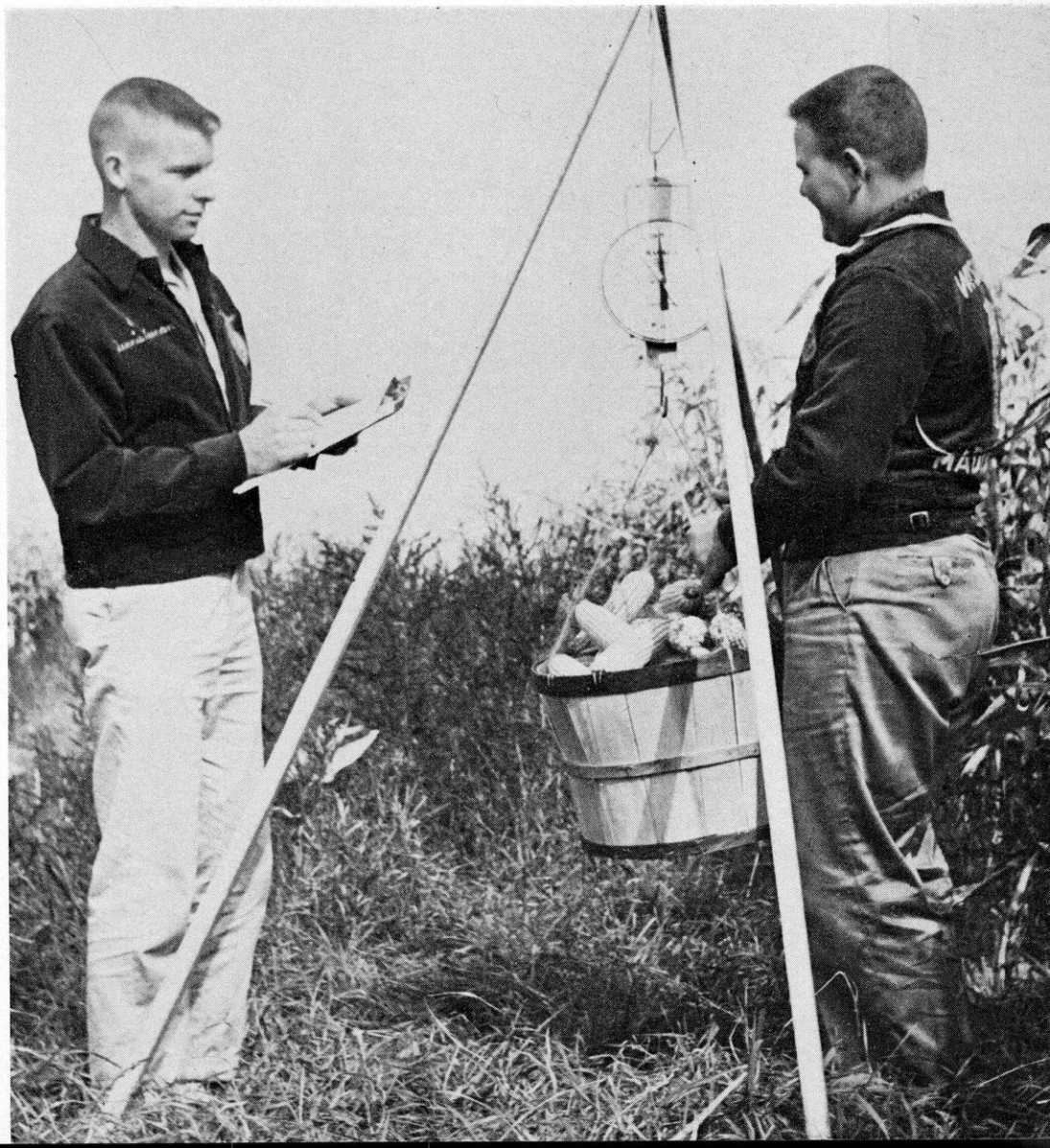
Agriculture, like all industry, is undergoing transformation. Recent trends are toward greater increases in size of farms with more emphasis on mechanization. Consequently, the number of farms is decreasing, while opportunities and responsibilities are increasing in the allied fields such as processing, marketing, management, and conservation.

Today's student is made aware of the ever-expanding need for greater efficiency and improved performance required of farmers. He understands why more emphasis is being placed on the development of skills, knowledge, and equipment which are part of the related fields. He chooses agriculture, therefore, because of his interest in its many possibilities.

Agriculture is offered to boys enrolled at East high school and to young and adult farmers who are actually engaged in the business of farming.

Instruction is presented in such subject matter areas as:

Soils and fertilizers
Livestock raising, feeding, management
The culture of common farm crops
Forestry and wild life
Conservation of soils, wild life, and other resources
Farm mechanics
Agricultural economics, management, and marketing
Agricultural leadership



It's bushels per acre that count these days.

GUIDANCE

Guidance helps the pupil:

—To secure an understanding of himself and his abilities, special aptitudes, interests, and personal-social characteristics.

—To work with others—to understand, to help, and to appreciate them.

—To adjust to social conditions met at each maturation level—clothing, manners, relation to authority, attitudes, etc.

—To evaluate his progress in relation to his potential and future desires.

—To make sensible plans for the present and future in relation to the educational program and ultimately a career.

Guidance over a period of the past 20 years has come to be interpreted as a pupil-centered point of view, and a concern about individual differences. This fundamental concept has not changed, but renewed emphasis in guidance is on identification of a pupil's abilities and his growth-potential, motivation of his talents, and assistance in the attainment of his goals.

In Madison, teachers, counselors, and all the other people on the school staff are members of one team which strives to carry out the guidance program.

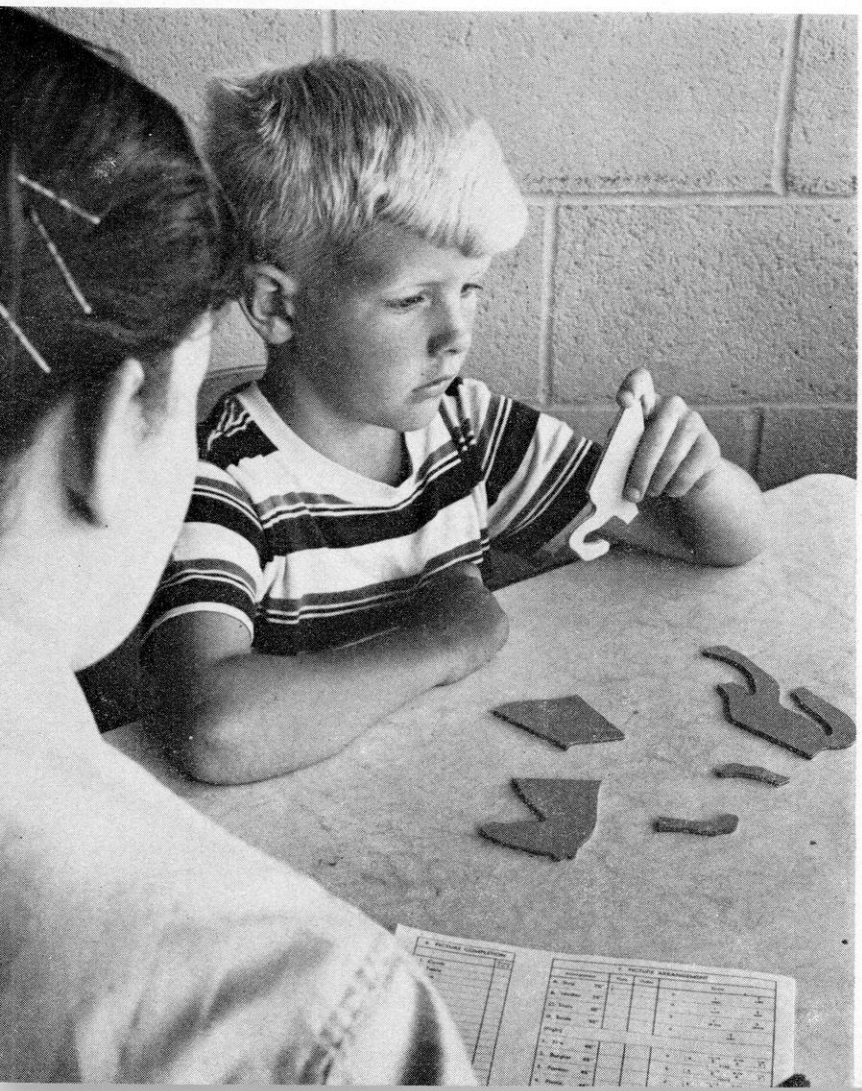
Provisions for guidance services have been increased, particularly in the past two years, to serve better the increased numbers of pupils in the schools. At present Madison provides a trained guidance worker for each 400 pupils at the high school level—Grades 7 through 12. In addition, teachers devote varying amounts of classroom time (from 4 to 9 weeks at different grade levels) to group guidance in selected multiple-period classes or special periods. Specifically developed units in areas such as the following offer information of common concern to pupils and their parents:

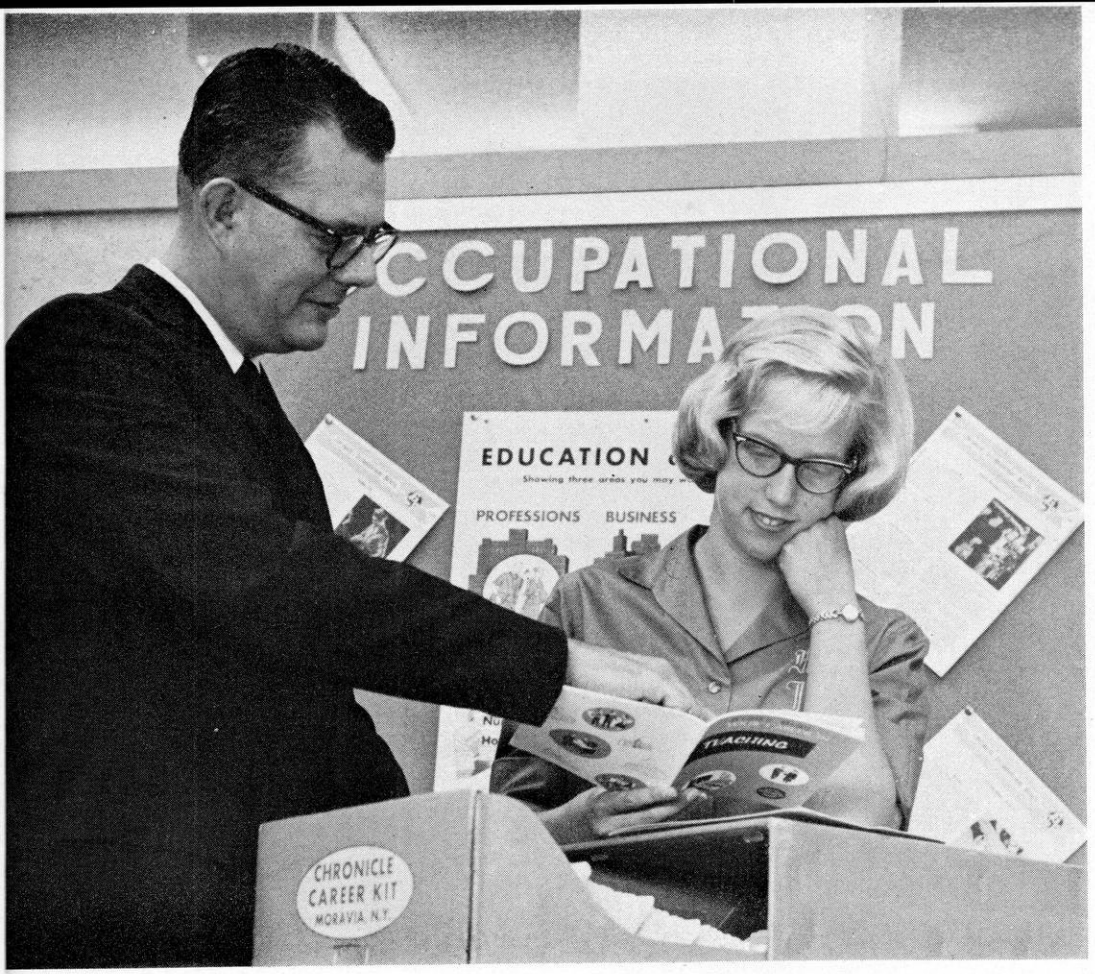
Orientation to school, self-understanding, developing social skills, work skills, study habits, educational planning, and aids to career planning.

Individual assistance by counselors and teachers is provided to follow-up problems raised in group procedures. As an example, in aiding pupils to do educational planning of a realistic kind, counselors and teachers discuss with pupils and their parents suitable school programs in an attempt to relate the individual's interests and capacities to types of program sequences. Past school records, test results, teachers' opinions, and pupil and parental desires are used as criteria in the selection of courses of study. Four patterns of work—basic, general, college-preparatory, and advanced courses — enable the pupil to secure experiences in keeping with his capacities, aptitudes, and interests.

At the elementary level, itinerant guidance workers from the department of child study work through principals with teachers, parents, and children to assist pupils in handling problems which they encounter.

Individual tests are given when additional information is needed in planning a child's program.





General occupational information is part of group guidance.

Aptitude tests help pupils to plan for courses of study and future careers.

ACADEMICALLY TALENTED

Kdg	1st	2nd	3rd	4th	5th	6th
Early entrance	Identification of talents					
	Enrichment					
	Acceleration					
	Guidance and evaluation					

Education in a democracy helps each pupil to develop into a happy, successful person, now and throughout life. It emphasizes self-expression and self-realization through a program developed in terms of individual needs. In Madison from the kindergarten through the high school, a constant effort is made to employ appropriate curricula, materials, and methods to meet the wide range of abilities that prevails in every classroom.

Children who are advanced for their years are allowed to enter kindergarten early. In the primary grades three patterns or levels of experiences are provided to care for children of various abilities. Throughout the elementary grades children of high mental ability follow an advanced program in keeping with their capacities. In some few instances talented children are accelerated to the grade above after careful study indicates that they will profit from promotion.

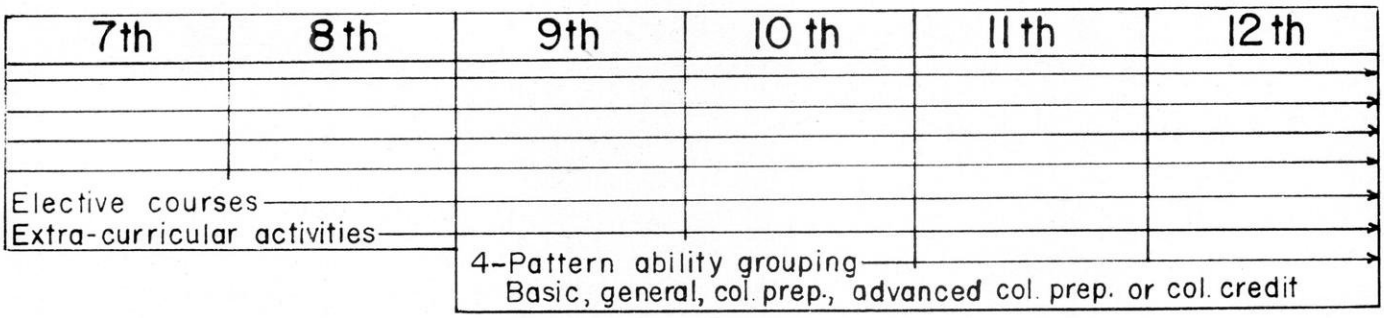
* * * * * *

SLOW LEARNER

Kdg	1st	2nd	3rd	4th	5th	6th
Identification						
Special classes						
Ability grouping						
Modified offerings						
Regular evaluation						
Retention						

Among the many children in a city school system are some who cannot profit from regular classroom instruction because of physical or mental differences. Since Madison believes that all children deserve educational opportunities in keeping with their abilities, special services have been established with state aids for orthopedic cases, children with defective sight or hearing, the mentally retarded, and children with speech difficulties.

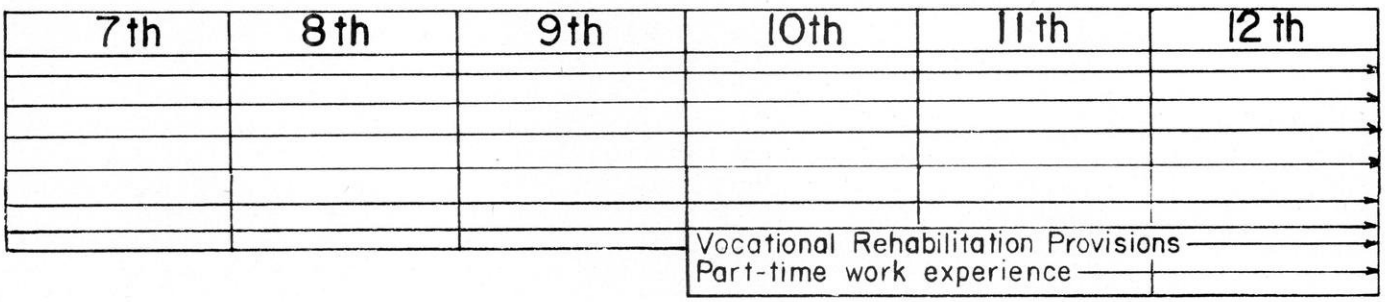
Especially trained teachers of pupils with physical handicaps use appropriate equipment and instructional materials. Among these are group and individual hearing aids for the hard of hearing, large-print books and emphasis upon learning by hearing for the partially sighted, braille for the blind, physical therapy and specialized machines, hydrotherapy and medical clinics for orthopedic children including post-polio, muscular-dystrophy, cerebral-palsy, epileptic, and cardiac cases.



In the junior and senior high schools, ability grouping in some subjects is practiced to challenge the academically talented pupils. There are also accelerated classes in mathematics, foreign languages, sciences, and the language arts courses. These plans permit very able pupils to get additional courses or to complete desired courses early. Elective courses, extra-curricular activities, and interest and service clubs enable pupils to develop special interests and talents.

Careful identification of pupil characteristics and constant evaluation of progress help pupils and parents to regard the school program as a personalized plan for particular needs.

* * * * * *



Modified curricular offerings with emphasis on practical work are provided for the pupils who learn slowly or who have limited abilities and talents. Careful diagnosis through individual evaluation is carried on to determine abilities and to plan programs to meet individual needs.

Flexible grouping of pupils is practiced. Remedial help is offered throughout the school year at the close of morning and afternoon sessions, not only for slow learners but for children whose learning has been interrupted by illness or other absence. Remedial reading is provided for selected pupils during a six-week period in the summer.

When the slow-learning pupil reaches the high school level, he has the opportunity to pursue general or basic course work. These are flexible courses not designed for college entrance, but allowing for concentration in such fields as the arts, home economics, industrial arts, business education, and agriculture. Some pupils earn two elective credits through accredited work experience.

SCHOOL LIBRARIES

1st	2nd	3rd	4th	5th	6th
Developing good reading habits					
			Understanding good literature		

In the Madison elementary grades, emphasis is on early good reading habits, independent learning, individualized reading, and critical thinking. Teachers and librarians seek continually for improved ways to encourage children to read and develop an understanding and enjoyment of literature. In this way children are getting away from merely copying information and actually using the library for analytical reading and research.

In junior high, the library's part in the student's curriculum is the result of:

Careful planning and close correlation between the classroom and the school library.

Good motivation so that students realize the excellent resources that are available to them.

Providing opportunity to use library resources.

Classes of social studies in the junior high school are approaching the required curriculum content from a new angle. Instead of following a textbook closely these classes are taking a topical approach to world geography. They use the school library and other available sources of information for their studies. This arrangement requires pupils to know how and where to find information, how to take notes, how to organize their materials, and how to share the results of their research. The school librarian, the English teacher, and the social studies teacher cooperate in teaching the necessary skills and in guiding the pupils' studies.

Boys search in the library for answers to social studies problems.

At the senior high school level, the most significant change in the use of the library is one of degree rather than of kind. Research and topical problems have acquired new depth, making it necessary for the library to assist the student in surveying his subject from many different angles.

A good example of this depth approach is a semester project in social studies. A statement of the problem indicates what is needed for its solution.

The study in recent and current problems in the field of foreign relations of the United States, by revealing the immediate past and contemporary policies, will help the student to understand better some of the problems which have faced and are facing the

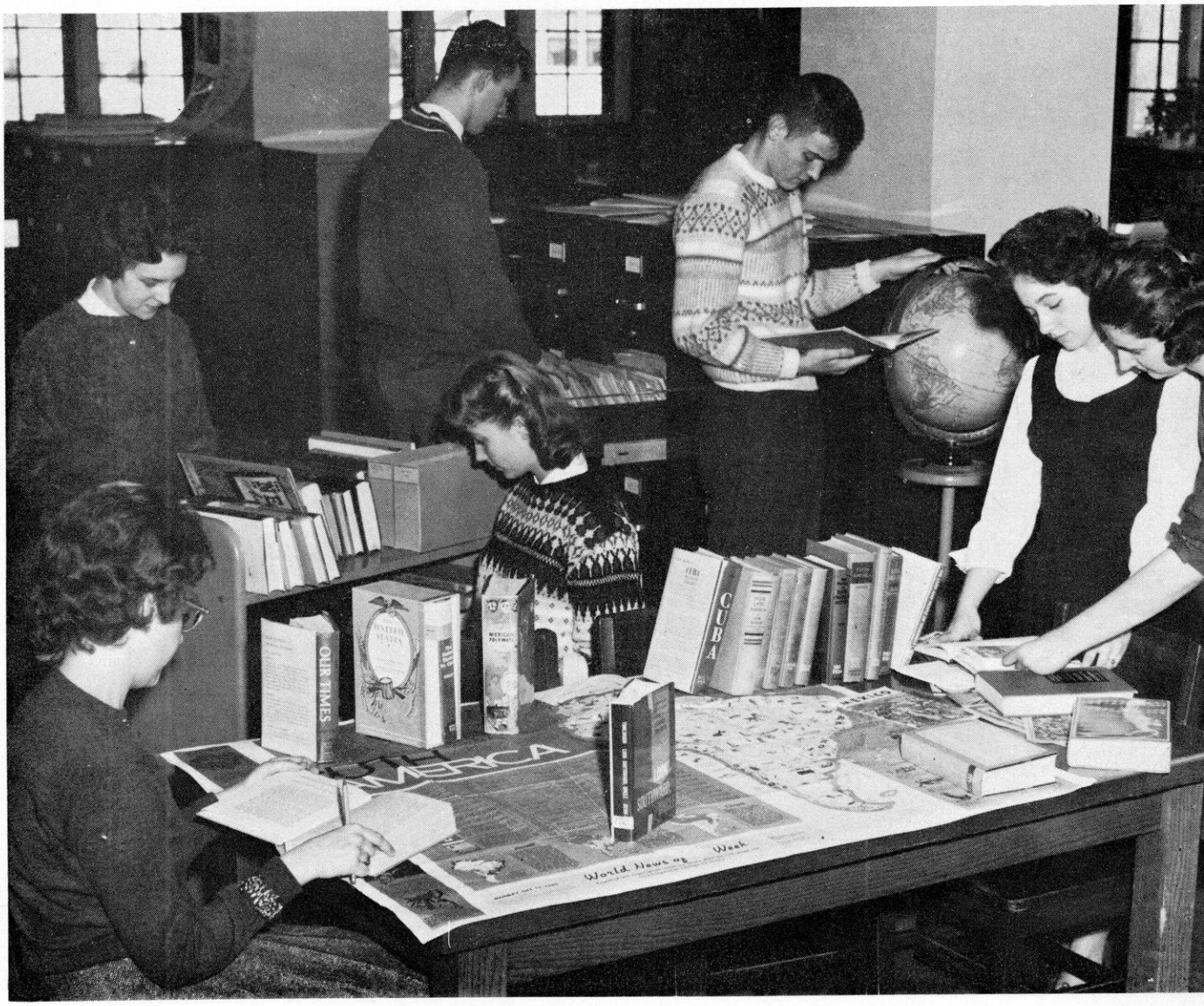
7th	8th	9th	10th	11th	12th
					→
					→
Learning the uses of materials →					→
Critical thinking through analytical research & use of mature materials →					→

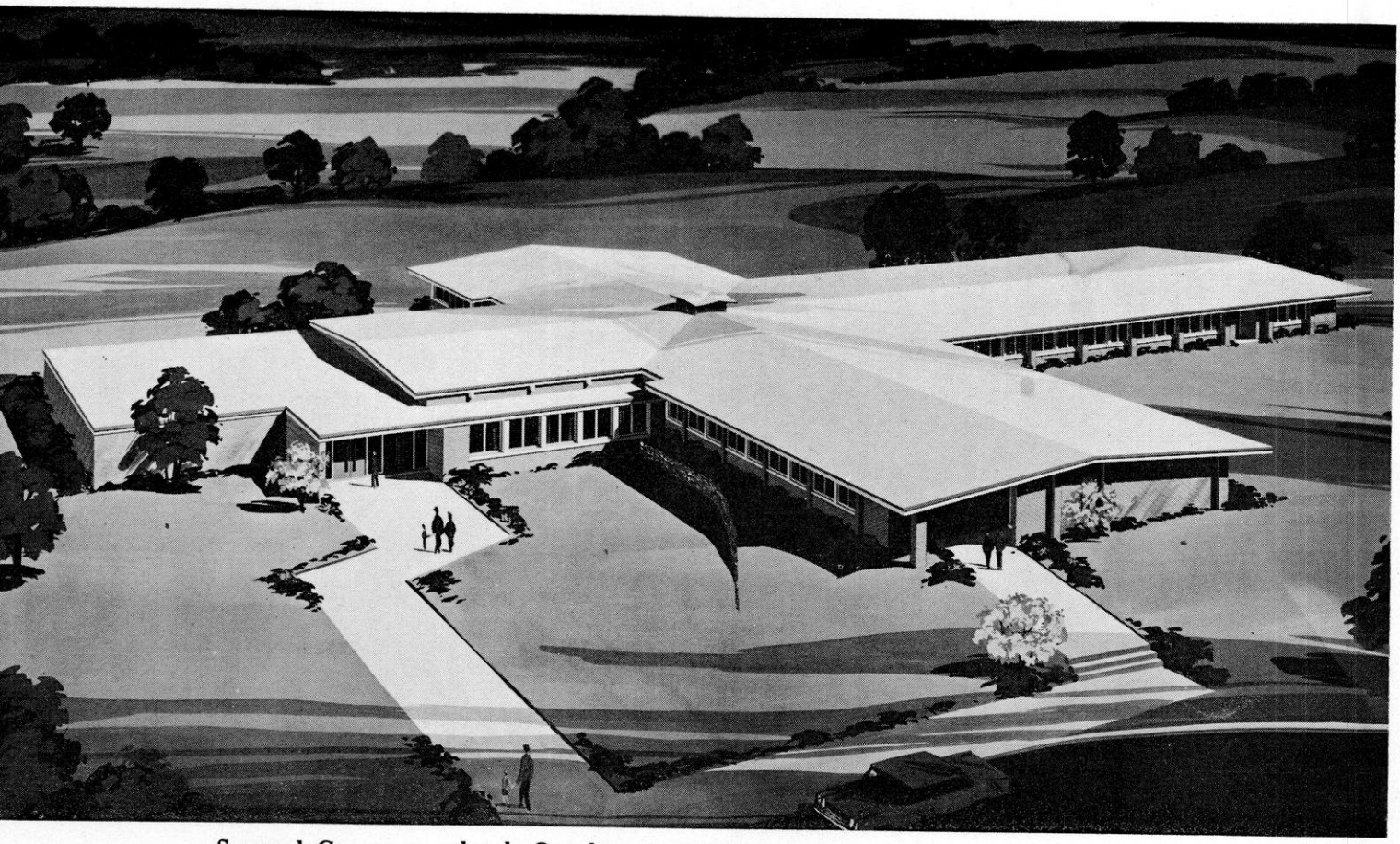
United States today in the field of foreign affairs. The social studies teacher outlines the project before coming to the library with his classes.

The librarian (1) plans for the accommodation of classes and individual students pursuing the problem; (2) makes available suitable new books, magazine materials, and pamphlets on foreign affairs; (3) assists in the search for critical comments and reviews on the books chosen for study; and (4) suggests books in related areas.

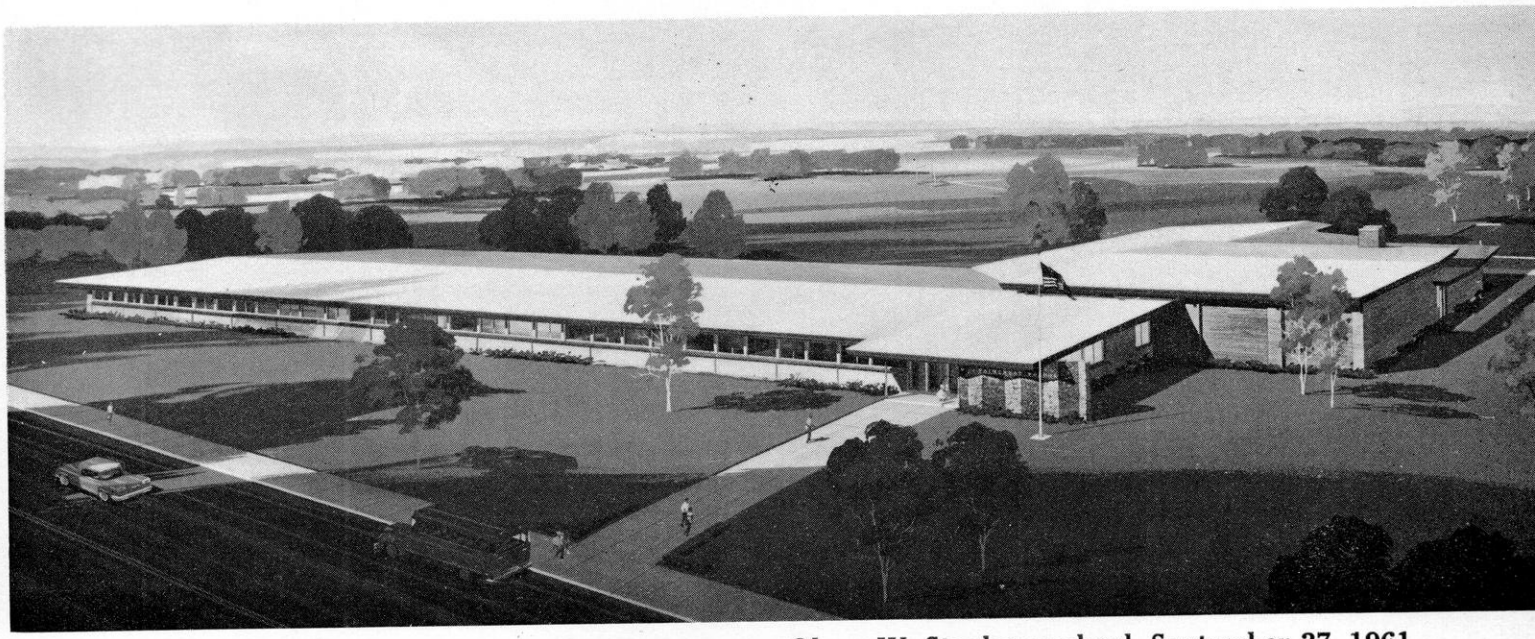
Each library is under the direction of a professional librarian whose background includes knowledge of curriculum and materials and understanding of the students themselves.

Research acquires a new depth at the senior high school level.



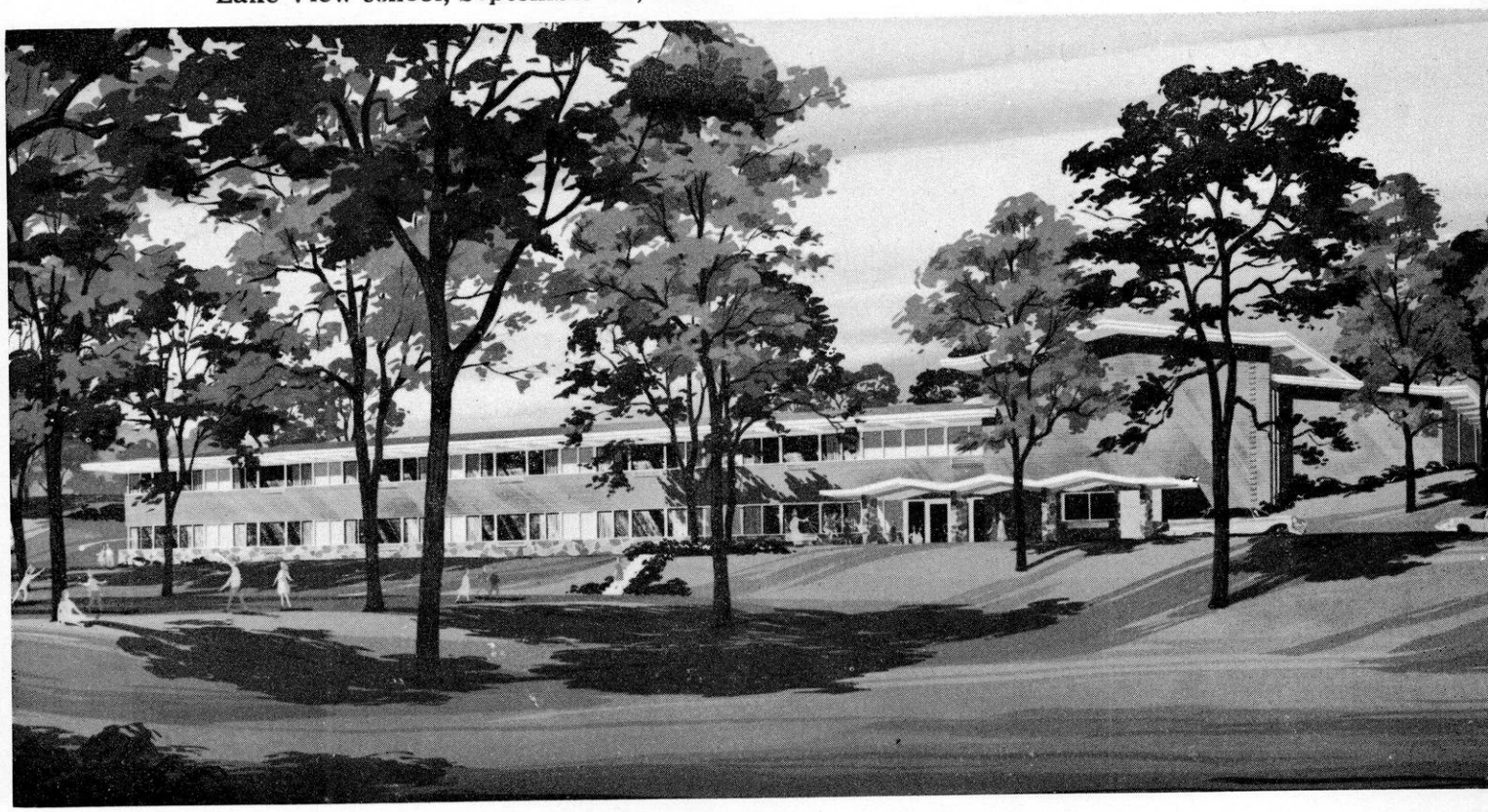


Samuel Gompers school, October 3, 1960.



Glenn W. Stephens school, September 27, 1961.

Lake View school, September 11, 1961.



FOR THE RECORD

Bond Issue Referendum

Following a request for a bond issue referendum in April, 1960, by the Board of Education, the City Council approved the request November 24, 1959.

Soon after the first of the year the PTA Council organized efforts for a campaign to promote the passage of the referendum. Activities included radio and TV programs and spot announcements, newspaper publicity, a speakers' bureau, letters to civic clubs, and a door-to-door canvass by members to distribute leaflets.

For the fifth time since 1949, the school bond issue was approved by Madison voters by a vote of approximately five to one.

Samuel Gompers School

In January, 1960, the Board of Education requested the Mayor and Common Council to purchase for school purposes approximately 20 acres of land located between Wyoming Way and Wheeler Road at the north end of Esch Lane. The price of the 20.1 acres purchased from Mr. Alex Temkin was $33,165 or $1,650 per acre.

On February 1, 1960, the Board named John J. Flad and Associates architects. On April 4, the Board approved final plans for the elementary section of the new school which includes two kindergartens, 14 classrooms, and an all-purpose room.

Bids were opened April 28, contracts approved May 2, and actual site work started May 13. The building was opened to classes October 3, 1960, 20 weeks after ground was broken.

The total amount of the contracts was $436,413 and total bond budget $539,837.

On July 5, 1960, the Board of Education named the school Samuel Gompers in honor of the great labor leader.

The design of this school was determined largely by the fact that it had to be opened as soon as possible. Laminated wood beams were used in lieu of steel; a wood roof was utilized; standard stock windows were installed; and exterior doors of wood were used.

Classrooms have sloping ceilings with borrowed light into corridors and fluorescent artificial lighting. Wood wainscot was utilized in the corridors with pillars of brick exposed. Exterior brick to ceiling height was returned into entrances.

Certain facilities of the elementary section of the school—such as the boiler room and mechanical systems, were sized for a future junior high school addition. As at Orchard Ridge, gymnasium and locker-shower facilities were omitted and planned for the future addition.

Lake View School

Lake View school, located at North Sherman Avenue and Tennyson Lane, consists of 14 classrooms, two kindergartens, an all-purpose room, and locker and shower rooms.

The White site of nine acres was purchased in February, 1960, from the American Scientific Laboratories at a cost of $27,000. Klund and Associates were named architects by the Board of Education in June, 1960. Bids were opened in November and construction started in December, 1960.

Total contracts were $426,591, and total construction and equipment budget exclusive of land was $511,391. The cost per pupil (figuring 30 pupils per classroom) is $1,122 including site cost and equipment.

This is an attractive building on an extremely attractive site. The building is on two floors with the lower floor single loaded. As many trees as possible were retained on the site, which will mean a minimum of landscape planting.

Glenn W. Stephens School

Glenn W. Stephens school consists of 13 classrooms, two kindergartens, and an all-purpose room with locker and shower rooms.

The Faircrest site, about 10 1/3 acres on Rosa Road, was purchased in November, 1958, at a cost of $29,966. Graven, Kenney, and Iverson were named architects in August, 1960.

Bids were opened in December, 1960, with a total low bid amounting to $387,625. The total building budget, exclusive of the cost of the site, was $466,525. The cost per pupil based on normal school capacity was $1,103 including the site cost and equipment.

In some respects, design and construction of this building represent a marked departure from other recently-built schools. Wood was used more extensively, both as structural members and as finished materials. Laminated wood beams were used as roof supports. The roof itself is wood deck on wood joists. Pre-finished

panels were used extensively in corridor and classrooms. Classroom doors are wood with plastic surface. The functional plan of the building is outstanding.

On June 19, 1961, the Board of Education formally named the Faircrest site school Glenn W. Stephens in honor of President Stephens, who completed 34 years of service on the Board in May, 1961.

Mendota School Sixth Addition

On March 7, 1960, the Board of Education confirmed the low base bids for the sixth addition to Mendota school in the amount of $59,237. This addition, the fourth since the area joined the City of Madison, consists of four classrooms comparable to those of the earlier additions provided by the Madison Board of Education.

The first and second additions were built prior to the annexation of the area to the city.

The third addition, built in 1954, consisted of four classrooms, the all-purpose room, and hot-lunch kitchen. The fourth and fifth additions, which were opened in 1956, consisted of gymnasium and locker rooms, two kindergartens, six classrooms, a library, and administrative space. The original state-graded school was torn down with these additions.

While it would be possible to add more rooms to this school plant, it is probable no more additions will be needed because of the building of Samuel Gompers and Lake View schools.

Weiler and Strang and Associates were the architects for the entire existing school.

Odana School Addition

In November, 1959, Jack Klund was named architect for an eight-room addition to Odana school. Bids were opened late in February, and contracts were awarded to the low bidders in the amount of $99,101 at the March 7, 1960, meeting of the Board of Education. The bond budget for this construction, fees, and equipment was approved at $127,001.

With little exception, the added eight rooms are identical to those in the original building which was opened in September, 1959. As in all Madison's new schools, the original plans provided for future expansion. No additional service facilities or toilets were necessary.

The addition was ready for use, except for some details, in September, 1960, and should take care of needs for a number of years.

West High School Additions

Plans for the additions to West high school were approved May 2, 1960, and bids were opened June 23. Total contracts for the additions and remodeling were approved July 5 in the amount of $1,565,196, by the Board, and construction was begun immediately. The total building budget including fees and equipment was set at $1,770,000.

The new junior high school wing parallels Van Hise Avenue on the north side of the existing building, and consists of 36 classrooms, offices, a double gymnasium, locker and shower rooms, and an all-purpose room. Because the site is rather small by present standards, the classroom addition is on four floors, the ground floor being one level lower than the previous junior high floor level.

It is of interest to note that the classroom section is located where the original plans provided. Boilers in the original building are large enough to take care of the new wing.

In addition to the classroom section, music rooms and a pool have been added at the corner of Regent and Ash Streets, connected to the existing building at the rear of the auditorium stage. This addition consists of a band room, an orchestra room, two vocal music rooms, storage rooms, dressing rooms for the stage, and a 35 x 75 foot pool.

With the new junior high wing, much better separation between the junior and senior high schools will be possible, although the two schools will have some overlapping areas such as the library, music rooms, auditorium, and pool.

Included in the plans for the additions was extensive remodeling in the existing building, particularly the science, cafeteria-kitchen, and locker-shower areas. Existing locker-shower facilities will also serve the new pool.

The service and parking entrance to West high will be removed from Regent Street, which has heavy traffic, to Van Hise Avenue where traffic is much lighter.

Law, Law, Potter, and Nystrom were the architects.

Hawthorne School Addition

In March, 1961, the Board of Education approved bids in the amount of $154,024 for an eight-room addition to Hawthorne school. The total bond budget, including base contracts, was $184,024.

The addition was anticipated in the original plans for the building and consists of four rooms on each floor of the two-story section of the original building. Graven, Kenney, and Iverson were the architects.

The new unit was ready for the opening of school in September, 1961.

Orchard Ridge Second Addition

In October, 1960, the Board of Education approved low base bids in the amount of $208,928 for the second addition to Orchard Ridge school. The total bond budget, including base contracts, was $252,778.

John J. Flad and Associates, architects for the original building and first addition, designed this addition which consists of two stories with seven classrooms on each floor.

The second addition completes the elementary section of the school which was originally designed to include a three-section elementary school plus a junior high for approximately 750 pupils.

The addition was ready for occupancy when the school opened in September, 1961.

New School Sites

Buckeye Road Site

In August, 1960, the Board of Education authorized Administrative Assistant Robert J. Hull to appear before the City Plan Commission to request dedication of property for an elementary school in the Buckeye Road area on the far East Side.

Two proposed plats were involved in the dedication request. The Acewood plat involved approximately 6.9 acres and the Painted Post Estates involved approximately 3.5 acres.

In August, 1961, LOM, Incorporated, platters of the Painted Post Estates, delivered a quit claim deed to the City of Madison for 3.215 acres which represented their portion of the dedication. However, the platters of the Acewood area refused to dedicate property for school purposes.

Because a total of 3.215 acres is small for an elementary school and because of the possibility of no dedication of contiguous land by the platters of Acewood, the Board of Education secured options from LOM, Incorporated, for five additional lots contiguous to the acres dedicated by LOM, Incorporated.

On August 7, 1961, the Board named the architectural firm of Graven, Kenney, and Iverson to design an elementary school for this site.

Green Tree Hills Site

In June, 1960, the Board of Education requested the Mayor and Common Council to purchase 8.03 acres of land at Hammersley Road and Prairie Avenue for an elementary school site.

On June 20, Green Tree Estates, Incorporated, transferred the property to the City of Madison for $14,855.50, or $1,850 per acre.

The site will eventually provide an elementary school beyond Odana and Orchard Ridge schools on the far Southwest side of the city.

Sale of Rethke Property

On June 30, 1959, the bond account of the Board of Education was credited with $56,555 for the sale of the Rethke property, according to a report to the Board July 6.

The 22nd Ward Schools

Early in February, 1961, the Board of Education and superintendent began to make plans for the impact in September of more than 2,300 pupils in a newly annexed area. This group is in addition to the regular annual increase of about 1,200 pupils.

The area includes two elementary schools, Glendale and Allis, but no high school facilities for more than 400 pupils of high school age, Grades 9-12. Monona Grove high school which served them is not in the area annexed to the city.

Pupils in Grade 11 and 12 could continue to attend Monona Grove high school on a tuition basis, according to Wisconsin law, but a new enabling law had to be passed to permit pupils in Grades 9 and 10 to continue there until a new high school could be built.

Tentative plans have been made to build a junior-senior high school for Grades 7-12 on a portion of the Monona golf course which belongs to the city.

Thus another school bond referendum must be presented to Madison voters in April, 1962, to provide additional classrooms for children in newly annexed areas as well as in other sections of the city.

The Board of Education on June 5, 1961, voted to request $413,206 of the City Council for the operation of the Allis and Glendale schools in the new 22nd Ward from September until January 1, 1962. Of this amount, $42,081.50 will be for debt service.

Capital Budget Estimate

Tentative capital budget needs of the Madison public schools up to 1968 for construction to 1970 will be over $16 million, according to the report to the Board at the meeting March 20, 1961. About $4½ million of this total will be needed for new elementary, junior high, and senior high classrooms in the new 22nd Ward and for a Crestwood addition. The remainder will be needed for classrooms in other areas of the city.

School needs through 1966 necessitate a school bond referendum in April, 1962, for $9,552,400 — $4,438,000 for the 22nd Ward classrooms and Crestwood additions plus $5,114,000 for other areas of the city.

The high school in the new 22nd Ward must be ready for occupancy by the summer of 1963.

Comparative Cost Data

In comparison with 110 cities with populations ranging from 25,000 to 99,999, Madison ranked 14 in current expenditures per pupil in average daily attendance during the 1956-57 school year, and 22 in the 1957-58 school year. The highest per pupil expenditure for 1957-58 was $565, as compared to Madison's per pupil expenditure of $384.12. The report was presented to the Board March 7, 1960.

In comparison with 109 cities with populations from 25,000 to 99,999, Madison ranked 20 in the 1958-59 school year. The highest total per pupil expenditure in average daily attendance was $567.21 in comparison with Madison's per pupil expenditure of $405.49. The report was presented to the Board at the meeting June 19, 1961.

Changes in the Teachers' Salary Schedule

Because of Mayor, City Council, and Board of Education budget cuts of $170,000 in 1960 and again in 1961, it was necessary for the Board of Education to reduce by $25,000 each year, the amount requested for the fulfillment of the Fowlkes salary-survey recommendations, which the Board approved August 11, 1958.

As a result, completion of the survey recommendation has been delayed. Good progress has been made, however. Originally scheduled for completion by September, 1960, it is now hoped it may be fulfilled by September, 1962.

Common Pay Date for Teachers

At the request of a committee of the Madison Education Association, which had made a survey of the teachers, the Board at the meeting August 8, 1960, approved the third of each month as a common pay date beginning with October 3 of each school year.

Pay Rate for Substitute Teachers

On the basis of a survey of 39 other midwestern cities, the pay rate for substitute teachers was set at $17 per day, effective in September, by action of the Board August 8, 1960.

Group Insurance

At the meeting January 4, 1960, the Board voted to request the city auditor to transfer $41,160.00 to the Board of Education budget to cover the salary and insurance increases the City Council approved:

Salary increases for civil service employees		$13,200
Health and accident insurance coverage for civil service employees		13,260
Group life insurance for		
teacher group	$12,000	
For civil service group	$ 2,700	14,700
		$41,160

Civil Service Employee Pay Raise

At the meeting December 19, 1960, the Board of Education concurred in the action of the Common Council granting a $10 per month increase for civil service workers, effective January 1, 1961.

On March 20, 1961, the Board concurred in the action of the Common Council authorizing payroll deduction for civil service employees who sign up for the income-protection policy offered by Aetna Life Insurance company.

ADMINISTRATIVE CHANGES

Maurine Bredeson

At the meeting July 5, 1960, the Board approved the appointment of Maurine Bredeson, principal at Lapham school since 1944, acting principal of the Temkin site school (later named Samuel Gompers school).

On June 19, 1961, the Board approved the transfer of Miss Bredeson to new Lake View school for the 1961-62 school year.

George Steiner

The Board approved the transfer of George Steiner, assistant principal at West senior high school, to the position of administrative assistant in the business office. For a number of years, Mr. Steiner had worked on budget preparation during the summer months.

Roger Trafford

Although the Board accepted Roger Trafford's resignation as assistant principal, West junior high school, June 20, 1960, they appointed him school construction consultant at the meeting September 6.

Donald Krider

Donald Krider, social studies teacher at West senior high school, was appointed acting assistant principal at the meeting July 5, 1960. Except for a period of one semester, Mr. Krider has taught at West high school since October, 1946. For several years he has been serving as principal of the summer session at Central high. He holds an MS degree from the University of Wisconsin.

Avis Calabresa

During the leave of absence of Louise Cooper Schadauer, Avis Calabresa was appointed acting assistant principal of Herbert Schenk school for the year 1960-61, at the meeting of the Board of Education July 5, 1960. Mrs. Calabresa, a teacher at Herbert Schenk school, received her MA degree from the University of Wisconsin in 1953.

Roger Cerutti

Roger Cerutti, Sherman school teacher, was named acting assistant principal there at the meeting of the Board July 5, 1960. Mr. Cerutti received his MA degree from the University of Wisconsin in 1957.

Helen Bruce

Helen Bruce, speech correctionist, was approved as part-time project assistant at Washington school for the University at the meeting of the Board August 8, 1960. Mrs. Bruce had been acting principal at Washington school for nearly the entire biennium of 1957-59.

Carl Liebig

Also at the meeting August 8, the Board approved the appointment of Carl Liebig, Van Hise teacher, as acting principal at Lapham school. His other experience includes teaching in Alaska. Mr. Liebig received his BA from Kansas State College and his MA from the University of Wisconsin.

Ron R. Fox

The Board of Education approved the appointment of Ron R. Fox as acting assistant principal at Van Hise school at the meeting August 8, 1960. Mr. Fox had been principal and mathematics teacher at Spring Green for 13 years. He received his BA degree from Platteville State College and his MA from the University of Wisconsin.

Neil L. Lunenschloss

Neil L. Lunenschloss was appointed assistant principal of West junior high school with the approval of the Board of Education August 8. Mr. Lunenschloss has a total of 20 years of experience as a teacher and principal, the past eight years as principal of a junior high school in Appleton. He received his BA degree from Platteville State College and his MA from the University of Wisconsin.

Ann Ness

The Board approved the appointment of Ann Ness acting teacher-principal at Gompers school at the meeting June 19, 1961. Mrs. Ness, who received her BA from Whitewater State College, has taught Grades 3, 5, and 7 at Sherman school.

Because approximately two-thirds of the Gompers enrollment will transfer to Lake View school, Gompers will not need a full-time principal until enrollment increases again.

Instructional Improvement and Evaluation

Madison's school administrators approved a new program of instructional improvement and teacher evaluation, during the 1960-61 school year. The program involves utilization of a new "Evaluation Scale for Teachers" and an "Improvement-of-Teaching Worksheet," both of which are designed to encourage effective supervision and evaluation and provide a permanent record of the quality of work done by Madison teachers.

New Teacher List

With the mounting school enrollment, the number of new teachers employed for each September has also increased. The number of new teachers employed for the opening of school in 1959 was 201, for 1960, 221, and for 1961, an estimated 225. These figures do not include exchange teachers, librarians, or returnees after a year or more of absence. The estimate for 1961 also does not include the staffs of the two recently annexed elementary schools except new teachers at those schools.

Teacher Status for School Librarians

On May 1, 1961, the Board of Education concurred with the recommendation of the city personnel board that school librarians be transferred from civil service to teacher status under direct control of the Board, effective July 1, 1961. For some years school librarians have been required to have teacher certificates as well as library training.

Policy on Credit in Lieu of Travel

At the meeting March 21, 1960, the Board approved the recommendation of the credit evaluation committee that credit in lieu of travel be given to teachers for taking courses sponsored by the Madison Education Association, provided certain requirements are met.

Annual TB Tests for Employees

Annual tuberculin skin tests or miniature x-rays will henceforth be required of all Madison public school employees by action of the Board of Education February 6, 1961, on the recommendation of the city health commissioner. A 14 x 17 chest x-ray will be required of any employee having a positive or questionable miniature x-ray.

Class Loads

Most class sizes in Madison range from 25 to 35 pupils, excluding physical education and music classes in junior and senior high schools. The median for elementary, junior, and senior high schools was 28 in both the 1959-60 and 1960-61 school years.

School Bus Requirements

At the request of the school bus committee, the Board of Education on April 4, 1960, approved the following additions to the school bus contracts beginning with the 1960-61 school year.

Driver training requirements

That all drivers be screened by the Madison police department before being hired.

That all drivers be properly licensed by the state traffic division.

That all drivers be required to attend the fall school bus drivers workshop sponsored by the state department of public instruction.

Mechanical condition of buses

That all school buses be inspected by the state patrol at least twice each year.

That each carrier be required to show a record of servicing of each bus upon demand.

Service

That each carrier be responsible for as high a quality of bus service as is expected of all common carriers: maintain a schedule, insist on proper bus behavior.

Longer Elementary School Day

On the recommendation of elementary school principals, the Board of Education approved the following changes:

February, 1960, all grades beginning time, 8:15 a.m. instead of 8:30; Grade 3 dismissal at 11:30 instead of 11; all grades dismissal at 3:30 p.m. instead of 3:15 for kindergarten and Grades 1 and 2.

September, 1960, Grades 5 and 6 beginning time, 8:05 a.m. and 12:55 p.m.

Schools with lunch programs maintain the same school day total hours although retaining different opening and closing hours.

University Credit for Mathematics

Following is the procedure established by the University department of mathematics for granting University credit to Madison high school pupils in Math 20, according to a report to the Board of Education April 18, 1960:

A final examination approved by the department of mathematics will be given on campus for all candidates for such credit.

Exams will be graded initially by Madison high school teachers involved, and submitted to the department of mathematics for review and certification. Students who qualify for credit will have the option of accepting or rejecting such credit.

The department of mathematics will then prepare a list of students who are to receive four credits for Math 20 and include recommendations for placement in subsequent courses. A copy of this list will be sent to the registrar's office.

New Courses

At the request of Principal R. O. Christoffersen, the Board of Education February 15, 1960, approved continuing the experimental advanced biology course at West high school during the 1960-61 school year.

West high school will have fourth-year German next year by action of the Board May 1, 1961. Textbooks for the additional year were approved.

Junior High Attendance Areas

At the meeting February 6, 1961, the Board designated both Cherokee Heights and Van Hise junior high schools as optional area for West junior high. Pupils previously enrolled at Cherokee or Van Hise who wish to enroll in Grades 8 or 9 at West must secure permits to transfer.

Elementary School Attendance Areas

Beginning in September, 1961, the following school attendance areas were approved by the Board:

Hoyt school district—the former optional territory between Hoyt and Van Hise bounded by University Avenue, Hill Street, Palomino Lane, Owen Parkway, Hillcrest Drive, Owen Drive, Blackhawk Avenue;

Glenn W. Stephens school district (Faircrest site)—the area west of Whitney Way, formerly in the Van Hise district;

Midvale school district—the area bounded by Hillcrest Drive, Owen Drive, Mineral Point Road, South Midvale Boulevard;

Samuel Gompers school district (Temkin site)—all area north and east of the following line:

Mendota school district—all area south and west, of the following line:

Beginning at the intersection of Northport Drive and Sherman Avenue, proceeding NW along the center of Northport Drive to the west boundary of Lake View sanatorium property,

North along the west boundary of the sanatorium property to a point at the rear of the residences along the north side of Havey Road extended,

West along the rear of the residences on the north side of Havey Road to a point west of the residences along the west side of Barby Lane,

Generally north at the rear lot line of the residences on the west side of Barby Lane to a line located at the rear of the residences on the south side of Northland Drive, and

Extended generally NW to the Cherokee marsh.

Lake View school district (White site) — all area east of Lake View sanatorium, north of Northport Drive and Darwin Road, and south of all houses fronting on Mayfield Lane.

Kindergarten Fee for Consumable Materials

At the request of elementary school principals, the Board of Education April 4, 1960, approved a kindergarten fee of $.50 per semester per pupil for consumable materials such as pencils, paper, and crayons, starting with the 1960-61 school year.

Tuition Rates

Following are the weekly tuition rates approved by the Board of Education in September for the past biennium. These rates are based on the formula set by state law.

	— *Grades* —		
Year	*9-12*	*1-8*	*Kindergarten*
1958-59	$12.03	$10.40	$5.20
1959-60	11.05	10.04	5.02

Integrated School System

The Madison school district has been classified as "integrated" by the state department of public instruction for the years 1959-60 and 1960-61.

Gifts for the Madison School Forest

At the meeting May 15, 1961, the Board accepted a check for $1,000 for a teaching scholarship from the Oscar Mayer company and $50 from the Kiwanis West club for the School Forest program.

Revision of Board Bylaws and Policies

During the 1959-60 school year, the Board of Education reviewed and revised the bylaws and policies of the Board, which have since been duplicated.

Necrology

Norma Dietrich, East high school, January 13, 1960

Leona Ten Eyck, Van Hise, June 12, 1961

Helen Ann Pike, Lowell, March 1, 1960

* * *

GRADUATES FROM MADISON HIGH SCHOOLS

(Including February)

Year	*Central*	*East*	*West*	*Total*
1960	158	399	418	975
1961	176	474	492	1142

STATISTICS AND FINANCIAL STATEMENT

ENROLLMENT FOR ALL SCHOOLS

Public Schools	1959-60		1960-61	
Elementary Schools		13,039		13,661
Resident	13,014		13,600	
Non-resident	25		61	
Handicapped		268**		271**
Resident	215		211	
Non-resident	53		60	
Junior-senior high school		7,719		8,275
Resident	7,333		7,914	
Non-resident	386		361	
Total Public School Enrollment		21,026**		22,207**
Vocational School (under 18 years of age)				
Resident	120		96	
Non-resident	15		6	
Total Vocational School Enrollment (under 18)		135		102
Parochial Schools				
Elementary school (Kdg-8)		3,741		3,801
Resident	3,548		3,614	
Non-resident	193		187	
High School		847		824
Resident	677		678	
Non-resident	170		146	
Total Parochial School Enrollment		4,588		4,625
Wisconsin High School				
Resident	166		162	
Non-resident	204		225	
Total Wisconsin High School Enrollment		370		387
Total Enrollment All Schools		26,119		27,321

*Does not include part-time parochial or orthopedic hospital pupils.
**Does not include pupils enrolled in Trainable Group (severely mentally handicapped): 16 in 1960; 23 in 1961.

PART-TIME ENROLLMENT

	Parochial*		State Orthopedic Hospital	
	Pupils Number Total	*Pupils Full-time Equivalent*	*Pupils Number Total*	*Pupils Full-time Equivalent*
1960	609	15.7	185	20.26
1961	485	21.1	196	21.27

*Home economics and industrial arts for grades 7 and 8.

COMPARATIVE TOTAL ENROLLMENT — 1950-60

SCHOOLS	1950		1955		1959		1960	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Cherokee Heights	.....	.....	.....	.....	218	.....	214	.....
Crestwood	.....	.....	.....	.....	442	98*	463	.....
Dudgeon	432	.....	611	.....	465	.....	375	.....
Emerson	917	.....	840	.....	838	.....	760	.....
Franklin	355	63*	374	71*	503	107*	513	121*
Hawthorne	.....	.....	.....	.....	.....	.....	418	.....
Hoyt	.....	.....	.....	.....	331	.....	357	.....
Lapham	459	.....	603	.....	612	.....	551	.....
Lincoln	384	.....	316	.....	330	.....	271	.....
Longfellow	437	.....	541	.....	397	.....	362	.....
Lowell	772	.....	710	.....	744	.....	680	.....
Marquette	731	.....	743	.....	726	.....	736	.....
Mendota	.....	.....	340	.....	559	.....	585	.....
Midvale	.....	.....	934	.....	812	.....	758	.....
Nakoma	366	98*	606	.....	460	.....	451	.....
Odana	.....	.....	.....	.....	.....	.....	296	.....
Orchard Ridge	.....	.....	.....	.....	375	.....	511	.....
Randall	837	.....	741	.....	590	.....	603	.....
Herbert Schenk	.....	.....	586	.....	1,243	117*	1,323	298*
Sherman	277	.....	546	.....	788	108*	1,031	299*
Spring Harbor	.....	.....	.....	.....	446	.....	460	.....
Sunnyside	.....	.....	.....	.....	401	.....	186	.....
Van Hise	.....	.....	.....	.....	707	.....	735	416*
Washington	609	.....	573	.....	444	.....	400	.....
Total Elementary	6,576	(161)*	9,064	(71)*	12,431	(430)*	13,039	(1,134)*
Remedial	130		129		162		181	
Crippled	59		49		43		41	
Deaf	36		30		29		28	
Sight Saving	10		15		14		11	
Braille	.....		.....		8		7	
Total Handicapped	235		223***		256***		268***	
Cherokee Heights Junior	.....		.....		795		756	
Central Junior	444		561		609		622	
East Junior	1,042		1,362		1,259		1,121	
West Junior	633		955		565		554	
*Junior high school pupils in elementary schools	161		71		430		1,134	
Total Junior High (Grades 7-9)	2,280		2,949		3,658		4,187	
Central Senior	576		586		605		677	
East Senior	1,246		1,359		1,367		1,449	
West Senior	774		863		1,299		1,406	
Total Senior High (Grades 10-12)	2,596		2,808		3,271		3,532	
Total High School	4,876		5,757		6,929		7,719	
GRAND TOTAL**	11,687		15,044***		19,616***		21,026***	

*Junior high school pupils, grades 7-8, enrolled in elementary schools.

**Does not include part-time parochial or orthopedic hospital pupils.

***Does not include pupils enrolled in Trainable Group (severely mentally handicapped): 13 in 1959, 16 in 1960.

COMPARATIVE TOTAL ENROLLMENT — 1951-61

SCHOOLS	1951		1956		1960		1961	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Cherokee Heights	.....	.....	554	200*	214	.....	210	.....
Crestwood	.....	.....	.....	.....	463	.....	483	.....
Dudgeon	485	.....	489	.....	375	.....	376	.....
Emerson	882	.....	824	.....	760	.....	752	.....
Franklin	324	67*	379	75*	513	121*	541	119*
Gompers	.....	.....	.....	.....	.....	.....	546	.....
Hawthorne	.....	.....	.....	.....	418	.....	452	.....
Hoyt	.....	.....	.....	.....	357	.....	360	.....
Lapham	489	.....	588	.....	551	.....	546	.....
Lincoln	373	.....	326	.....	271	.....	265	.....
Longfellow	437	.....	538	.....	362	.....	362	.....
Lowell	778	.....	752	.....	680	.....	792	.....
Marquette	709	.....	732	.....	736	.....	727	.....
Mendota	.....	.....	349	.....	585	.....	609	.....
Midvale	.....	.....	858	.....	758	.....	769	.....
Nakoma	418	75*	486	.....	451	.....	415	.....
Odana	.....	.....	.....	.....	296	.....	354	.....
Orchard Ridge	.....	.....	.....	.....	511	.....	700	.....
Randall	927	.....	737	.....	603	.....	599	.....
Herbert Schenk	.....	.....	803	.....	1323	298*	1298	.....
Sherman	331	.....	588	.....	1031	299*	640	.....
Spring Harbor	.....	.....	.....	.....	460	.....	456	.....
Sunnyside	.....	.....	.....	.....	186	.....	207	.....
Van Hise	.....	.....	.....	.....	735	416*	816	.....
Washington	541	.....	536	.....	400	.....	386	.....
Total Elementary	6,694	(142)*	9,539	(275)*	13,039	(1134)*	13,661	(119)*
Remedial	131		144****		181		169	
Crippled	51		65		41		45	
Deaf	40		28		28		36	
Sight Saving	15		18		11		14	
Braille	.....		4		7		7	
			***					
Total Handicapped	237		259****		268***		271***	
Cherokee Heights Jr.	.....		.....		756		725	
Herbert Schenk Jr.	.....		.....		.....		455	
Sherman Jr.	.....		.....		.....		504	
Van Hise Jr.	.....		.....		.....		631	
Central Junior	448		549		622		616	
East Junior	1,103		1,301		1,121		1,038	
West Junior	656		882		554		497	
*Junior high school pupils in elementary schools	142		275		1,134		119	
Total Junior High (Grades 7-9)	2,349		3,007		4,187		4,585	
Central Senior	569		617		677		747	
East Senior	1,223		1,244		1,449		1,487	
West Senior	797		946		1,406		1,456	
Total Senior High (Grades 10-12)	2,589		2,807		3,532		3,690	
Total High School	4,938		5,814		7,719		8,275	
GRAND TOTAL**	11,869		15,612***		21,026***		22,207***	

*Junior high school pupils, grades 7-8, enrolled in elementary schools.

**Does not include part-time parochial or orthopedic hospital pupils.

***Does not include pupils enrolled in Trainable Group (severely mentally handicapped); 16 in 1960, 23 in 1961.

****Includes 14 East specials.

CENSUS TOTALS BY SCHOOL DISTRICTS, AGE GROUP 4-19 INCLUSIVE

District	*1951*	*1956*	*1960*	*1961*
Cherokee			419	446
Crestwood			838	897
District #8	248	224	255	248
Dudgeon	743	803	1102	1105
Emerson	1825	1919	1913	1929
Franklin	930	1049	1250	1266
Gompers			421	463
Hawthorne		128	810	841
Hoyt		631	958	973
Lakeview			633	728
Lapham	1440	1457	1361	1346
Lincoln	250	298	330	342
Longfellow	1478	1625	1450	1406
Lowell	2044	1489	1661	1705
Marquette	1752	1807	1884	1897
Mendota		691	674	967
Midvale	1153	1970	1750	1779
Nakoma	811	1574*	1321	1380
Odana			637	749
Orchard Ridge			867	1177
Randall	2215	2851	1888	1928
Schenk		1477	2398	2497
Sherman	817	1100	1369	1415
Spring Harbor			777	821
Sunnyside			371	408
Truax	399	418	263	303
Van Hise			1555	1811
Washington	1783	1537	1468	1280
Woodvale				173

*Including Cherokee Heights

CENSUS TOTALS BY AGE GROUPS

Age	*1951*	*1956*	*1960*	*1961*
Birth to 3	7,594	9,624	11,963	11,916
Age 4 through 19	17,888	23,048	30,623	32,280
Age 20	999	955	1,177	1,276
TOTAL	26,481	33,627	43,763	45,472

COMMUNITY USE OF SCHOOL BUILDINGS*

Community and Civic Groups	*1959-60*	*1960-61*
Audubon Society	3	5
All-City Choir, Chorus	2	1
Bar Exams	3	
Blackhawk Bowling	2	
Barbershop Singing	2	2
Community Associations	10	12
Civil Defense Meeting	5	
Drum and Bugle Corps	2	4
Dance, Kathryn Hubbard	2	2
Elections	30	56
Insurance Exam	5	12
Lifeguard Classes	12	12
Memorial Day Activities	2	2
Madison String Sinfonia	2	2
Madison Art Assn.	12	
Mental Health	16	
Miss America, Madison Pageant	1	3
National Merit Exam	2	
Philharmonic Chorus	5	4
Red Cross First Aid Class	10	
Social Activities	8	
Service Club Olympics	2	
Savings and Loan Institute		23
United Givers	2	1
United Nations Play		2
Voter Registration	14	16
Well-Child Centers	8	6
Welfare League	5	8
Wis. Co-op Housing	4	2
West Optimist Club Contest		2
Miscellaneous Groups (one-time use)	16	19
Total	187	184
Teacher Organizations	22	33
Adult School-Related Organizations (such as PTA)	392	455
School Activities	356	349
School Athletic Program	294	460
Youth Activity Organizations (such as Boy Scouts)	518	579
Special Classes (such as summer school)	1,123	1,036
Recreation Dept. Activities	1,798	1,482
Grand Total	4,690	4,578

*This list shows the groups which used the buildings and the number of times they were used, but with no reference to the number of rooms used or the number of hours used in each case.

SUMMER SESSION ENROLLMENT

	1960	*1961*
Central High School	522	636
Driver Training	784	950
Remedial Reading	366	448
Instrumental Music	728	1,098
Summer Band	84	81

FINANCIAL STATEMENT — BALANCE SHEET AS OF JUNE 30

ASSETS

	1960	1961
FIXED ASSETS		
Land and Land Improvements	$ 1,618,346.34	$ 1,962,086.54
Buildings and Attached Structures	13,739,625.05	15,717,617.78
Machinery and Equipment	1,698,161.52	1,987,090.79
CURRENT ASSETS		
Cash in Bank	376,056.89	437,461.35
Board of Education—Petty Cash Fund	50.00	50.00
SUNDRY ACCOUNTS RECEIVABLE		
City of Madison—Taxes Receivable		
Accounts Receivable—General	42,793.00	38,046.19
Tuitions Receivable	84,971.07	83,508.18
INVENTORIES		
Materials and Supplies on Hand	49,933.75	57,038.81
Fuel on Hand	26,181.40	23,212.41
TRUST FUNDS		
Samuel Shaw Prize Fund	938.80	943.34
Christian R. Stein Scholarship Fund	2,425.37	2,443.55
William McPyncheon Trust Fund	9,810.29	9,836.43
Theodore Herfurth Scholarship Fund	6,044.84	5,881.34
Injury Benefit Fund (Baseball)	337.33	337.33
Ralph B. Jones Memorial Fund	488.94	464.44
Allan J. Shafer Memorial Fund	1,729.05	1,711.55
Genevieve Gorst Herfurth Speech Fund	2,000.00	2,000.00
Helen Davis Faculty Memorial Fund	1,769.36	1,787.86
Gisholt Scholarship Awards	700.00	550.00
	$17,662,363.00	$20,332,067.89

LIABILITIES

FIXED LIABILITIES		
Bonded Indebtedness	9,483,000.00	10,799,000.00
State Trust Fund Loans	162,830.96	149,393.96
Long Term Notes Payable	2,800.00	1,400.00
OTHER LIABILITIES		
Accounts Payable	315,471.95	402,950.71
RESERVES—PETTY CASH		
Music Department	4,206.15	2,725.25
Crippled Children's Fund	200.00	200.00
Blind Class Fund	145.00	145.00
TRUST FUND RESERVES		
Samuel Shaw Prize Fund	938.80	943.34
Christian R. Stein Scholarship Fund	2,425.37	2,443.55
William McPyncheon Trust Fund	9,810.29	9,836.43
Theodore Herfurth Scholarship Fund	6,044.84	5,881.34
Injury Benefit Fund (Baseball)	337.33	337.33
Ralph B. Jones Memorial Fund	488.94	464.44
Allan J. Shafer Memorial Fund	1,729.05	1,711.55
Genevieve Gorst Herfurth Speech Fund	2,000.00	2,000.00
Helen Davis Faculty Memorial Fund	1,769.36	1,787.86
Gisholt Scholarship Awards	700.00	550.00
	$ 9,994,898.04	$11,381,770.76

PROPRIETARY INTEREST

FIXED SURPLUS	7,407,501.95	8,717,001.15
CURRENT SURPLUS	259,963.01	233,295.98

REVENUE RECEIPTS AND ACCRUALS — July 1, 1959 Through June 30, 1961

Particulars	1960	1961
STATE FUND APPORTIONMENT AND ELEMENTARY AID		
In City of Madison	$ 571,732.75	$ 606,417.73
In Jt. School District #8 & #9	17.45	———
TAXES LEVIED BY COUNTY SUPERVISORS		
In City of Madison	183,750.00	197,400.00
CITY SCHOOL TAXES		
In City of Madison—General Fund	6,192,037.28	6,595,124.61
In City of Madison—Recreational Fund	217,729.31	235,879.57
In Joint School Districts 8 & 9	37,218.34	41,353.03
STATE AIDS		
For Deaf School	26,783.45	31,433.62
For Special Schools	52,106.68	60,150.80
For Speech Correction	27,323.78	32,506.41
For Crippled Children (Washington School)	47,919.08	48,179.23
For Crippled Children (Orthopedic Hospital)	15,923.88	17,609.81
For Crippled Children (Other Schools)	371.80	547.65
For High School	256,783.53	273,716.95
For Sight Saving	18,296.39	19,239.70
For Transportation	17,736.00	21,588.00
FEDERAL AID		
In City of Madison	60,699.64	156,300.45
TUITIONS		
Central Senior High School	25,544.07	37,514.96
Central Junior High School	20,538.68	19,258.86
East Senior High School	31,949.30	33,927.95
East Junior High School	14,203.13	14,389.54
West Senior High School	58,531.66	37,065.61
West Junior High School	1,428.62	2,831.37
Elementary Schools	8,977.82	11,839.95
Deaf School	6,427.22	15,662.92
Crippled Children	10,359.67	6,024.32
Sight Saving	3,895.85	3,837.97
Exceptional	640.93	194.20
RENTALS		
C.H.S. Gym and Aud.	736.59	155.80
E.H.S. Gym and Aud.	770.40	606.06
W.H.S. Gym and Aud.	1,132.33	715.10
Elem. Rentals	5,301.60	3,982.43
OTHER RECEIPTS		
Book Fees, Fines—Lib. Dept.	2,821.92	3,574.39
Recreation Dept.	16,115.14	20,479.38
Misc.	465.53	(1,676.93)
Natl. Def. Ed. Act & Wis. Impr. Prog.	———	33,803.77
School Lunch Receipts—Jr. H.S.	———	23,697.24
School Lunch Receipts—Elementary	———	22,641.05
CLEARING ACCOUNTS		
For Social Security & Employee Ret.	172.45	(548.21)
For Withholding Tax	514.24	(1,140.45)
For W.I.A.A. Insurance	———	2,823.57
	$7,936,956.51	$8,629,126.41

SUMMARY OF EXPENDITURES

TOTAL OPERATION, MAINTENANCE, AND CAPITAL

July 1, 1959 Through June 30, 1960

	Operation	*Maintenance*	*Capital*	*Total*
Administration Building	$ 170,314.24	$ 9,996.23	$ 5,158.40	$ 185,468.87
Central Senior High School	320,332.35	18,369.11	16,987.40	355,688.86
Central Junior High School	189,409.82	324.86	258.00	189,992.68
East Senior High School	570,740.67	31,165.72	13,472.80	615,379.19
East Junior High School	331,711.21	248.87	75.02	332,035.10
West Senior High School	480,280.41	23,800.63	7,019.12	511,100.16
West Junior High School	197,326.52	254.06	36.83	197,617.41
Mendota School	124,417.14	1,563.73	3,325.06	129,305.93
Crestwood School	130,094.51	4,198.52	2,507.52	136,800.55
Dudgeon School	121,334.21	2,701.77	89.96	124,125.94
Emerson School	206,783.59	10,781.95	1,155.35	218,720.89
Hoyt School	94,195.67	636.74	694.61	95,527.02
Franklin School	173,326.09	2,312.27	360.91	175,999.27
Schenk School	379,959.85	3,307.51	5,358.63	388,625.99
Cherokee School	293,715.58	7,347.77	4,795.51	305,858.86
Hawthorne School	106,262.10	274.30	1,302.69	107,839.09
Lapham School	169,573.26	4,142.00	459.03	174,174.29
Lincoln School	84,689.04	3,376.07	3,395.87	91,460.98
Longfellow School	125,561.17	11,558.49	443.41	137,563.07
Lowell School	189,937.66	15,955.29	1,237.29	207,130.24
Odana School	71,058.83	397.06	712.17	72,168.06
Orchard Ridge School	112,468.06	514.75	767.50	113,750.31
Marquette School	179,096.17	2,631.04	612.49	182,339.70
Nakoma School	119,313.86	4,983.61	1,556.66	125,854.13
Randall School	183,032.03	12,802.60	1,275.81	197,110.44
Washington School	153,074.63	5,177.79	1,658.75	159,911.17
Sherman School	307,116.76	2,817.92	7,829.85	317,764.53
Spring Harbor School	121,601.18	588.65	3,950.94	126,140.77
Sunnyside School	60,223.75	6,904.72	2,731.40	69,859.87
Van Hise School	285,673.74	1,078.06	2,986.77	289,738.57
Midvale School	209,767.33	2,238.23	1,758.67	213,764.23
Gompers School	73.67	———	———	73.67
Waunona Way Site	———	25.00	33.00	58.00
Burr Oaks Site	———	———	596.95	596.95
Glenn W. Stephens (Faircrest Site)	———	———	1,013.95	1,013.95
Recreation	235,912.65	1,107.47	———	237,020.12
Undistributed*	832,223.24	3,551.28	6,594.05	842,368.57
Capital	$7,330,600.99	$197,134.07	$102,212.37	$7,629,947.43

*Includes: curriculum; guidance; special education classes such as deaf, remedial, orthopedic, sight-saving, blind, and nutrition; supplies for art, physical education, home economics, manual arts, and music in the elementary schools; transportation and trucks; and liability insurance.

SUMMARY OF EXPENDITURES

TOTAL OPERATION, MAINTENANCE, AND CAPITAL

July 1, 1960 Through June 30, 1961

	Operation	*Maintenance*	*Capital*	*Total*
Administration Building	$ 187,148.04	$ 4,961.80	$ 16,579.24	$ 208,689.08
Central Senior High School	360,112.46	17,060.15	7,440.27	384,612.88
Central Junior High School	197,284.44	472.44	1,367.64	199,124.52
East Senior High School	622,866.23	27,195.53	12,139.71	662,201.47
East Junior High School	329,221.90	117.55	1,311.44	330,650.89
West Senior High School	541,967.41	15,762.54	9,291.55	567,021.50
West Junior High School	169,424.57	139.40	1,620.73	171,184.70
Mendota School	150,117.05	1,438.48	1,592.47	153,148.00
Crestwood School	145,396.33	5,137.84	5,008.29	155,542.46
Dudgeon School	116,085.91	3,087.73	214.87	119,388.51
Emerson School	212,730.89	11,228.07	2,870.66	226,829.62
Hoyt School	96,665.09	1,572.52	866.40	99,104.01
Franklin School	189,082.72	2,849.61	1,359.97	193,292.30
Schenk School	438,659.46	2,729.59	13,920.43	455,309.48
Cherokee School	317,682.78	3,828.22	8,563.86	330,074.86
Hawthorne School	123,240.02	302.90	3,237.05	126,779.97
Lapham School	167,166.85	4,762.98	623.64	172,553.47
Lincoln School	83,587.35	1,884.16	1,054.07	86,525.58
Longfellow School	121,396.12	12,034.65	1,666.23	135,097.00
Lowell School	213,857.30	18,468.95	2,035.93	234,362.18
Odana School	99,043.78	738.61	21,776.62	121,559.01
Orchard Ridge School	159,415.32	1,913.25	3,245.57	164,574.14
Marquette School	194,845.35	1,930.28	1,832.72	198,608.35
Nakoma School	123,456.82	10,162.67	3,723.77	137,343.26
Randall School	195,040.13	4,717.77	6,158.38	205,916.28
Washington School	153,496.69	7,871.66	(1,585.46)**	159,782.89
Sherman School	333,385.84	3,305.10	12,192.60	348,883.54
Spring Harbor School	133,779.62	1,163.89	3,006.40	137,949.91
Sunnyside School	65,964.08	4,637.94	2,208.82	72,810.84
Van Hise School	414,788.25	2,326.43	11,812.07	428,926.75
Midvale School	221,038.53	2,767.84	750.63	224,557.00
Burr Oaks Site	———	———	21,711.96	21,711.96
Gompers School	134,600.04	329.49	11,611.16	146,540.69
Waunona Site	———	40.00	26.40	66.40
Glenn W. Stephens School	249.38	———	4,421.29	4,670.67
Allis School	69.30	———	———	69.30
Glendale School	105.65	56.00	———	161.65
Lake View School	298.54	———	652.73	951.27
Recreation	244,531.07	993.78	318.08	245,842.93
Undistributed*	1,005,702.30	7,704.26	8,498.30	1,021,904.86
	$8,263,503.61	$185,694.08	$205,126.49	$8,654,324.18

*Includes: curriculum; guidance; special education classes such as deaf, remedial, orthopedic, sight-saving, blind, and nutrition; supplies for art, physical education, home economics, manual arts, and music in the elementary schools; transportation and trucks; and liability insurance.

**Figures in parenthesis indicate deduction.

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DATE DUE

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