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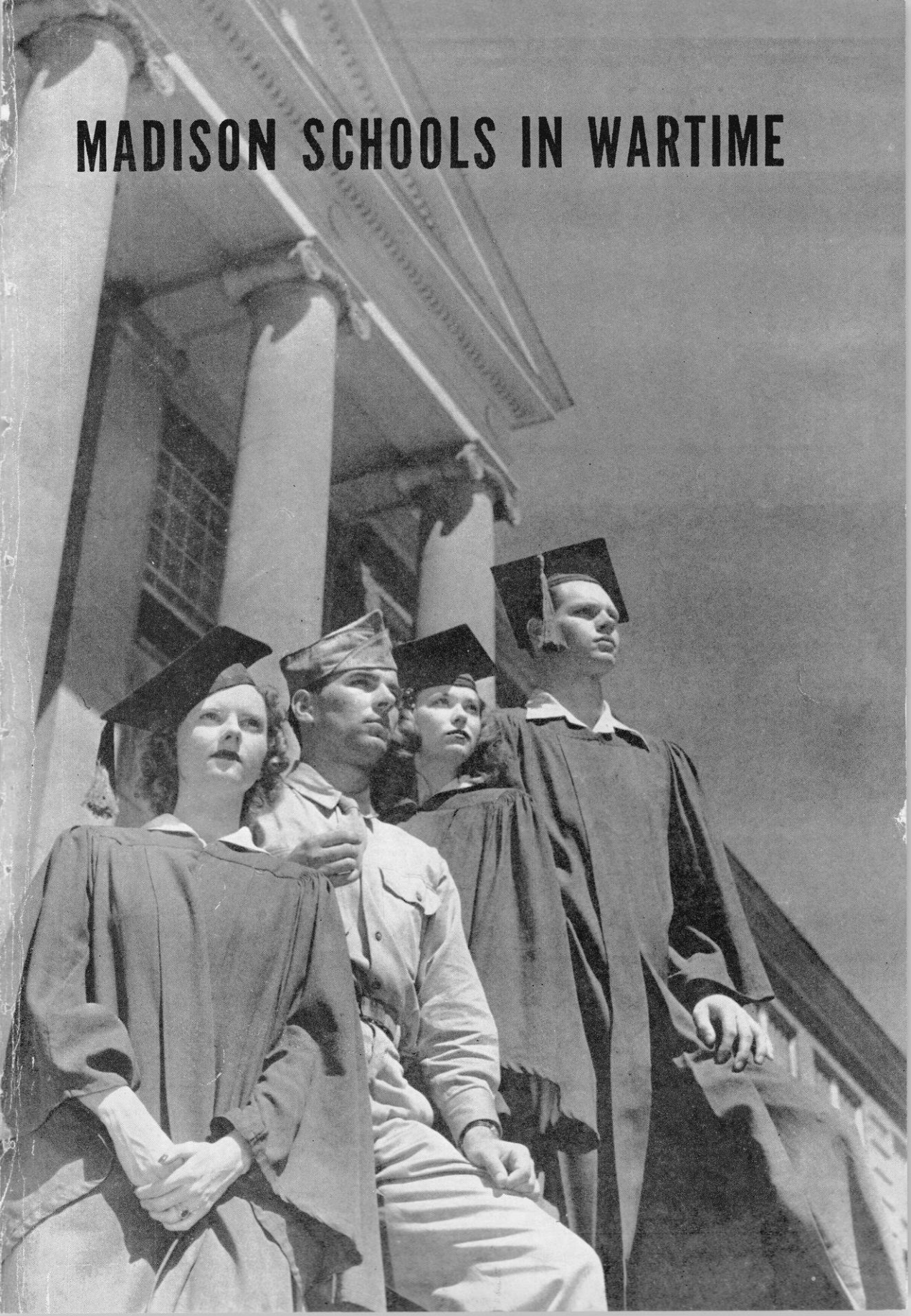
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MADISON SCHOOLS IN WARTIME



Madison Schools in Wartime

Philip H. Falk, Superintendent

BIENNIAL REPORT

1941 - 1942

1942 - 1943

BOARD OF EDUCATION

Madison, Wisconsin

August, 1943

The Board of Education

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Youth—America's most precious resource



FOREWORD

This report is an attempt to present a brief summary of Madison schools in wartime to the board of education and the citizens of Madison. The general theme was suggested in a letter sent by the superintendent to all staff members in December, 1941:

"We face two wars rather than one. The first is the task of resisting the aggression of the totalitarian states. The second is the task of reconstruction and readjustment, by democratic processes, after the first has been brought to a successful conclusion. The first war must be won. If it is not, there will not even be the opportunity for democratic reconstruction. However, to win the war of arms, but to lose the reconstruction, will mean not only that blood and tears shall have been spilled in vain, but that the precious heritage from our fathers will be lost. We have to win both wars.

"Approximately two million youth attain their majority each year. In ten years twenty million youth will have become voters. They will become a potent factor in public opinion and in the election of officers. They must have faith in justice, freedom, decency and democracy. They must be realistic enough to meet life as it is and idealistic enough to make life as it ought to be.

"Teachers, in common with all citizens, will meet most willingly the demands made on them by their government in the present war. But also teachers have a prime responsibility in preparing children for reconstruction. The most patriotic service teachers can render is to do better the work good teachers have always done.

"In spite of man's repeated failure to organize society on the basis of Christian principles, the present crisis presents to us one more dramatic opportunity. . . .

"No teacher conscious of the significant role he plays in shaping the destiny of human beings needs to apologize for being a teacher at any time, and especially in times such as these."

That Madison staff members and pupils have been making a conscientious effort to meet these responsibilities in wartime is indicated on the following pages.

Philip H. Falk, Superintendent

Madison in wartime



OBJECTIVES OF THE SCHOOL IN WARTIME

To Win the War

● We must win this war. We will win it because if we lose, all that our United States of America stands for will be destroyed. In the face of such a possibility, it would be very short-sighted for the school not to make every adjustment in its program necessary for the successful prosecution of the war.

The schools in Madison have made numerous adjustments in the interest of winning the war. Effort has been made, however, to prevent the needless sacrifice of educational welfare of children in the name of the war. Time, facilities, and energies available have been utilized in terms of war necessity and possible contribution thereto as weighed against the educational cost to children.

To Prepare a Generation to Meet Postwar Problems by Democratic Processes

Probably no generation of children has ever faced a more critical future. To win a bloody war of arms only to lose, in the postwar period, that for which we fought would be tragic.

The magnitude and complexity of problems of the postwar world stagger the imagination. A partial list includes the following issues to be faced during the next quarter of a century by children in school today:

(1) Transition from the most complete mobilization for war in history to a peacetime economy.

(2) Reconciliation of increasing capacity for mass production with mass consumption.

(3) An orderly method of providing continuity of employment in a highly interdependent society.

(4) The increasing need and demand for basic social security.

(5) Adjustment to air travel and an ever-shrinking physical world.

(6) A realistic foreign policy that will prevent another world war in twenty-five years.

(7) The danger of a majority of Americans being drawn into a power-mad struggle between wild-eyed radicals and blind reactionaries for the control of America.

(8) The rising danger from fanatic and bigoted race and religious prejudice.

(9) The threat of inflation and financial readjustment under an inconceivably huge national debt structure.

(10) The impact of a production flood resulting from the use of new plastics and minerals, and the release of the wartime dam on consumer goods.

(11) The establishment of a working relationship among capital, labor, agriculture, and government based on justice and social welfare and not on temporary power.

(12) The danger in the belief that the liberal arts and religion are non-productive and therefore secondary in importance to the creation of material goods and gadgets and to the possession of techniques and raw materials for the production of more goods. Material goods are essential. But if American democracy fails to survive the postwar period, it will be because of shortage on the side of understanding, philosophy, social techniques, and things of the spirit rather than on the side of material goods. Our entire materialistic structure is dependent on the attitudes of men and women for its existence.

There will be great temptation to solve these issues by edict and force—the apparently easy and quick way. But if we succumb to this temptation, all our “blood and tears” will have been in vain, and the vision of our American founding fathers will have been only another dream.

To infer, however, that we can in school today provide children with solutions to postwar problems is absurd. Each generation, especially in a changing world, must ultimately stand on its own feet and solve its own problems. We cannot endow our children with a future of solved problems. Great social issues are not solved apart from environment in either time or place. We do know though that our children are likely to arrive at better solutions under certain conditions than under others.

We know that a generation of physically and emotionally healthy children will be in better condition to attack its problems than one which is weak and unstable. Children with an abiding faith in American ideals should be more likely to preserve these ideals than children without such faith.

Children who have the desire and techniques to find truth should be more likely to solve problems in terms of facts than those without such desire and techniques. Children with a knowledge of right and wrong, who are decent, fair, and tolerant, should reach better solutions than those who lack such qualities. Children with personal and social competence should be better able to attack problems than those without.

Hence, the schools in their efforts to prepare children for the postwar world are not faced with a hopeless task. The qualities which good men and women have always possessed will be the qualities needed by the present generation in the postwar world.

If one questions the part to be played by children now in school in the solution of these problems, let him realize that in 25 years the oldest children in school today will have been voting for 22 years. The youngest children in school today will have been voting for nine years, and the child of average age (sixth grade), for 15 years. Twenty-five years provides time for two generations of school children to go from kindergarten through graduation from high school.

Nothing less than the best we can do for these children in the way of preparation will suffice. May we have the satisfaction of knowing that we have done our best to prepare them to make a better world.

THE IMPACT OF WAR ON THE SCHOOL

Schools are not in a world apart from the real world. Every phase of the school program has been affected by the war.

The School Staff

Not only have staff members gone into the armed and allied services as have others from all walks of life, but the supply and demand of workers for all kinds of war activity have tended to deplete the supply of replacements for schools. Custodians and clerical workers as well as teachers are at a premium.

All staff members are under heavy strain due to the carrying of war duties in addition to trying to provide a normal school opportunity for their pupils.

Pupils and Their Parents

Children cannot escape the tensions and excitement of the times. There is much work for older pupils at relatively high pay. They have money to spend. Older pupils anticipate war service or war jobs, and their life programs are postponed.

The descending curve of elementary enrollment beginning in 1937 turned upward for the first time in January, 1942. Turnover in pupil population is high for Madison. There is an unprecedented amount of pupil absence involving the added burden of make-up work for teachers.

One, and frequently both parents, are working long hours. Worry over rising prices and casualty lists is evident. Many parents have less time than formerly to spend with their children.

The Physical Plant

Capital improvements have been practically eliminated for the duration. There is much community use of buildings for war services. Shortages in equipment exist in almost every area. Conservation is the watchword.

A Vitalized Curriculum

In no area has the impact of total war on the school been more pronounced than on curriculum. Aside from the addition of war courses under the Victory Corps, such as pre-aeronautics, practically every subject offered in school has an enhanced value because of the war.

No longer are physical education, industrial arts, home economics, and nutrition referred to as "fads and frills." They are basic to the very survival of our nation. Music will not fly a plane although it may maintain the mental health of a pilot so that he can fly a plane. Singing soldiers are good soldiers. Military and naval bands are almost indispensable for morale. Art is needed for military sketching, map-making, photography, and camouflage as well as for morale.

People who regarded higher mathematics as mere mental gymnastics for dwellers in ivory towers are now crying for more mathematics. Physics and chemistry may win or lose the war. The provincial attitude toward foreign languages has disappeared along with isolationism. Global geography replaces cylindrical geography. Poetry, literature, philosophy, and religion are the comforting refuge of men on life rafts and in fox holes.

Reading, writing, arithmetic, spelling, and English have an importance never before realized so generally. The social studies, temporarily in the doldrums at the beginning of the war, are rapidly taking on new significance as we begin to train men to govern occupied territories and as we contemplate our postwar problems, most of which are dependent upon solutions in the social field.

Hence, total war has brought into bold relief the vital importance of learning and skill in every field in the life and survival of a nation. An old notion exists that there is one world of practical men who really run the world and who do not need to be bothered with learning because they can do things, and another world of impractical theorists who hitchhike through life on the backs of practical men. This dualism tends dramatically to disappear when a nation is in a death struggle.

In the perfection of Radar, one would have a difficult time drawing a line somewhere between its initial stages of development and its use in spotting enemy planes and submarines and saying that on one side the work was done by crack-pot theorists and on the other by practical men. Rather, theory and practice become an integrated whole. Learning goes to work in the world. Pure and applied sciences ultimately become one.

For decades, teachers have been vainly trying to answer to the satisfaction of pupils the questions: "Why should I study algebra, or geometry, or physics, or foreign language, etc.? What good will they do?" Total war has provided answers—at least for the present generation.

New Emphasis on Guidance

Just as in the last war the use of army intelligence tests provided a tremendous impetus to their universal use in schools, guidance techniques used in this war are affecting the programs in schools.

This is a war of specialists. A major task of the armed forces is to determine in advance in what specialty each man can serve effectively—preferably most effectively. It is excessively wasteful of time, money, and men to provide training only to find at the end of such training that a man is unable to render necessary services. Hence, the military is using on a grand scale all the techniques of prediction with which guidance workers have been experimenting during the past 20 years.

One very important instrument of prediction is found to be the complete over-all record of a pupil when in school. Pupils who leave our schools are requested to have in their possession to present to their induction centers or prospective employers copies of their complete high school records. This record among other items includes subjects taken and quality of work, subject preferences and dislikes, rank in class; standardized test results—both aptitude and achievement; special aptitudes; significant hobbies, interests, and extracurricular activities; preferred peacetime occupation; vocational and pre-induction courses; and wage-earning experience while in school.

Aside from the value of such information in the proper placement in war service, such procedure should have a wholesome effect on student attitude toward the school program. Too frequently high school and even college students have looked upon general education as a form of ritual which has but little relationship to life outside. This direct tie-up between school and the world without should provide a motivation for school work which has been too often lacking.

War Services

Service on the home front is inevitable in any war but especially in total war. It is to be expected that schools should participate in such activities on the same basis as other patriotic organizations and individuals.

General Educational Services

Because of the pressure of war activities, teachers are fearful of neglecting to provide the kind of normal education every child should have. In an effort to avoid this danger, a conscious effort has been made not merely to hold the educational status quo but to improve it.

Dr. Bernice E. Leary has been employed by the board as consultant in reading and language arts to work intensively with groups of teachers in these fields. The number of curriculum committees at work with Mr. Wittich; Dr. Danford's work in physical education and recreation; the expanding of the services of the department of child study under Dr. Waller; the increased work of the supervisors and their efforts to improve the services of their departments; and the noble efforts of principals, teachers, clerical workers, and custodians to conduct school on an even keel in spite of unprecedented interruptions, demands, and handicaps are indications of the desire of all to protect and improve the educational welfare of children in spite of war.

IMPLICATIONS FOR THE SCHOOL

Adapting and Broadening of the Curriculum to Meet the Needs of All

Ever since the public school has become the school for all the children of all the people, educators have been urging the necessity of a program broad enough to meet the needs of all children as well as the needs of society. The school must continue to discover potentialities for learning and to stimulate scholarship, but it must do much more. It must become an integral part of the life of our nation. It must provide more effectively for the varied abilities of all.

An immediate postwar problem will be one of providing adequate shop equipment in all high schools. This may possibly be done at relatively low cost at the close of the war. Also, in order to make better provision for pupils especially endowed with manipulative skill, it may be advisable to concentrate such pupils in one school designated as a technical high school.

In addition to providing a curriculum broad enough to meet the needs of a complete cross section of the community up to the age of 18, the school faces a special postwar problem. It must be prepared to meet the needs of large numbers of boys and girls who have left school to enter military service or to accept war jobs but who will wish to return to school at the conclusion of the war.

The school must be concerned with the development of maximum personal competence. And personal competence must be interpreted not only in terms of basic skills and techniques such as the 3 Rs, important as they are, but also in terms of ability to face reality, of the expectation of hard work, of character, and of a living faith.

The school must continue to be concerned with the development of social competence among all its pupils. We must not forget that public

policy in a democracy is determined by what the average man thinks is right rather than by the research and opinion of scholars. Hence, we need to be vitally concerned with the social competence of all children as well as with the development of able leaders of society.

Our social understandings must keep pace with air transportation. It has been estimated that our techniques for the solution of social problems are about 250 years behind our techniques for the solution of problems in the physical world. Unless the gap is closed, the fruits of physical science may become a Frankenstein. Our major postwar problems will be social problems. They will require for their solution not only improved social techniques but also a deep social faith.

Permeating the entire school program must be emphasis on the basic undergirding of our whole social structure—call it morals, attitudes, emotion, character, heart, spirit, or what you will. In the classroom it means fairness, decency, tolerance, kindness, sharing, honesty, cooperation, courage, and faith in America's destiny. Without these simple qualities our democracy cannot survive the stress and strain of the postwar world; with them it may rise to heights worthy of the dream of our founding fathers.

Increasing the Use of Newer Techniques of Teaching

The army and industry under war pressure have on a broad scale demonstrated the effectiveness of audio-visual aids in teaching. With the ever-increasing complexity of the world about which all children must learn, the startling results attained by the use of sound movies in teaching for war service should be utilized for peace service.

Emphasizing a More Effective Health, Physical Education, and Recreation Program

For the second time in 25 years, our nation has been shocked by the physical condition of a large portion of our population as revealed by the physical examinations of selectees. Following the revelations of 1917, we thought we solved the problem by passing a law requiring physical education for "at least two and one-half hours each school week." Even though physical plant facilities and trained personnel had been available (and they were not), it is still doubtful whether all the physical defects discovered in World War II could have been prevented by this enactment.

Strenuous physical activity certainly could not have filled dental cavities, improved defective hearts or eyes, or compensated for malnutrition. Youth needs strenuous physical education but in conjunction with the total health program. An effective health program for Madison should include:

(1) A thorough, periodic, health examination for every pupil with adequate provision for follow-up and correction of remediable defects.

Whereas examination by private family physicians at parent expense should be encouraged, no program of examination will be successful for all pupils until the school assumes the financial responsibility for assuring examinations for all. It is unfair to attempt to base a continuing, sound program of health examination on the expectation of gratuitous services by public-spirited physicians.

Health in a modern, highly developed, interdependent society is not solely a personal problem. Health of individuals becomes a social problem. Not only are the unhealthy likely ultimately to become public charges, but they are unable to contribute their fair share in war or peace.

The health examination is the foundation of a health program. Until the Madison schools adopt such examinations, the total health program will lack a scientific basis with the chance that many pupils may be injured more than helped.

(2) Emphasis on nutrition.

The utilization by the armed forces of the recent findings of research in the field of nutrition indicates the vital necessity of proper nutrition in the life of a nation. A sound health program must give consideration to the nutritional status of its pupils.

(3) Recognition of the increasing need for provision for mental health.

We have just cause to be much concerned over the apparent increase in mental and nervous disorders. The ability to relax and the opportunity for recreation appear to be essential antidotes.

Although these maladies rarely become crucial in youth, there are competent people who believe that it is possible to discover neurotic tendencies in youth which may ultimately become serious unless corrected or re-directed. Also, there are habits, skills, and desires tending to counteract nervous unbalance which can and should be cultivated in youth and which carry over to adulthood.

(4) Increase in facilities and personnel to permit a daily period of physical education for every pupil including corrective work or rest for those with special needs.

(5) The integration of the school health, physical education, and recreation program with the community recreation program.

Unfortunately, the human body is not so constituted that one may take his life's quota of physical or recreational activity during his first 18 years. Unless there is carry-over of activity from the youth program to the adult life, much of the value of the program will be lost.

This is not to infer that the entire adult population must be herded into gymnasiums for strenuous physical activity. There is a place for adult use of gymnasiums and for adult recreation centers encouraging a wide

variety of activities. But to assume that adult recreation can result only from a highly organized program at public expense is to err as badly as to assume that no public, adult, recreation program and facilities are necessary.

The home, the church, YMCA, YWCA, etc., and voluntary groupings such as music, art, literary, hiking, or skating clubs offer splendid recreational possibilities.

We need, also, to develop recreational resources within individuals themselves. It is unfortunate that so many people become panicky if left alone and, for the sake of avoiding being alone, frantically seek the company of people whom they do not enjoy. Especially people who are under the constant stimulation of crowds because of the nature of their work may need the type of recreation provided by personal hobbies or reading.

Most important of all is that everyone makes adequate provision in his life for recreation.

Madison, as a result of the reorganization of the physical education and recreation departments in September, 1940, now has the nucleus and framework for such an integrated, well-rounded program.

Expanding the General Guidance and Adjustment Services

With a broad curriculum and emphasis on the mental as well as physical health and well-being of every child, there is great need for bringing to the service of pupils all the techniques for personal and social adjustment that have been developed during recent years. These should include assisting teachers and principals better to know and understand their pupils, to detect incipient cases of maladjustment, to suggest preventive as well as corrective measures, to avoid needless duplication of services such as making city-wide contacts dealing with job placement, to provide for follow-up and service for graduates as well as returning soldiers and war workers, many of whom left school before graduation.

With the increase in technological unemployment during the past quarter century, the first group to be deprived of the opportunity to work has been youth. Many believe the loss to youth has been more than the monetary loss in earnings. Unemployment has deprived youth of the educational value that comes from contact with and working on a real job.

Child-labor laws are to be commended and standards must be maintained. But if the majority of older pupils are to receive the kind of preparation needed to face the world, provision must be made for them to secure part-time or vacation jobs with educational significance. Many problems arise from their feeling of not belonging to an adult society to which they are worthy and needed contributors.

No work program that closes any door of opportunity or carries social stigma will suffice. The right to work must be added to the bill of rights. Society must provide the opportunity.

A first step in helping to solve this problem may be the appointment of a staff member to act as a liaison officer between the school and local commercial, professional, and industrial establishments. His responsibility would be the establishment of a cooperative plan whereby students might spend vacations or part time in school and part time on a job in a learning situation. Such arrangements need careful supervision to avoid imposition on the employer or exploitation of the student.

Again, the recent reorganization of the department of child study and service has set the stage for meeting these needs.

America is on the threshold of a great day. It is a thrilling time for descendants of sturdy American pioneers to be alive. The frontiers of science and technology with their social implications challenge youth today in the same manner that uncharted seas, unexplored wildernesses, and new worlds challenged their ancestors.

The school has a vital part to play in this world of tomorrow. As Diogenes said long ago: "*The foundation of every State is the education of its youth.*"

Protection of children is a first responsibility of the school. To avoid needless worry and fear by children, air-raid drills have been organized using fire drills, with which they are familiar, as a point of departure. The supervisor of school buildings and grounds, the city building commissioner, and a member of the state industrial commission inspected all school buildings and recommended the safest place in each in case of air attack.





"Throughout the year the children participated in salvage drives to collect paper, aluminum, and other metals from homes of the community. In all school activities, emphasis was placed on the conservation of all materials which were needed by the government for war and for defense purposes. Care in the use of school supplies was stressed in order to make them last longer. Children were urged to be careful of their clothing, particularly rubbers, galoshes, raincoats, and woolen garments, and to wear old clothes for rough play."

"In a combined Girls' club and Victory Corps project, Central high school collected 40,000 pounds of scrap metal and paper."





Junior and senior high school pupils buy war stamps and bonds during the noon hour and after school.

Central high school pupils earned a jeep ride after purchasing enough war stamps and bonds to buy 13 jeeps in 10 weeks. They received a citation from the U. S. Treasury Department.



TO WIN THE WAR



As part of the Victory Corps program during the school year 1942-43, Madison pupils made 238 model planes, U. S. and foreign, from government specifications. Each pupil spent on the average 35 hours per plane. The model planes are being used in military camps for identification training, range estimation, and gunnery.

TO WIN THE WAR

High school pupil committees staged walk-to-school campaigns to aid in solving the city's war transportation problem. During the first week of the campaign 86 per cent of the pupils signed pledges to hike, bike, or share-ride to school and avoid riding city buses with the flow of traffic during peak-load hours.





"Out at West high school there's a group of Junior Nurses' Aides that does credit to the community for its willingness to add its youth and energy and its sense of responsibility to the war effort. Sponsored by the Girls' club . . . , more than 20 girls have been active during the past months in taking over some of the menial tasks at the Madison hospitals and thus relieving the nurses and other employees for more necessary and vital work." The Capital Times.

Approximately 150 girls took the home nursing unit which was organized with the Red Cross and city board of health for the homemaking classes. The classes met an hour per day for six weeks.





"West cooperated with the Wisconsin Telephone company by excusing senior girls from school early enough in the afternoon to get part-time training as telephone operators in order to be ready for full-time jobs after graduation. Exactly 180 hours of training is considered equivalent to $\frac{1}{2}$ credit toward graduation. The telephone company agreed to keep and submit a record of attendance and progress and the quality of work for the school record."

TO WIN THE WAR

High school boys at the Oscar Mayer meat-packing plant are sending tushonka down the line on the way to the Russians on lend-lease.



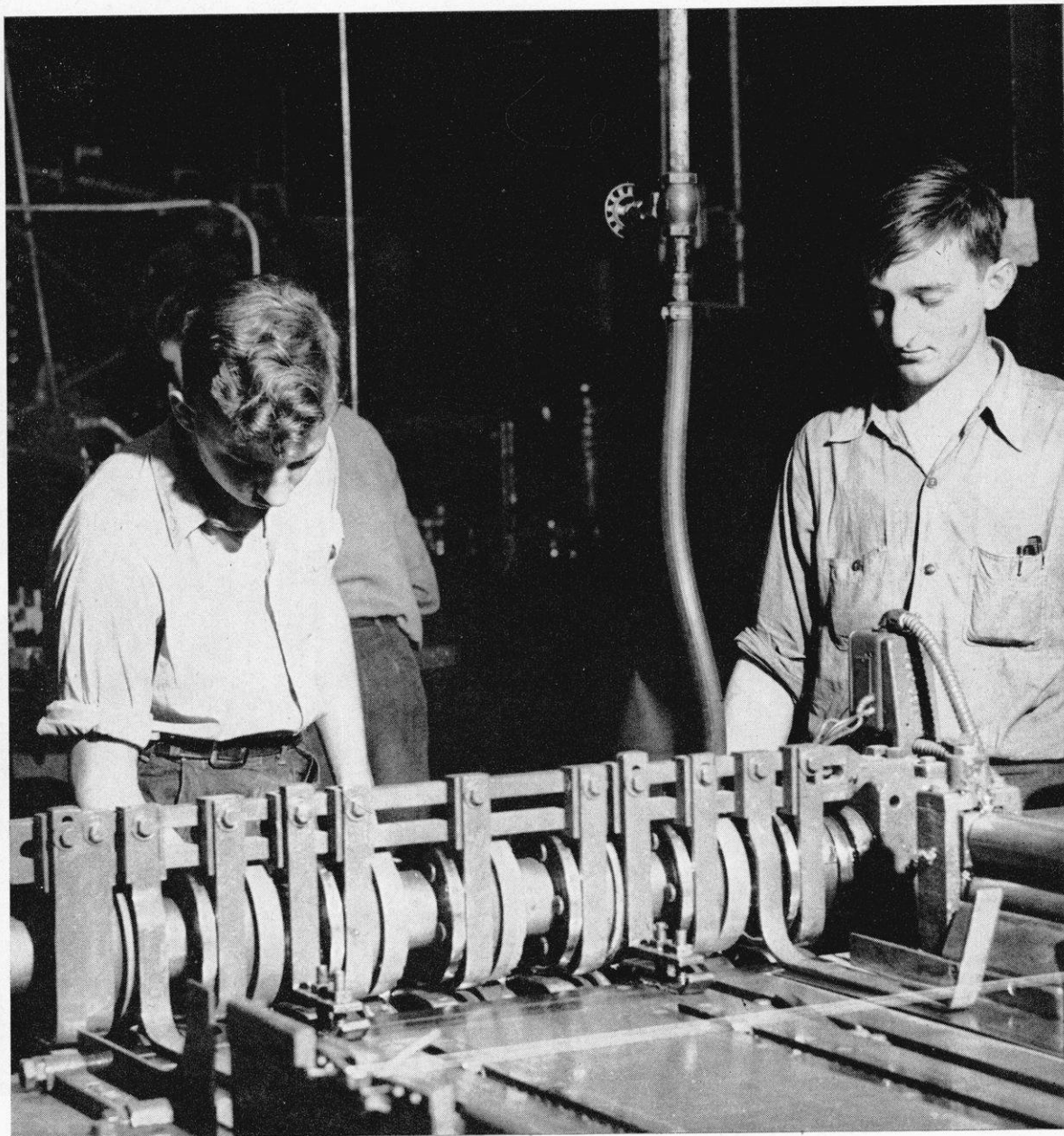


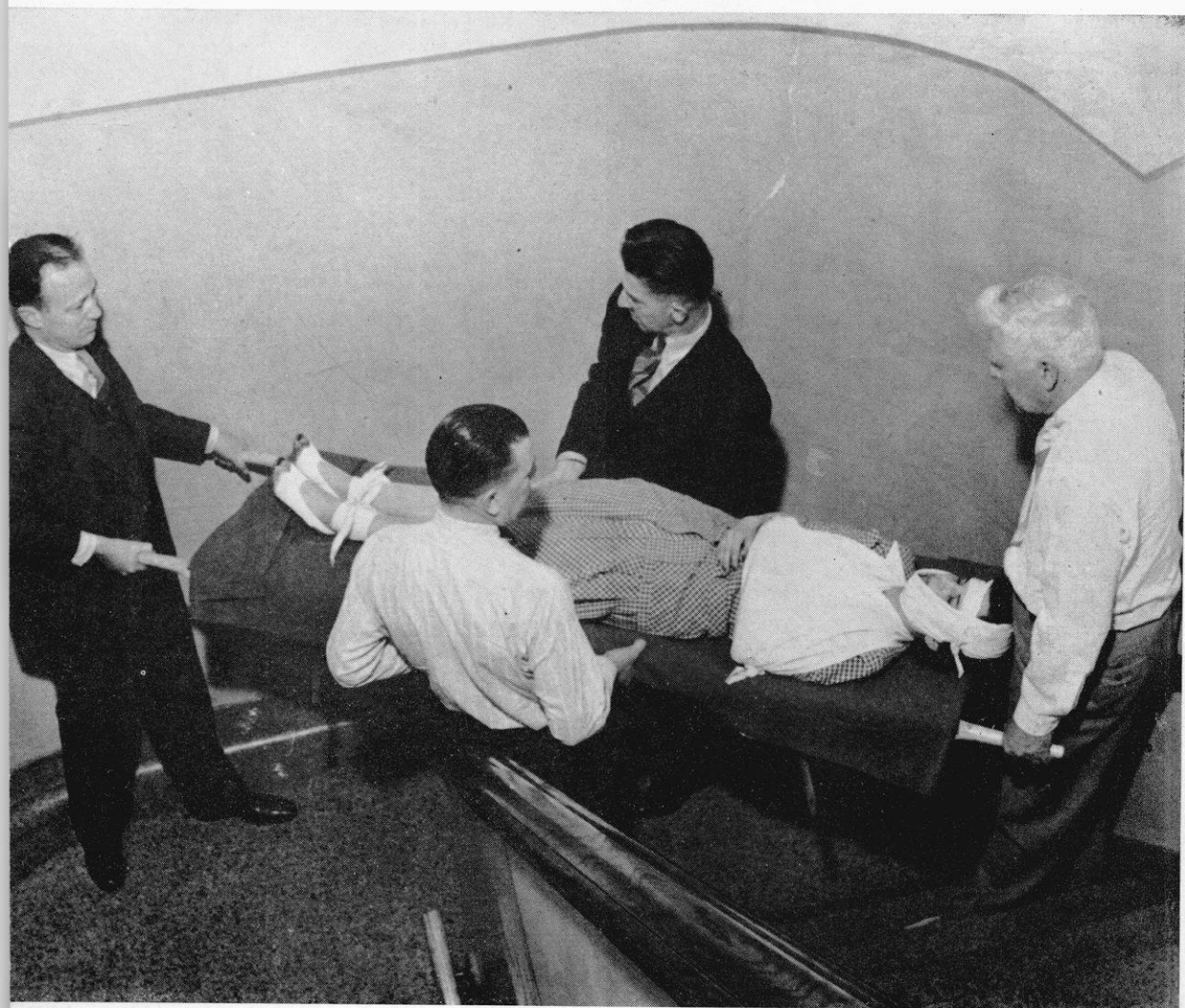
Cooperating with the U. S. Employment Office, commercial teachers give stenographic tests at school to girls who will soon be ready for jobs.

TO WIN THE WAR

The Crown Can company made an arrangement with East high school to take 50 pupils on the staff as soon as school closed.

Approximately 70 per cent of the pupils in Central high school had part-time jobs during the school year 1942-43.





To be prepared to meet emergencies which might arise, many teachers took the Red Cross first aid course at school in the months following this country's entrance into the war.

Approximately 40 children from 2 to 5 years of age with working mothers attended the war nursery school in the Salvation Army building. The school was instigated by the welfare division of the Dane County Council of Defense. It is sponsored by the board of education and financed by the federal government and tuition fees.





Home economics girls make garments for the Red Cross.

Victory gardens were encouraged in the science classes. Plants were started at school and then taken home for transplanting or given to adult friends for victory gardens. Pupils in one room sent out more than 1,000 plants.



TO WIN THE WAR

During May canning under pressure was demonstrated before all high school classes. Home drying will be demonstrated in the fall. Because of the war and rationing, home economics teachers stress food preservation, conservation, and the use of substitutes.





With the aid of WPA, Franklin school served well-balanced warm meals every day to approximately 75 pupils who lived too far from school to go home at noon and also to those whose parents worked all day. Pupils paid the cost price.



Demonstrations on the use of whole wheat were given in the schools by home economics teachers for mothers following a nutrition survey which indicated that approximately one-fourth of the pupils were living on inadequate diets.

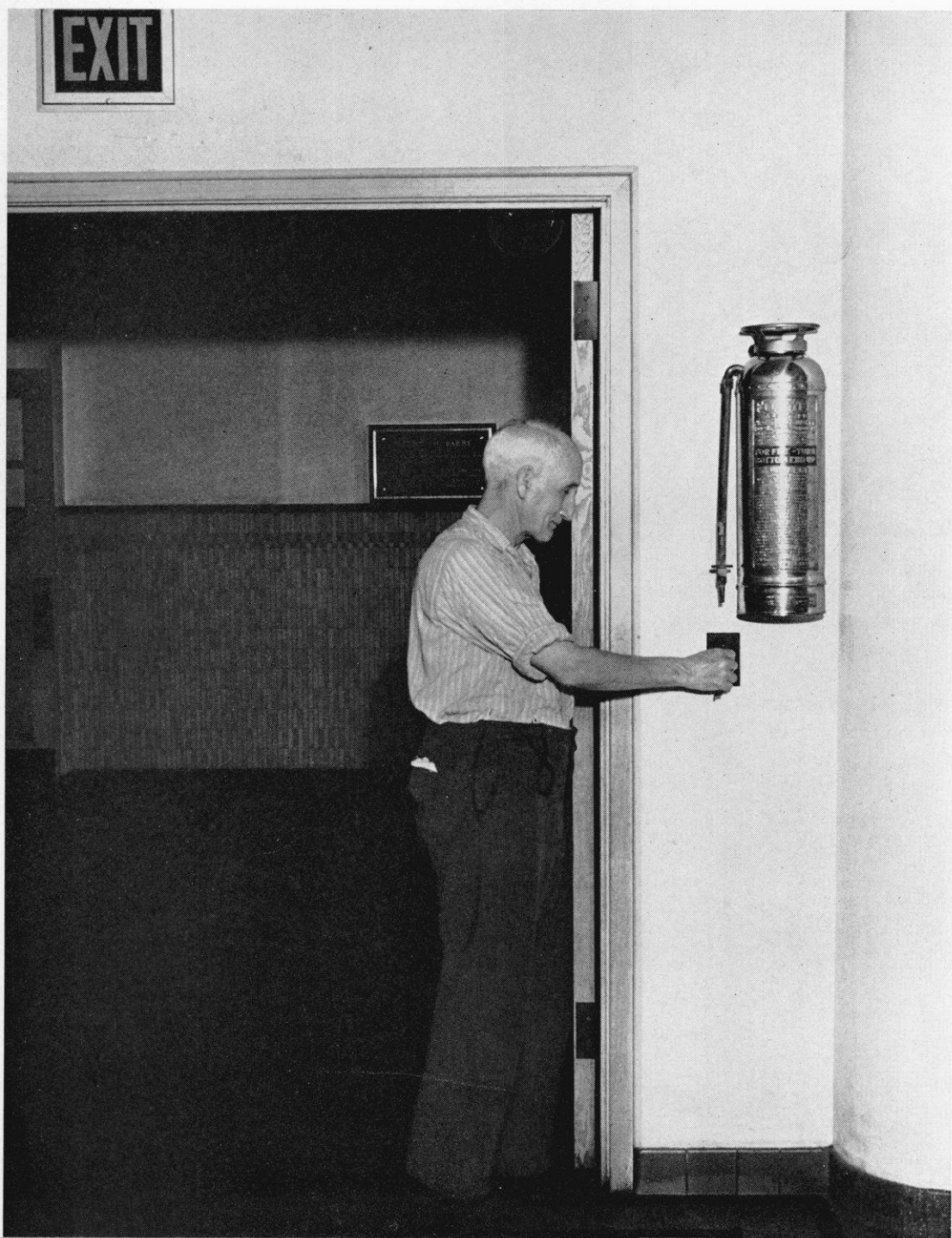
TO WIN THE WAR

Madison pupils drank more than half a million half-pints of milk at school during the school year 1942-43 in the penny milk program of the federal government.



TO WIN THE WAR

Custodians voluntarily contributed service 835 evenings when school buildings were used for defense purposes during 1942.

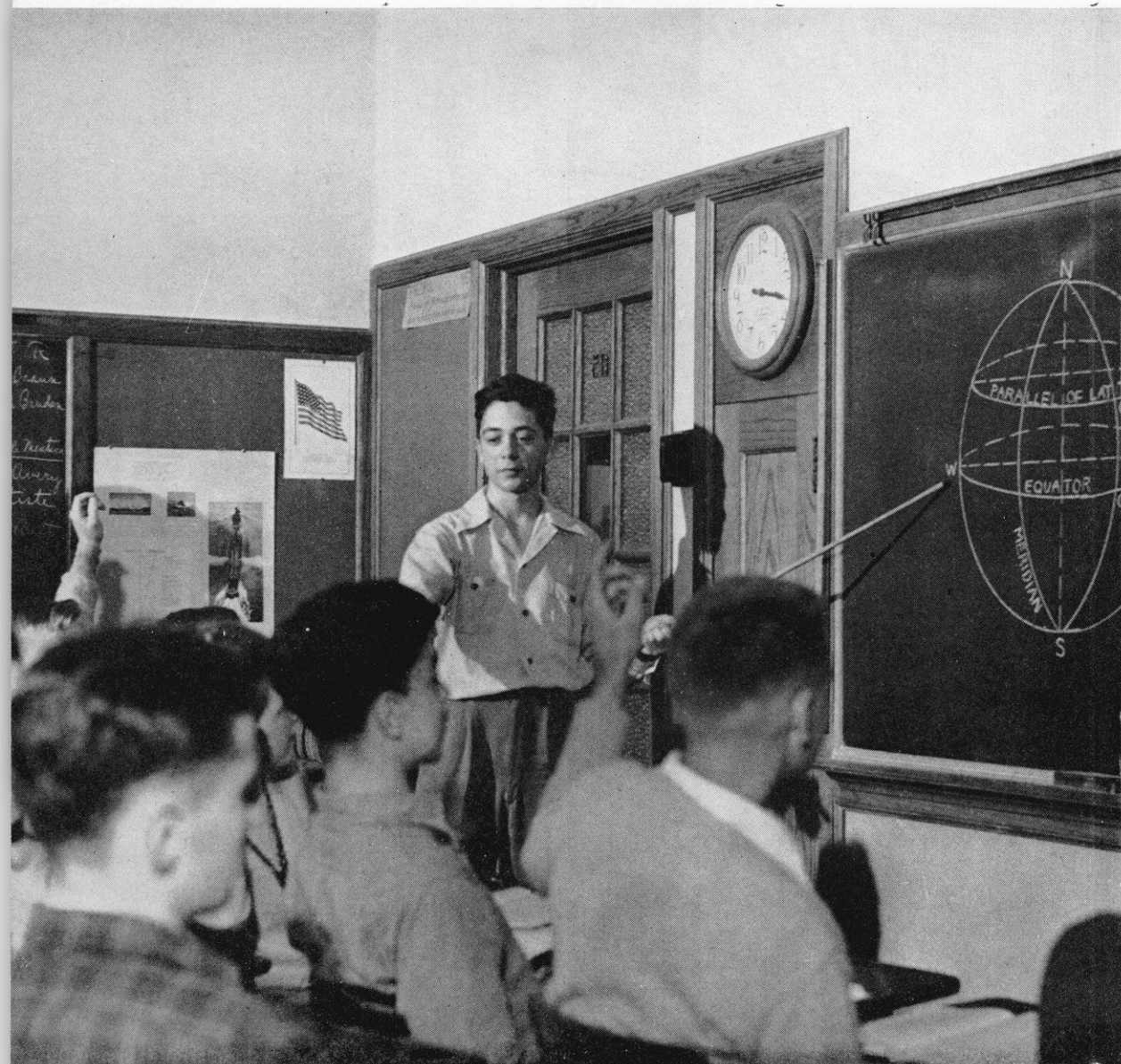




Teachers, parents, and other volunteers conducted the registration when issuing War Ration Book I. Many of the same volunteers assisted in gasoline rationing, draft registration, and issuing War Ration Book II.

"... It went smoothly, swiftly, without tangle or jangle, without hair pulling or nose-busting or public riot. Oh, a few good ladies stood on their constitutional rights concerning their ages and a few of both sexes lied outrageously about their weights but nobody got hurt and everybody got sugar.

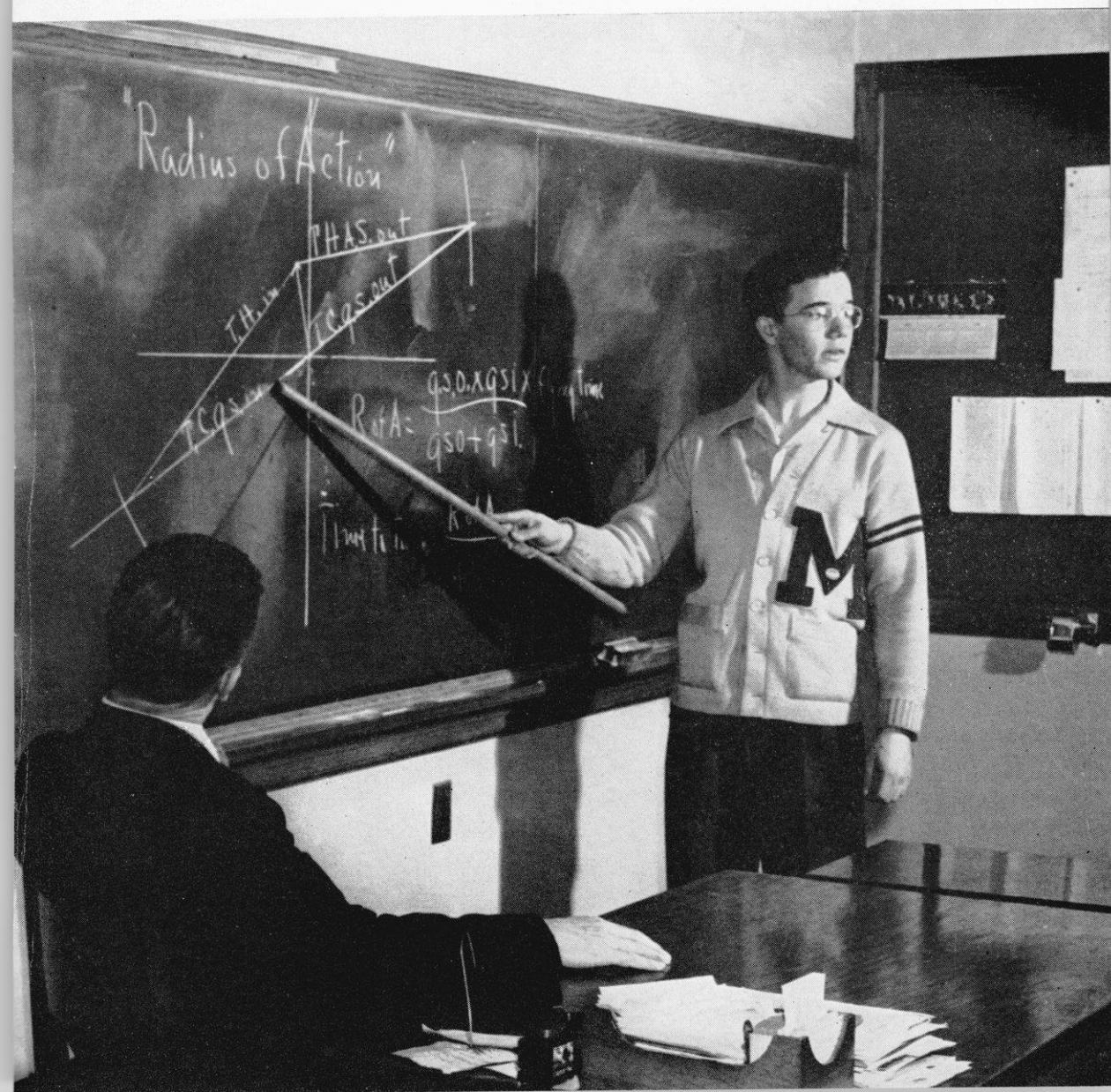
"It was a cinch. Everybody said it was a cinch, nothing to it, when they walked off with the family's ration cards. But they didn't see, of course, the organization and care in the setup and they didn't see what happened after the doors closed at 9 each night." From "This World of Ours," The Wisconsin State Journal.



Through a study of the earth and its coordinates, pupils learn that great circle routes are the basis for air corps strategy.

TO WIN THE WAR

Given wind velocity, air speed, fuel supply, and direction, the elementary navigator figures how far he can fly and still return to his original base.





A gas mask from World War I is used to demonstrate the chemical action that takes place in the canister.

TO WIN THE WAR

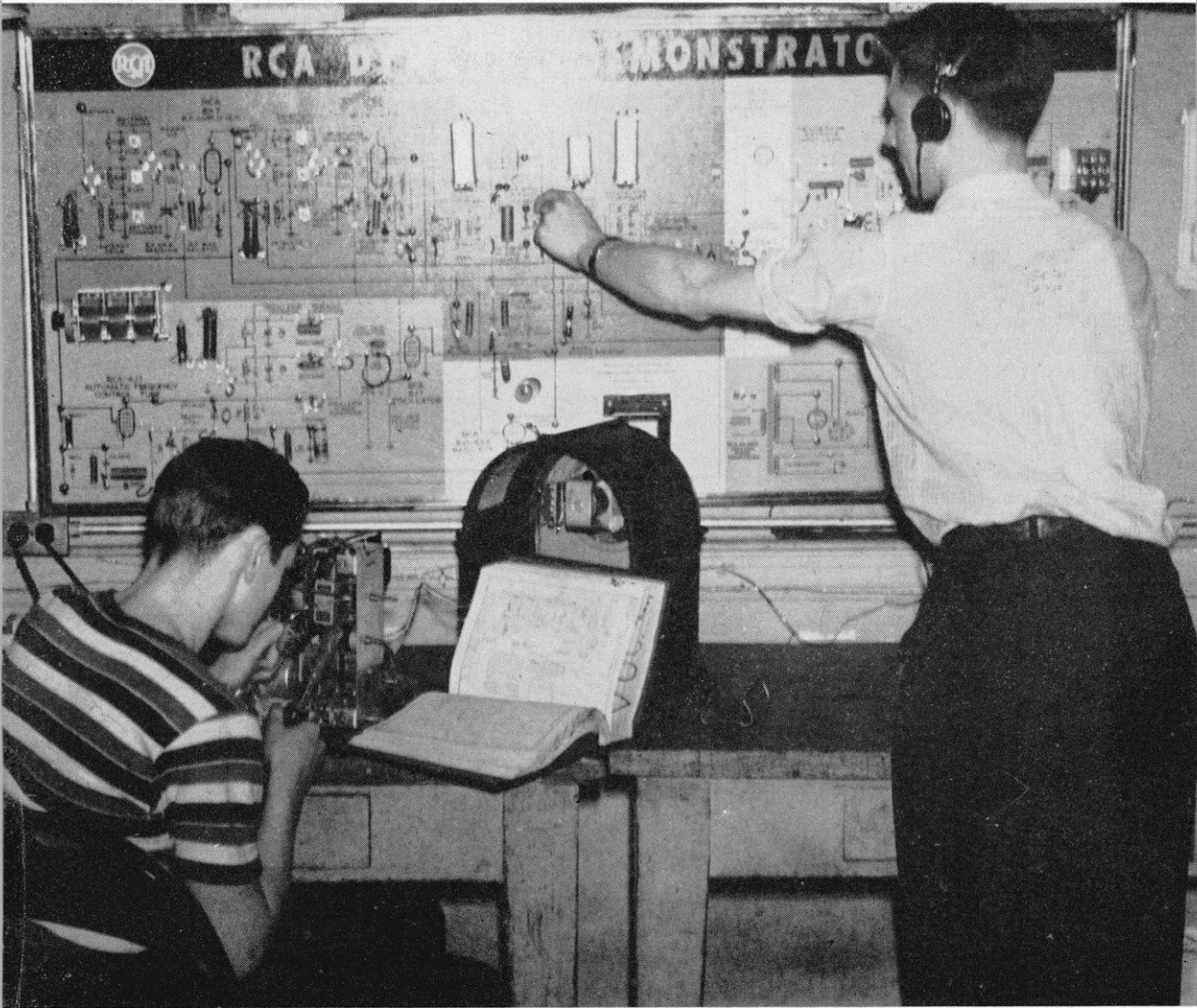
"A hundred physicists might be as important to the safety of the nation as a million men in the army."



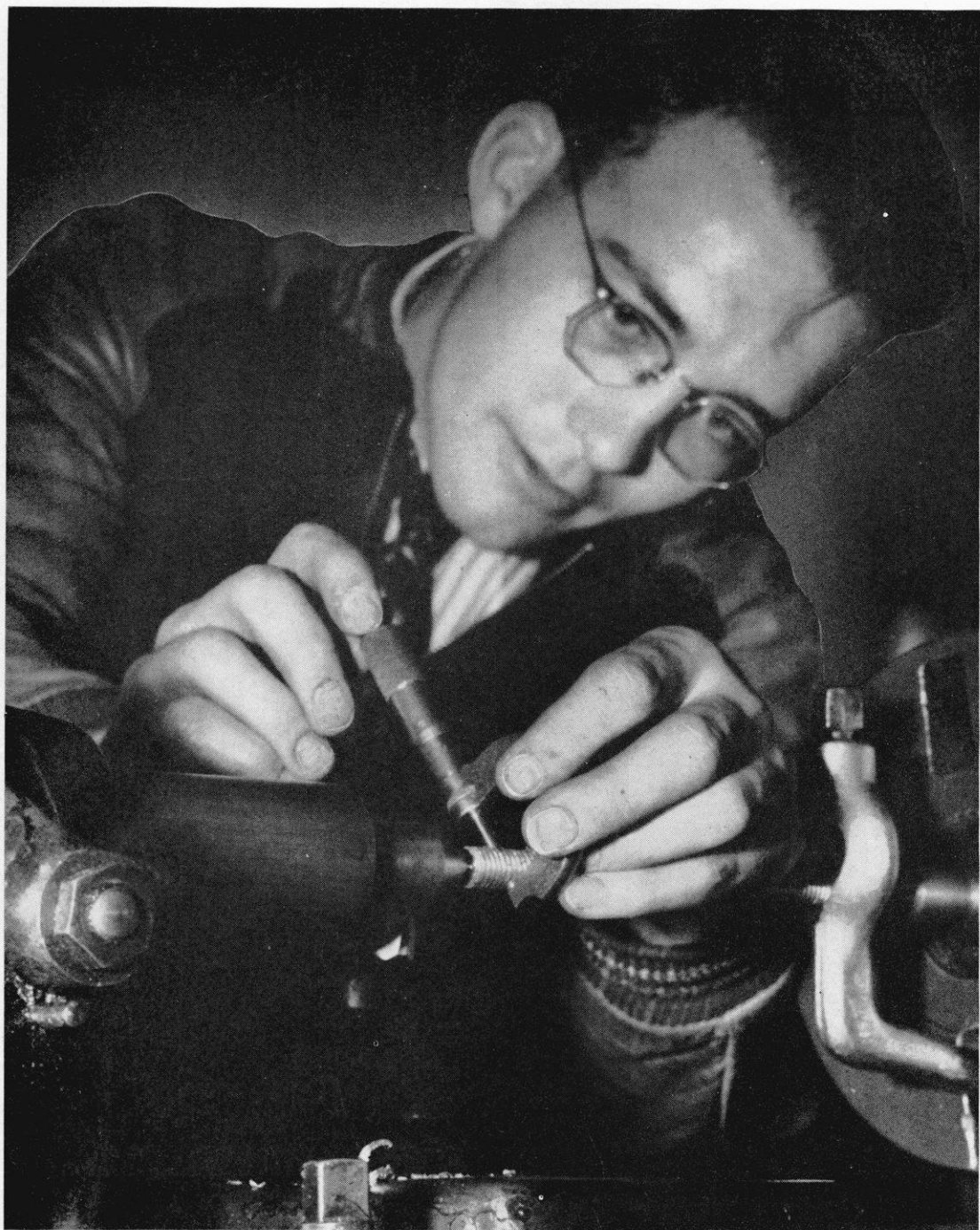
TO WIN THE WAR

Welding includes vertical, arc, and shipyard welding.





Pupils going into radio get a foundation in fundamentals.



Accurate measurement and the operation of machine tools are essential to mass production.

TO WIN THE WAR

For the physical fitness program obstacle courses were constructed on the three high school athletic fields to toughen senior boys who will be in military service.



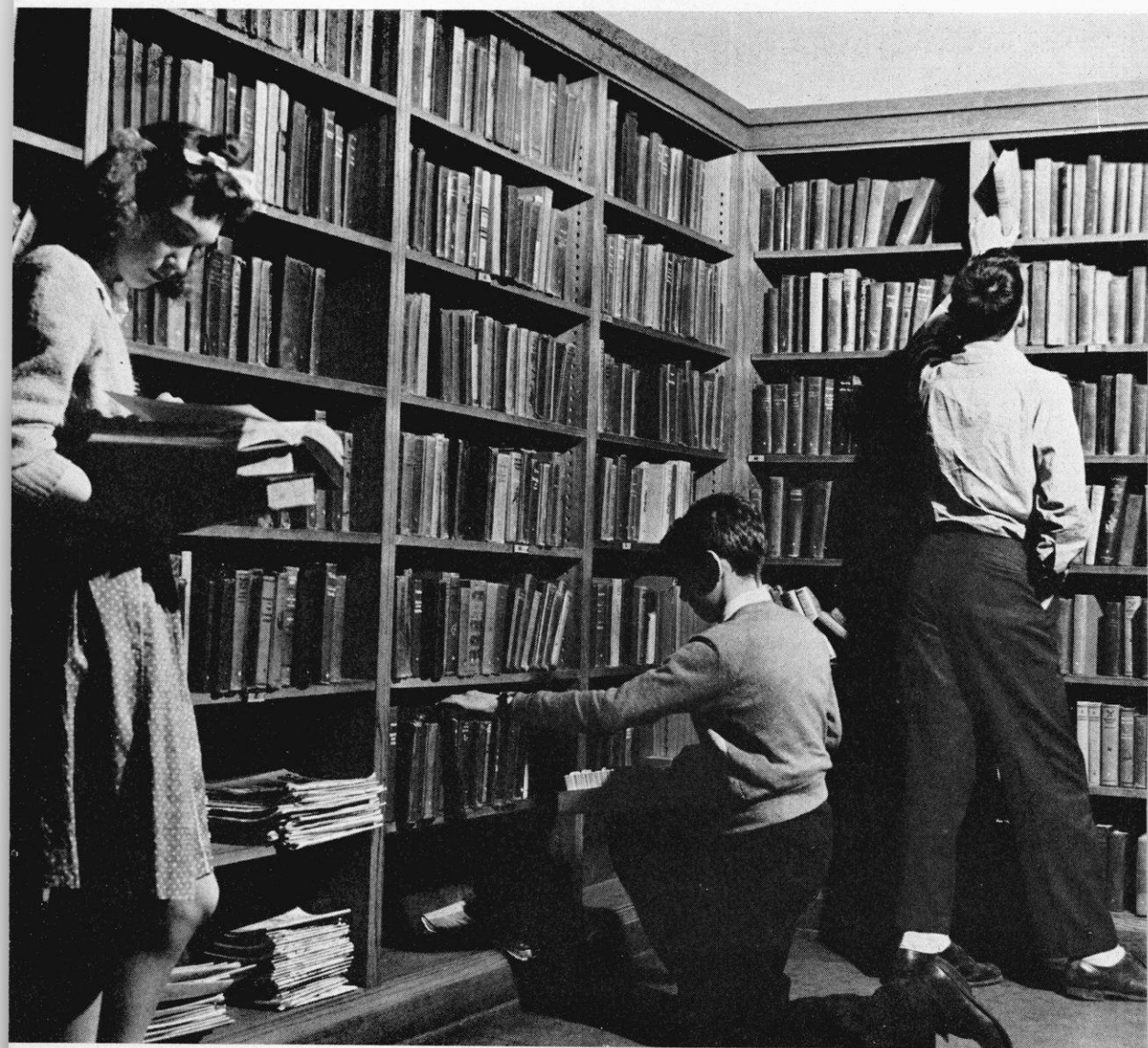


Toward the postwar world unafraid.

In global geography pupils measure distances on a map of the polar aeronautical world.



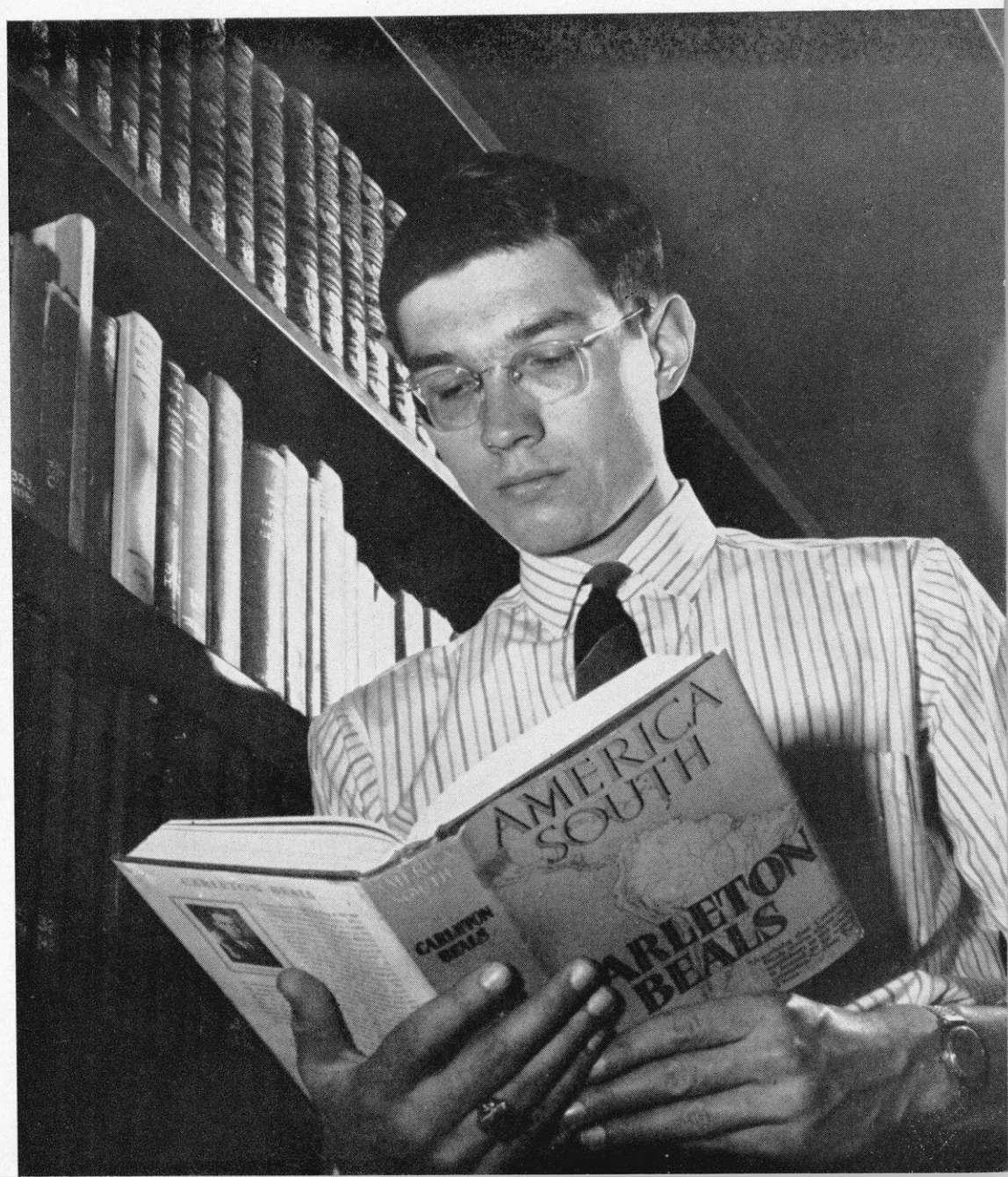
FOR THE POSTWAR WORLD



Pupils use the library in their search for truth.

FOR THE POSTWAR WORLD

The schools build inter-American understanding.



FOR THE POSTWAR WORLD



Freedom to speak implies willingness to listen.

FOR THE POSTWAR WORLD

Horizons are being pushed back.



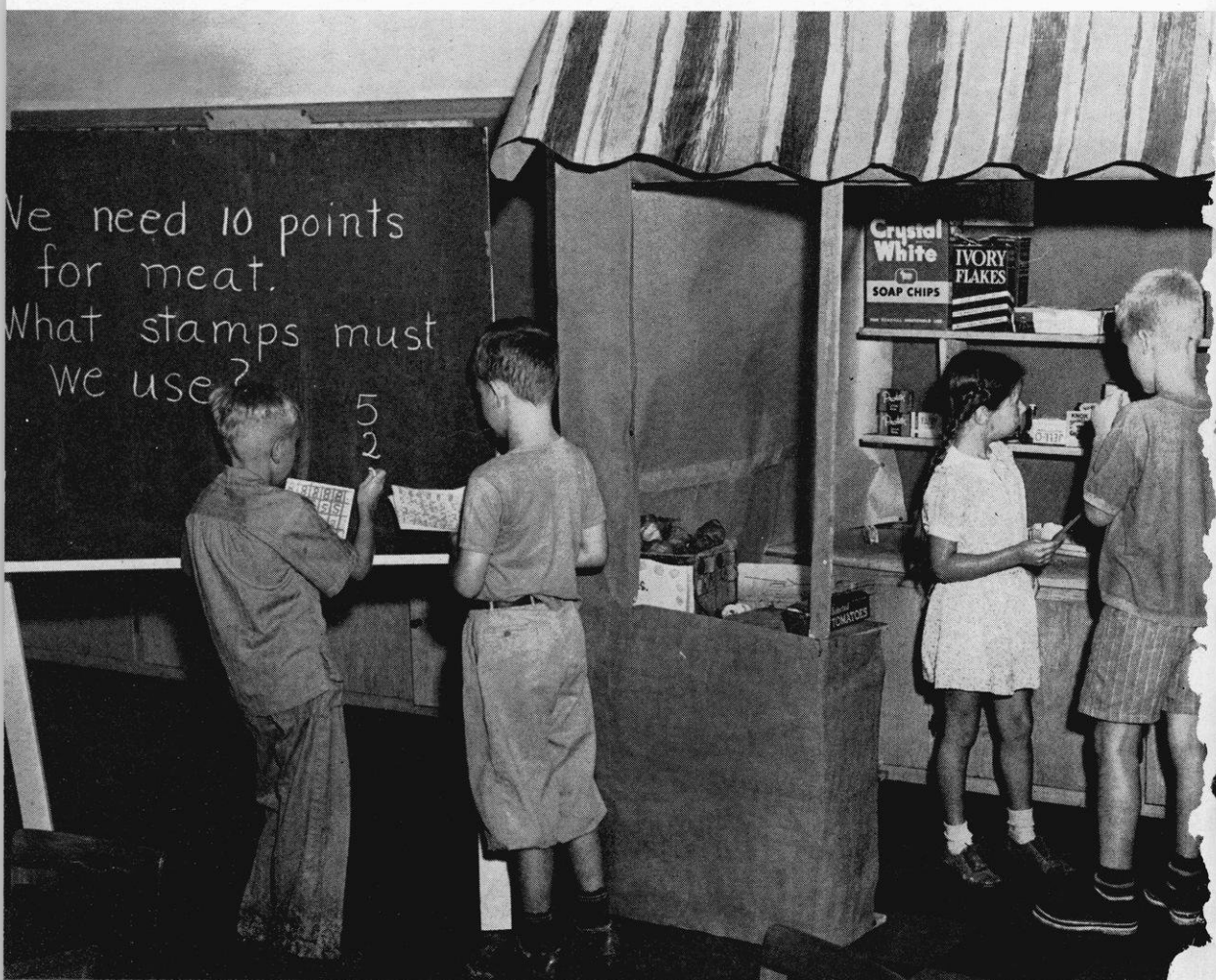
FOR THE POSTWAR WORLD

Children learn to recognize hundreds of words in first grade.





A thank-you letter must be written well.

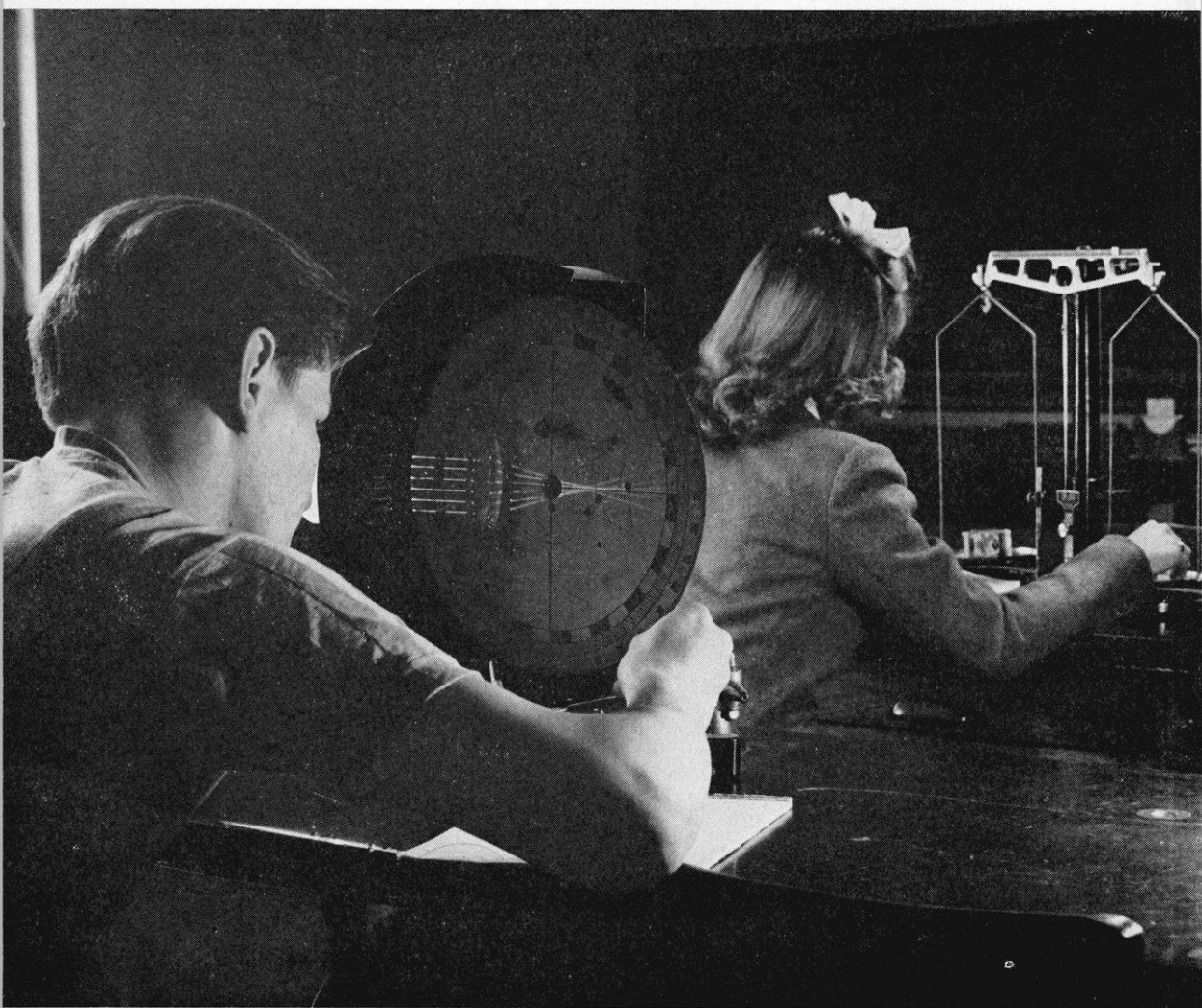


Arithmetic is essential.

Pupils use the library to prepare committee reports.



Physics becomes increasingly important in a machine civilization.



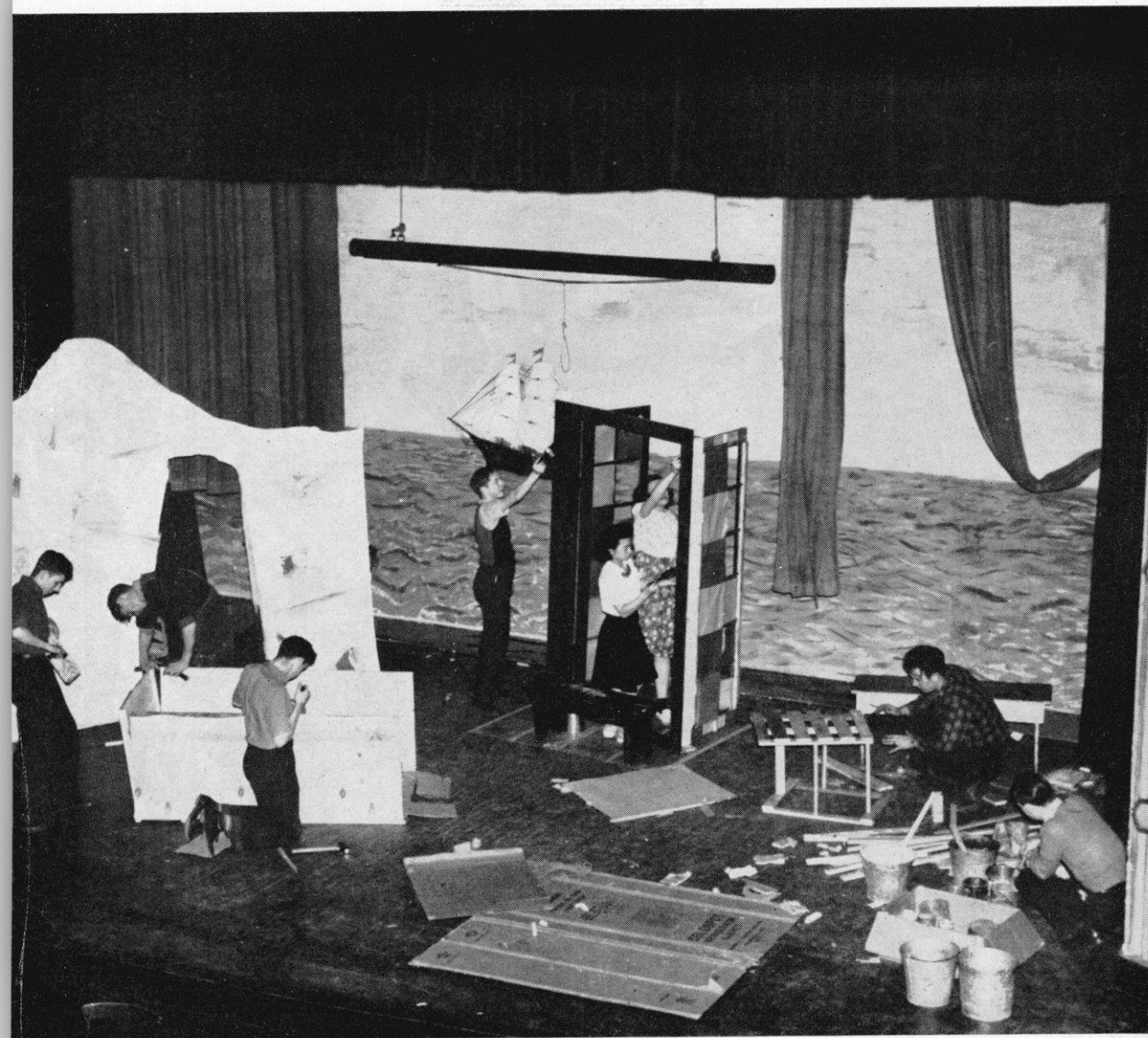


Chemistry—key to a new world.

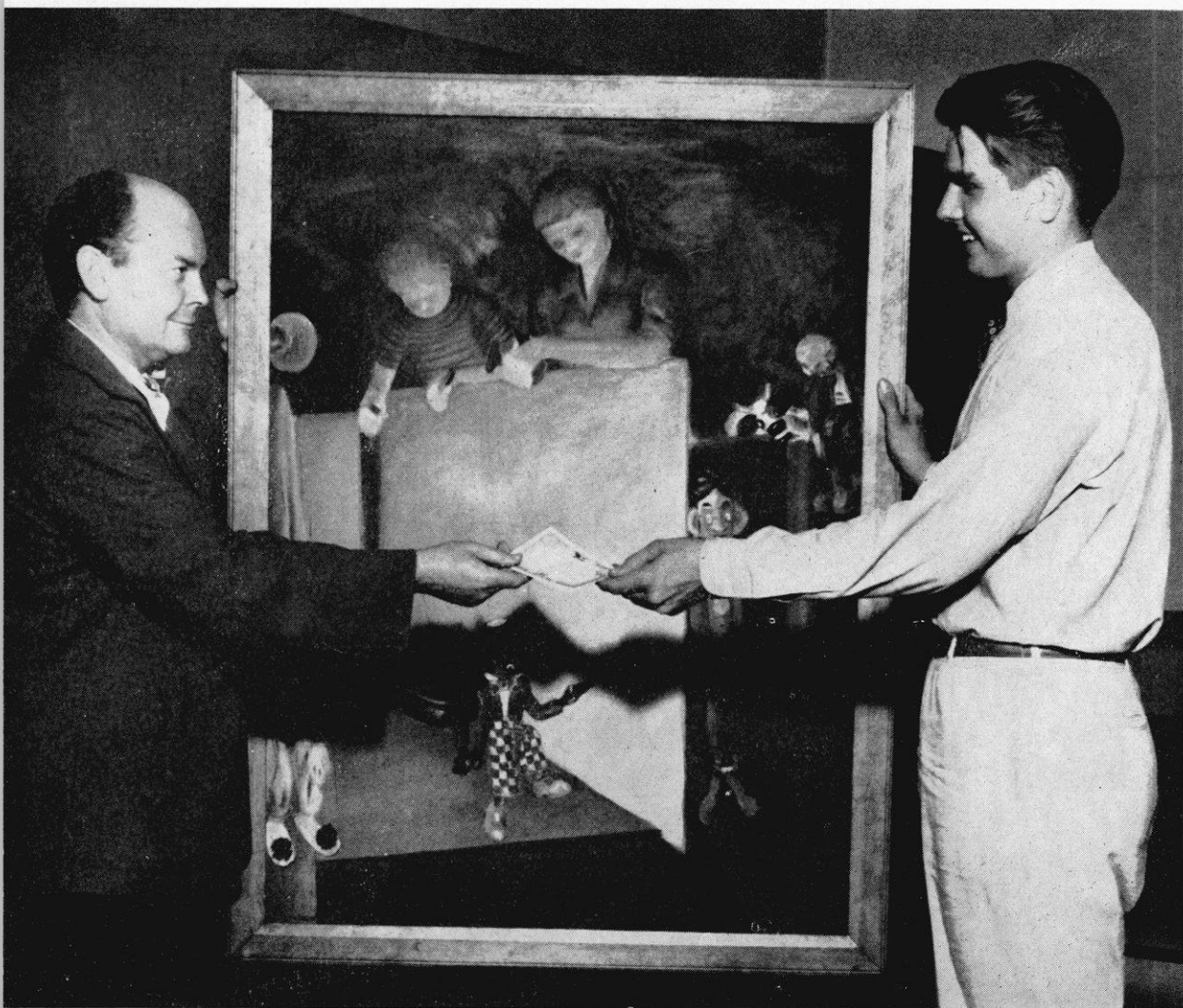
FOR THE POSTWAR WORLD

The fourth graders were inspired to write a book "All About Our Flag" dedicated to Uncle Sam and all his helpers. This was a combined speech, literature, written expression, art, and social studies project.





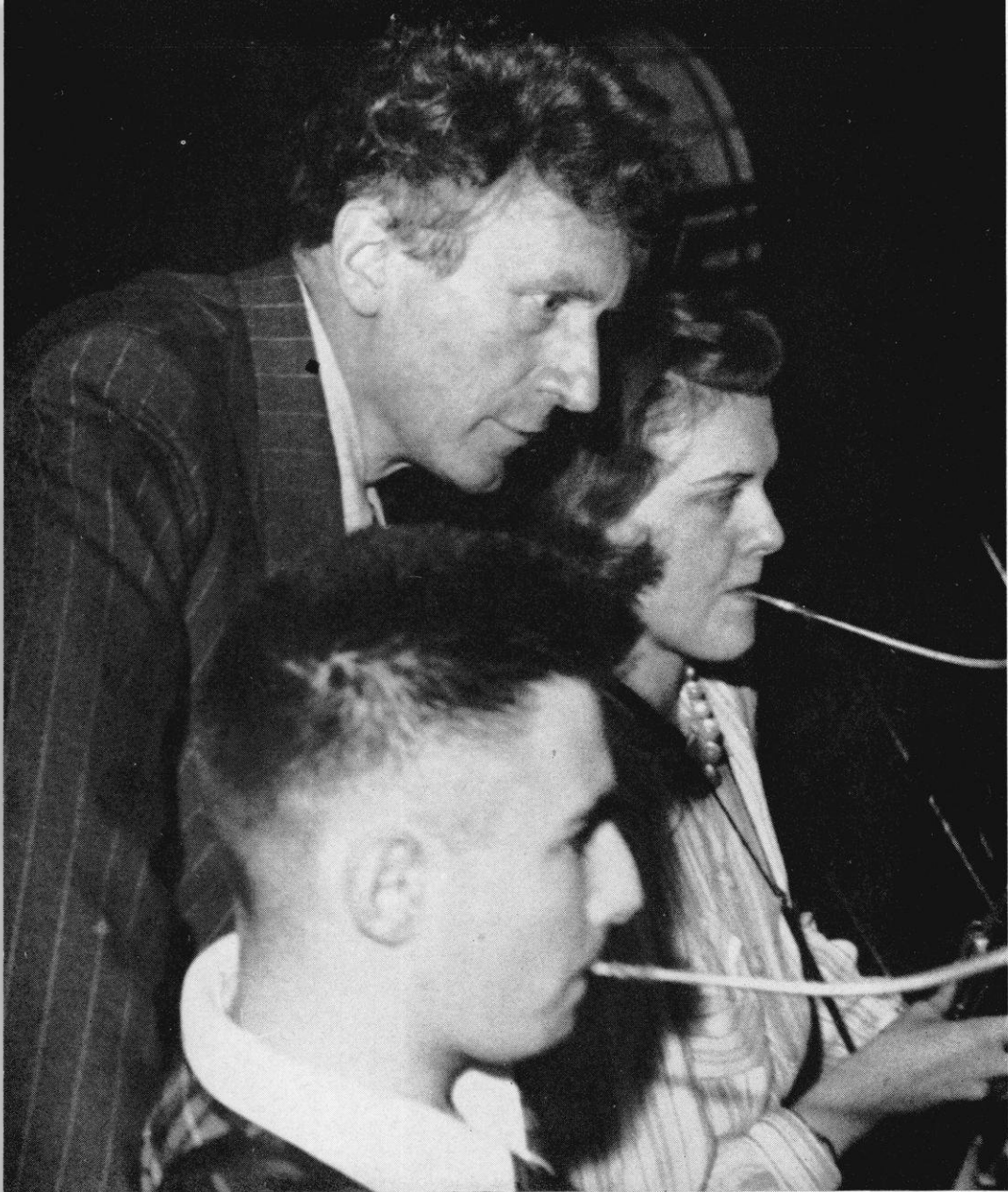
No dramatic production can go on without the cooperative effort of the stage crew.



When Artist John Steuart Curry awarded war stamps as first prize in the Child Salon of Art of the Madison Art association in 1942, he said, "I have had the honor of judging this exhibit for the past three years and I find each year a decided improvement in the entries. The work ranks much above the level of school art which I see throughout the country."

Clay has a natural appeal to the child. From the kindergarten through senior high there is plenty of clean clay available in the art room to stimulate original and manipulative power. At West high school special equipment is maintained to glaze and fire these pieces thus making them more permanent.





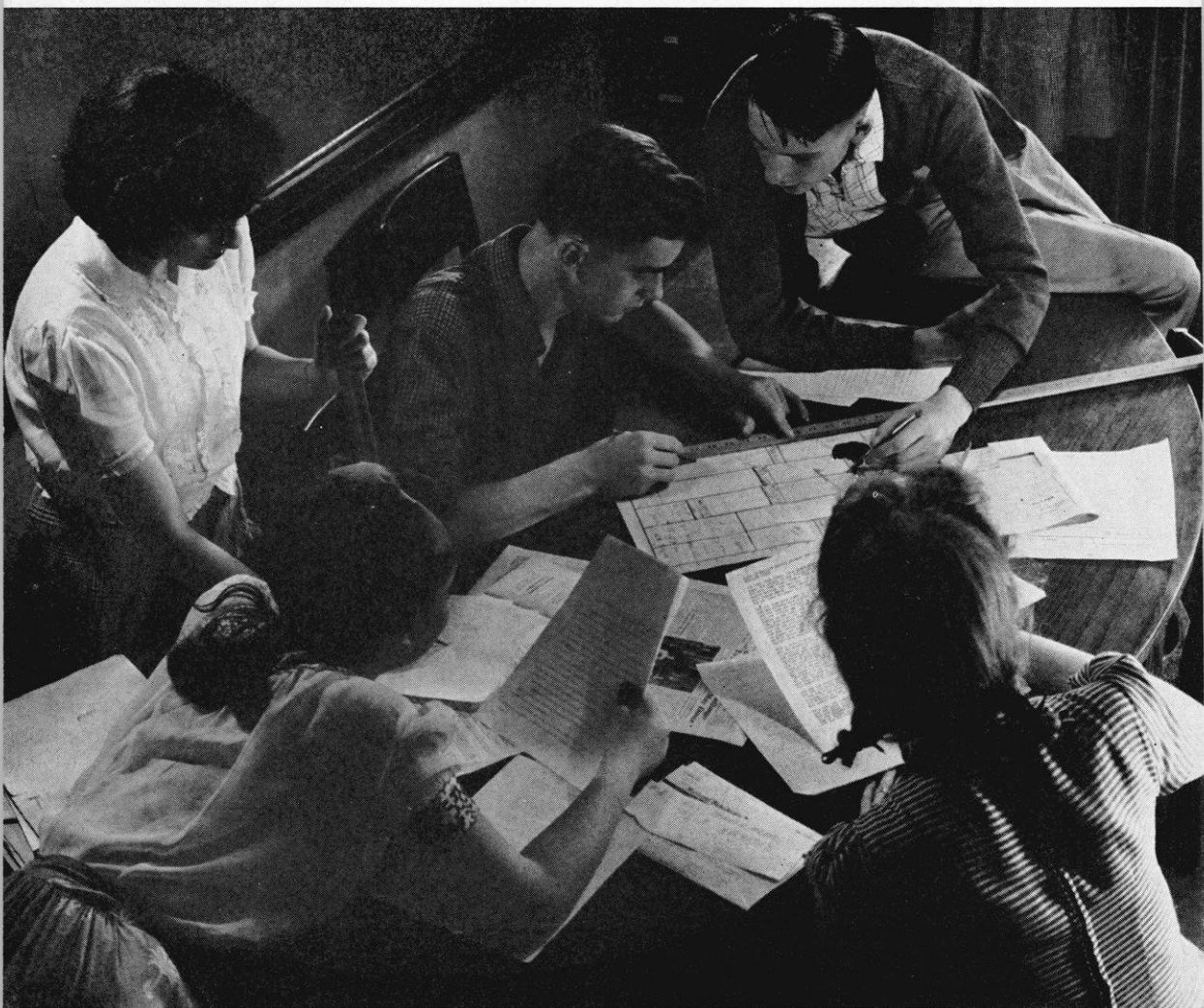
When Percy Grainger came to the city to be guest soloist with the Madison Civic orchestra, he conducted the West high school orchestra and also played his "Country Gardens" for an enthusiastic high school audience.

"The singing of men in the camps, choruses heard over the radio, and the singing of WAVES and sailors as they march to their classes have helped to give children a new realization of the value of music, of the need of music in daily living, and of the fun of participating actively rather than listening passively."



FOR THE POSTWAR WORLD

The school newspaper provides opportunity for English in action.





"Uncle Ray" (Ramon Coffmann), whose "Corner" is syndicated to 90 newspapers, was greeted by his column fans at Central high school.

The museum of the Wisconsin Historical Society is a never-ending source of interest to school pupils.





First grade pupils learn about baby chicks in a trip to the University of Wisconsin hatchery.



Performance tests render essential service now that present-day requirements in industry, business, and government service offer ever-increasing opportunities for young adults. Many high school boys and girls have found these tests of real value in making decisions.

Daily treatments by physio-therapists are part of the program of the orthopedic school.





Periodic health checkups by Dr. F. F. Bowman and his board-of-health staff are part of the health program for school children.

"Sturdy," the puppet, shakes hands with any boy or girl who presents a dental card which tells that the owner's teeth are in perfect condition. Besides learning dental hygiene, these pupils keep a daily chart to help establish good health and nutrition habits.





Science teachers stress well-balanced lunches with emphasis on milk, fruits, and vegetables.

FOR THE POSTWAR WORLD

Exercises on the stall bars strengthen arm and abdominal muscles.



Rigorous training for athletics is only part of the physical education program. Many pupils participate in interscholastic and intramural sports.



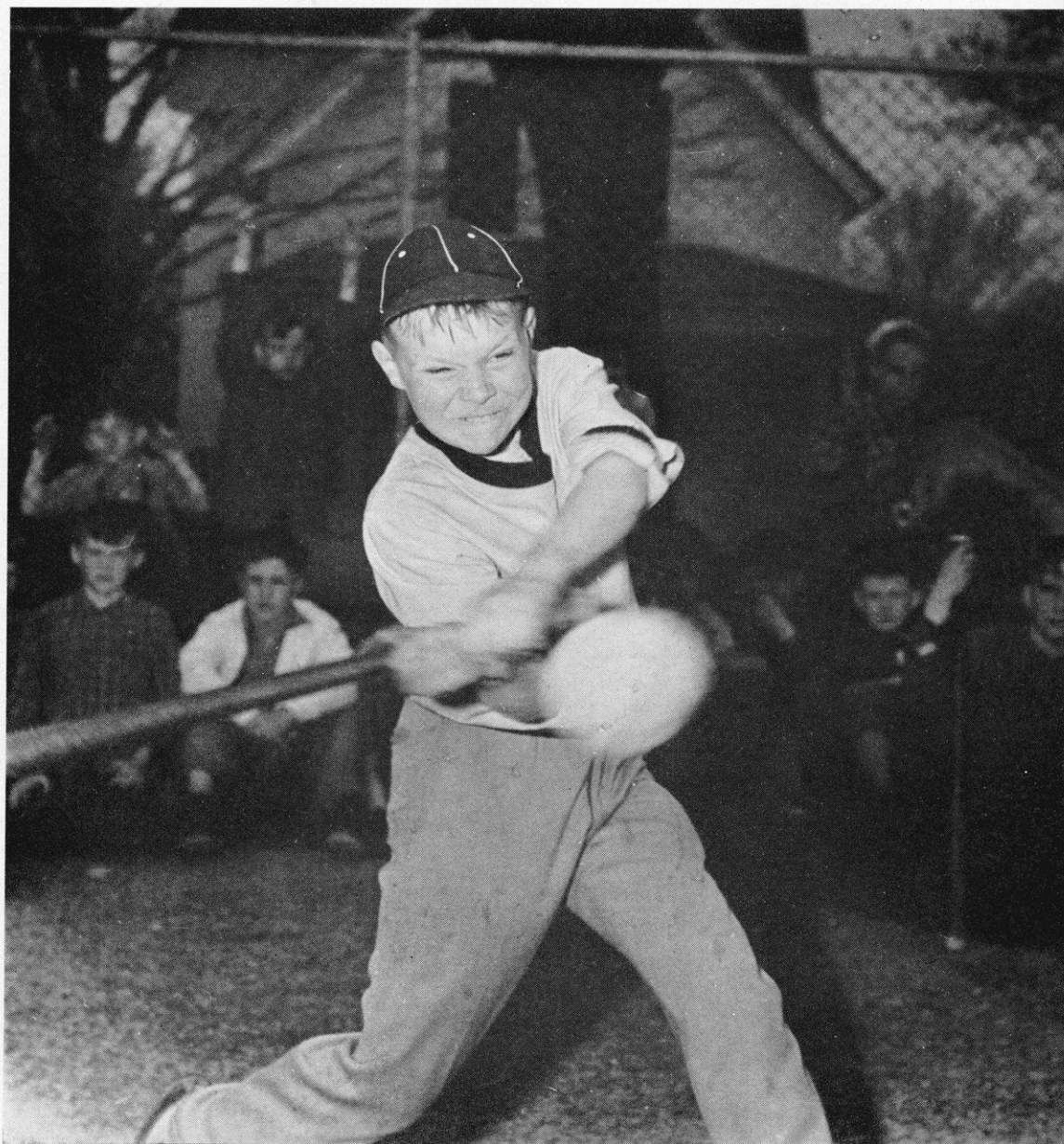


An honor student and an excellent musician high jumps over 6 feet.



Besides being loads of fun, the use of the horizontal ladder at recess develops strength in arms and shoulder girdle and counteracts the tendency toward rounding shoulders. It also provides opportunity to practice sharing and taking turns.

A ball, a bat, and an American boy.



FOR THE POSTWAR WORLD

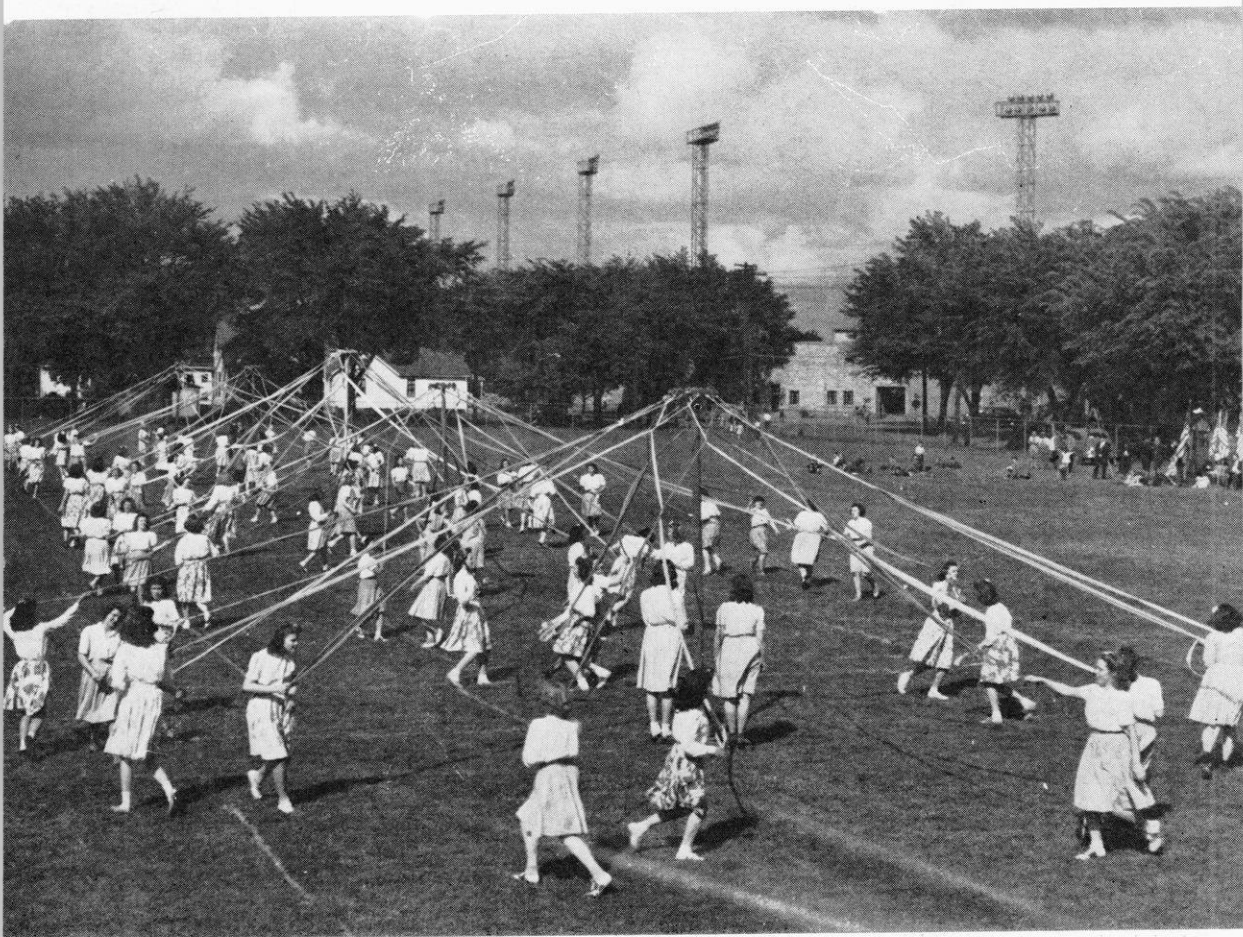
Through the use of facilities and equipment of the University of Wisconsin athletic department, West high organized its first crew in the spring of 1942.





Archery strengthens young arms and shoulders and provides wholesome recreation. In spring and fall the pupils "shoot" after school on an outdoor range; in winter the Madison Archery club permits the pupils to use its facilities.

Approximately 750 junior-senior high school pupils took part in the physical education demonstration at the dedication program of Central high school athletic field on May 21, 1942.



FOR THE RECORD

The Victory Corps Program

At the beginning of the school year 1942-43, the board authorized the superintendent to take steps to expand the program in the senior high schools to include courses essential to the war effort and to purchase the necessary materials within the limits of the budget. The superintendent stated that the Madison schools would follow the general plan of the Victory Corps program of the U. S. Office of Education.

Following a series of meetings with the principals of the Madison public high schools and Wisconsin and Edgewood high schools, the superintendent reported that they agreed on the following points:

1. That there be city-wide uniformity on many aspects;
2. That provision for physical examinations as a prerequisite to the physical fitness program is needed;
3. That present courses be modified in terms of war needs where necessary;
4. That new courses such as aeronautics be added;
5. That extension of the guidance program be made;
6. That Mr. Danford and the physical education staff in each high school confer with the principals on the physical fitness program;
7. That caps and uniforms of the Victory Corps are unnecessary;
8. That military drill be postponed at the present time;
9. That the Victory Corps program be opened to senior high school pupils only and on a voluntary basis;
10. That credit for work experience not to exceed one of 12 credits for graduation be granted to 11th and 12th grade pupils;
11. That the program be installed gradually;
12. That each principal ask each department to think in terms of this project.

In January the board approved the following changes in curriculum to prepare for service in the armed forces, in war industry, and on the home front:

1. For military service: aeronautics, model plane building, war mathematics, war and air geography, war orientation subjects, war French, war German, physical fitness, advanced physiology and biology of flight;
2. For war industry: welding, basic electricity, basic shop;
3. For the home front: salesmanship, retail selling, special typewriting, home nursing, first aid.

The physical fitness program was not put into effect until participants had secured physical examinations. A special committee of the board, Dr. Huegel, Mr. Stephens, and Mr. Felt, secured the aid of Doctors J. S. Supernaw, F. F. Bowman, Kent Tenney, C. O. Vingom, and Louis Greene in working out plans for the physical examinations.

In the spring, obstacle courses were erected on each of the high school play fields for the physical fitness program for boys. The equipment conformed with army regulations.

Change in School Schedule

Early in 1942 the state department of public instruction had suggested earlier closing of schools, no spring vacation, and classes on Saturday.

Since a survey indicated there was not sufficient demand for pupil employment to justify a change in schedule in the spring of 1942, the board adopted the recommendation of the school defense committee on the calendar that no change be made in the schedule. Adjustments were to be made for individuals.

In January, 1943, the board of education went on record favoring the recommendation of John Callahan, state superintendent of public instruction, that senior boys and girls who wished to enroll for the long summer session at the university be freed from school activities before June 7.

In April the board approved a schedule for seniors which included examinations during regular class periods in the 36th week and commencement June 4, so that they would be free to enroll at the university, go to work, or enter military service.

General Policy on Summer Employment

Because of the problem of meeting the requests of employers for pupil help in summer, the board of education adopted the following general policy in May, 1943:

1. Requests from local employers who need help and who are known by principals and guidance directors are to be handled directly by the principals and guidance offices as in the past.
2. Requests for farm help, canning, and from all other employers with whom principals and guidance directors are not acquainted or who are outside of Madison should be handled through the U. S. Employment Office.
3. Principals will permit the U. S. Employment Office to register pupils for all such work in the schools.
4. The question of permitting representatives from various fields of work to speak to general assemblies of pupils in order that they may become familiar with kinds of work available is to be left to the discretion of the superintendent and coördinator of child study, who may confer with the president of the board of education when emergencies involving board policy arise. The results of work surveys are to be available to all interested employers.
5. It is the duty of the principals to urge as many pupils as possible to secure jobs this summer in this area.
6. In case emergencies arise which may necessitate any change in the above procedure, or wherein city-wide action might save the principals' time or increase efficiency, the matter should be submitted to the officials listed in (4) above.

Expanded Recreational Opportunities for Youth

Because of the problems arising during wartime, the department of health, physical education, recreation, and safety has expanded its program to provide more recreational opportunities for children and young people.

With the increasing number of working mothers and the consequent decrease in home supervision, the department expanded the intramural after-school program with part-time assistance by university students who were paid by the board. At Washington school the program ran until 6 p. m. three nights a week, one for Washington pupils and two for Central junior high school pupils.

Schools were also opened for supervised play on Saturday—Marquette and Washington all day, Emerson, Lapham, Franklin, Randall, West high, and Nakoma in the morning.

During the past year, 1942-43, the division of recreation opened the following school buildings for junior and senior high school youth on week-end nights: Friday, Marquette, Washington, Longfellow, Nakoma; Saturday, Lapham, East high, and West high.

The Amendment to the Curfew Ordinance

Because of the increase in night-life activities in the city with the influx of war workers and military men, the city council reenacted the curfew ordinance September 25, 1942.

The board of education went on record favoring the curfew ordinance. They requested modifications of the ordinance, however, to permit the normal week-end evening high school activities without violation of the ordinance.

On May 14, 1943, the curfew ordinance was amended to read as follows:

“23.09 Minors Under Seventeen Not To Be Allowed on Street After Certain Hour.

(1) It shall be unlawful for any person under the age of seventeen years to be upon the streets or alleys or other public places in the City of Madison after 10 p. m. unless accompanied by his or her parent or guardian, provided, however, that this section shall not apply to minors returning home from functions authorized by the governing body of any public or parochial school in the City of Madison which shall have been officially registered with the Police Department by a responsible officer of the governing body of the school prior to the event. Each such minor attending such registered function shall carry on his person a means of identification in such form as shall be approved by the chief of police and the governing body of the school.

“(2) It shall be unlawful for a parent or guardian to permit any person under his or her control, if such person is under the age of seventeen years, to be upon the streets, alleys, or other public places in the City of Madison after 10 p. m. unless accompanied by his or her parent or guardian, or unless such minor is returning from an approved school function as provided in subsection (1) of this ordinance.”

Cumulative Cost-of-Living Adjustments

Following are the cost-of-living adjustments adopted by the city council for all city employees, including those of the board of education, during the past two years:

1. Effective January 1, 1942		
Adjustment per month		Salary range
\$8		Up to \$1,800
6		1,800 - 1,999
4		2,000 and up
2. Effective July 1, 1942		
Adjustment per month		Salary range
\$10		Up to \$1,800
7		1,800 - 3,000
3. Effective February 15, 1943		
Adjustment per month		Salary range
\$10		For all

Example: A school staff member receiving a basic salary of \$1,500 in March, 1943, would receive additional monthly compensation of \$8 plus \$10 plus \$10, or \$28 per month.

The Blix Report—Cost-of-Living Adjustments

Following a summarization of the Blix report, the board of education in February, 1943, voted to inform the city personnel board that it approved in principle the following paragraph of the report:

“The cost of living system of wage adjustments. Public officials who study the matter of salary increases and decreases are becoming more and more convinced that the compensation scale should be a flexible scale which will be automatically increased or decreased with changes in the cost of living. . . . There is a great deal of justification for such a plan because it recognizes the economic fact that earnings of workers are measured by the amount of goods and services which they may obtain for their pay checks. . . . If such increases or decreases are a matter of ordinance and based upon an accepted index number, the annual adjustments in compensation become entirely automatic.”

New Policies of the Board

In the fall of 1941, the board of education set the retirement age for teachers, principals, administrative officers, and clerical workers at 65 years to take effect September 1, 1943. The retirement age for custodians was left as it was—retirement from full-time assignment compulsory at 70 with a compensation of \$600 per year for part-time work thereafter.

The compulsory retirement age was extended in June, 1943, to include cooks and matrons in the schools.

Because of the difficulty of filling vacancies for teachers on leave, in the spring of 1943 the board granted leaves only for illness, maternity, and military service.

In January, 1942, the board established the policy of granting automatic leaves for maternity for the last three months of pregnancy and at least three months after the birth of the child.

The policy was further modified in April, 1943, to require a leave of six months before the termination of the pregnancy and six months after.

Administrative Changes

More administrative changes have been made in the Madison public schools during the past two years than in many previous years due partly to the war and partly to resignation and retirement.

In the summer of 1941, Emily R. Parsons, Marquette, and Renette Jones, Lincoln, veteran principals in the system, resigned. Miss Parsons entered the Madison system in 1903 and Miss Jones in 1904. They were replaced by Mrs. Janet Millar, former curriculum supervisor, and Dorothy Greenleaf, teacher in the Randall school, respectively.

Walter A. Wittich, former teacher in the Madison schools and later director of research at the Milwaukee County Day school, was appointed curriculum supervisor. During the same summer Dr. Carl H. Waller, formerly in the guidance department of Wisconsin high school, was named coördinator of child study and special services in the public schools.

In the summer of 1942, Dr. Bernice E. Leary, former specialist with the U. S. Office of Education, was named reading consultant for the Madison schools. Mr. Wittich was appointed acting principal of Marquette school to replace Mrs. Millar, who resigned to be married. Roger E. Trafford was appointed acting assistant principal, West junior high school, to replace LeRoy Luberg, who was granted a leave of absence for military service.

At the end of the first semester, 1942-43, Volney G. Barnes, principal of West high school, resigned to teach at Truax field. Mr. Barnes entered the Madison school system in 1909.

Ralph O. Christoffersen, assistant principal of West senior high school, was named acting principal for the remainder of the school year and was appointed to the principalship in June. George A. Steiner became assistant principal of the senior high division.

At the end of the first semester also, Stephen A. Oellerich, Franklin principal, was granted leave for military service and Raymond Gibson became acting principal. In May, Rex L. Liebenberg, assistant principal of Central senior high school, was given leave for military service and William Marsh was appointed acting assistant principal in his place.

In June, 1943, two elementary principals, Velmer D. Pratt, Lapham, and Annie D. Axtell, Lowell, retired. Miss Pratt entered the system in 1903 and Miss Axtell in 1914.

The following month the board appointed Clifford Liddle and Harry G. Knudtson to the principalships of Lapham and Lowell. Mr. Liddle had been assistant principal and guidance director of Wisconsin high school and principal of the summer laboratory school. Mr. Knudtson had been principal of the West Salem schools.

Completion of the Reorganization of Administration

In the 82nd annual report of the schools, 1936-37, Dr. R. W. Bardwell, former superintendent, recommended that the administrative machinery of the schools be reduced to five main divisions: namely, (1) the physical plant; (2) curriculum and instruction; (3) health, physical education, and recreation; (4) child guidance and special services; and (5) finance and supply management.

With the appointment of Dr. Carl H. Waller in September, 1941, to assume the position of coördinator of child-study and special services, the framework of the above organization was completed. Following are the heads of the five main divisions: Marcus E. Johnson, the physical plant; Walter A. Wittich, curriculum and instruction; Howard G. Danford, health, physical education, and recreation; Carl H. Waller, child study and special services; and Earl D. Brown, finance and supply management.

The services of the child-study department are as follows:

General Adjustment Services: In-service teacher assistance, study of problem cases, development of material aids, home visitation, group-parent education, cooperation with social agencies, dissemination of information, trends in employment, etc.

Attendance and Related Problems: Social-case work, home visitation, cooperation with agencies.

Child Accounting: Census, keeping of cumulative records.

Work Permits: Child labor, street trade, public exhibition.

Testing: Psychological, aptitude, hearing, performance, special miscellaneous.

Special Education: Speech correction, sight saving, school for deaf, orthopedic school, classes for mentally retarded.

Defense Committees

Shortly after this country entered the war, six defense committees were organized to help solve school problems relating to the war. They were as follows:

School calendar; pupil and teacher defense employment (particularly summer); defense drives and sales; protection of pupils and property; conservation and salvage of materials and supplies; pupil welfare, morale, health.

Curriculum Committees

Following are the committees which have been studying and revising the curriculum during the last two school years:

Handwriting committee, 1941-42, 1942-43; handwriting experiment committee, 1942-43; reading consultative committee, 1941-42, 1942-43; kindergarten experimental testing committee, 1941-42, 1942-43; committee on word recognition techniques, 1941-42;

Language arts committee, 1941-42; committee on applied mathematics, 1941-42; English test selection committee, 1941-42; safety education committee, 1941-42; textbook committees, 1941-42, 1942-43; physical education committees, 1941-42.

Under the direction of Dr. Bernice E. Leary, consultant in reading and language arts, nine committees of elementary school teachers and the English departments of the three high schools worked for the improvement of the reading of Madison school pupils.

Reports of the study of the elementary committees have been prepared for the use of all teachers. These reports are as follows:

"Good Books for Boys and Girls" and three book lists, "Around About Us," "Wings Around the World," and "My Country, 'Tis of Thee," by the children's books committee;

"Magazines for Elementary Grades," magazine committee;

"Experience and Reading," committee on experience and reading;

"The Place of Oral Reading in the Elementary School Program," oral reading committee;

"Reading Abilities Basic to Effective Study," study skills committee;

"An Index to 500 Favorite Poems for the Elementary Grades," poetry committee;

"Developing Word Meaning," vocabulary committee;

"Adapting Reading Instruction to the Individual," committee on individual differences;

"The Use of Charts in the Primary Grades," chart committee.

Progress of the MEA Public Relations Program

Activities of the public relations committee of the Madison Education association during the past two years include radio programs, American Education Week programs, the bulletin, the speakers' bureau, plans for another school movie, and a number of special studies and services.

"Music for School and Home," radio programs sponsored by the association and broadcast over WIBA, have been placed on the list of Music Programs Worthy of High Rating by the Parent-Teacher Council.

Among the special studies and reports of the committee were a survey of teacher loads in Madison, a survey of teacher participation in community activities, and a report on tax-reduction group activities in the state.

Administration Building

When the three new elementary schools were built in 1940, the board of education made tentative plans to use Doty school, the old elementary building in the best condition, for an administration building when funds could be secured to remodel it.

The city council granted \$20,000 for the repairing and remodeling of the building. The work was started in the fall of 1941 and completed in February, 1942, when all business and supervisory offices were moved.

For the first time in many years all administrative offices are housed under one roof. In addition to ample office and storage space for all administrative officers, the board of education now has a meeting room of sufficient size.

Two New Publications

During the last biennial period the board of education has published two booklets, the "Handbook for Teachers" and the illustrated "Kindergarten Handbook" for parents. Staff committees compiled, wrote, and edited the handbooks.

Although the Madison public schools had previously printed kindergarten leaflets, the "Kindergarten Handbook" is completely new material. It contains information on what the school expects of the child and on the kindergarten program, entrance age, report cards, and the like.

The "Handbook for Teachers" contains factual material on the philosophy, practices, and policies of the Madison public school system which is particularly helpful to new teachers and also useful to teachers already in the system.

Service Honor Roll

MILITARY SERVICE

Central

Lieut. (j. g.) Stuart C. Tiedeman,
Naval Reserve

Lieut. (s. g.) Frank M. Blau, Coast
Guard

Eugene M. Schmidt, Army Air Corps
Reserve

Pfc. Arthur A. Vierthaler, Infantry

William T. Kirscher, Army Air Corps
Corp. Goodwyl Post, WAAC

Lieut. (s. g.) Rex L. Liebenberg, Na-
val Reserve

Ensign Harold F. Pollock, Navy

East

Lieut. William A. Ross, Infantry

Lieut. Bernard R. Porter, Army

Robert G. Reick, Ch. Sp., Naval Re-
serve

Lieut. (2nd) Maybelle Kohl, WAAC

Lieut. (2nd) Lloyd P. Jorgenson,
Army

Lieut. (2nd) Eulalie Beffel, WAAC

Cadet Herbert Mueller, Army Air
Corps

Ensign Lawrence G. Johnson, Navy

Shirley Hopfensperger, Marines

Robert L. Woollen, Army

Franklin

Lieut. (s. g.) Stephen A. Oellerich,
Navy

ALLIED SERVICES

Instructors at Truax Field

Ted Frost

Charles Horn
Gladys Gallagher

Donald Ethen

Volney G. Barnes

Roger Maas

Marquette

Lieut. (j. g.) Leila Stevens, Naval
Reserve

Nakoma

James Merrihew, Army

Randall

Marie Port, Marines

West

Joseph D. Hyde, Army Air Corps Re-
serve

James R. Schaefer, Army

Lieut. Victor H. Lanning, Army Air
Force

Lieut. Clifford Hawley, Army Air
Force

Lieut. LeRoy Luberg, Army Air Force

Lieut. (j. g.) P. Kirkwood Likes, Navy

Ensign Jerome T. Femal, Naval Re-
serve

Itinerant

Sgt. Douglas Steensland, Army

Lieut. Robert R. Harris, Army

Custodians, Engineers

Pfc. Ivor W. Thomas, Marines

Harold Buergin, Army

Pfc. Delbert Sabroff, Infantry

Instructor at Rantoul Field

Garrott Barich

USO Hostess

Ruth Kentzler

Army Hostess

Adelle Gutsch

Office of Emergency Management

Gerald Vaughan

Statistics and Financial Statement

Enrollment For All Schools

Public Schools	1941-42	1942-43
Elementary school		
Resident	5,089	5,189
Non-resident	414	431
Total	5,503	5,620
Handicapped		
Resident	142	156
Non-resident	57	55
Total	199	211
Junior-senior high school		
Resident	4,741	5,040
Non-resident	971	921
Total	5,712	5,961
Total Public School Enrollment	11,414*	11,792*
Vocational (Under 18 years of age)		
Regular program		
Resident	244	276
Non-resident	10	202
Total	254	478
War Production program		
Resident	18	33
Non-resident	41	83
Total	59	116
Total Vocational School Enrollment	313	594
Parochial		
High School		
Resident		342
Non-resident		48
Total	368**	390
Elementary school		
Resident		2,237
Non-resident		214
Total	2,389**	2,451
Total Parochial School Enrollment	2,757	2,841
Wisconsin High School		
Resident	178	183
Non-resident	134	135
Total	312	318
Lakewood (Madison children attending this school)	74	78
Total Enrollment All Schools	14,870	15,623

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

** Separate figures on resident and non-resident pupils not available.

Part-Time Enrolment

Year	*Parochial	Equivalent Full-Time Pupils	State Orthopedic Hospital	
	Total Number Pupils		Total Number Pupils	Equivalent Full-Time Pupils
1934	537	33.32	214	45.4
1935	555	29.68	280	56.5
1936	557	32.80	306	64.5
1937	548	32.32	304	60.8
1938	587	33.69	279	69.9
1939	632	39.71	286	57.1
1940	615	39.09	286	57.1
1941	574	36.58	306	58.3
1942	547	35.85	219	47.03
1943	570	36.18	166	35.2

* Home economics and manual arts for 7th and 8th grades.

Graduates From Madison High Schools

(Including February)

Year	Central	East	West	Total
1932	243	208	178	629
1933	221	328	201	750
1937	215	307	302	824
1938	199	406	331	936
1941	185	375	325	885
1942	195	337	291	823
1943	183	376	369	928

Comparative Total Enrollment---1932-1942

SCHOOLS	1932		1937		1941		1942	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton	90	...	80	...	...	...	...	...
Doty	172	...	166	...	...	...	...	...
Draper	209	...	193	...	...	...	...	...
Dudgeon	264	...	270	...	307	...	326	...
Emerson	803	281	768	...	756	...	745	...
Franklin	342	62	383	108	318	81	344	77
Harvey	179	74	250	...	...	...	...	...
Hawthorne	343	...	307	...	...	...	...	...
Lapham	254	...	218	...	441	47	461	41
Lincoln	319	111	358	66	170	...	202	...
Longfellow	604	...	577	...	496	...	450	...
Lowell	788	193	762	...	692	...	683	...
Marquette	381	...	346	...	771	...	786	...
Nakoma	217	47	246	59	313	67	322	63
Randall	783	...	815	...	684	...	682	...
Washington	235	...	253	...	481	...	502	...
Total Elementary	5,983	(768)*	5,992	(233)*	5,429	(195)*	5,503	(181)*
Opportunity	106		111		106		101	
Crippled	43		67		67		46	
Deaf	22		21		34		40	
Sight-Saving .....	..		13		17		12	
Total Handicapped ...	171		212		224		199	
Central Junior	556		547		524		509	
East Junior .....	...		1,045		1,062		1,091	
West Junior	625		695		787		829	
Junior high school pupils in elementary schools*	768		233		195		181	
Total Junior High (Grades 7-9).....	1,949		2,520		2,568		2,610	
Central Senior	886		765		691		713	
East Senior	1,386		1,254		1,323		1,300	
West Senior	739		995		1,118		1,089	
Total Senior High (Grades 10-12)	3,011		3,014		3,132		3,102	
Total High School ...	4,960		5,534		5,700		5,712	
Grand Total**	11,114		11,738		11,353		11,414	

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

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

Comparative Total Enrollment---1933-1943

SCHOOLS	1933		1938		1942		1943	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton	79	...	84	...	...	...	...	...
Doty	176	...	172	...	...	...	...	...
Draper	214	...	172	...	...	...	...	...
Dudgeon	275	...	244	...	326	...	357	...
Emerson	808	...	759	...	745	...	722	...
Franklin	370	62	362	120	344	77	342	107
Harvey	204	...	254	...	...	...	...	...
Hawthorne	341	...	303	...	...	...	...	...
Lapham	250	...	216	...	461	41	453	56
Lincoln	318	109	363	72	202	...	204	...
Longfellow	601	...	542	...	450	...	451	...
Lowell	778	...	711	...	683	...	668	...
Marquette	313	...	341	...	786	...	772	...
Nakoma	211	52	257	66	322	63	323	81
Randall	849	...	761	...	682	...	710	...
Washington	225	...	225	...	502	...	618	...
Total Elementary ...	6,012	(223)*	5,766	(258)*	5,503	(181)*	5,620	(244)*
Opportunity	106		105		101		104	
Crippled	43		66		46		58	
Deaf	26		26		40		32	
Sight-Saving .....	..		18		12		17	
Total Handicapped ..	175		215		199		211	
Central Junior	494		560		509		548	
East Junior	956		1,036		1,091		1,104	
West Junior	656		763		829		876	
Junior high school pupils in elementary schools*	223		258		181		244	
Total Junior High (Grades 7-9)	2,329		2,617		2,610		2,772	
Central Senior	853		752		713		743	
East Senior	1,132		1,284		1,300		1,325	
West Senior	786		971		1,089		1,121	
Total Senior High (Grades 10-12)	2,771		3,007		3,102		3,189	
Total High School ..	5,100		5,624		5,712		5,961	
Grand Total**	11,287		11,605		11,414		11,792	

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

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

Census Totals by Age Groups

Age	1941	1942	1943
Birth to 3 inclusive	3,708	4,063	4,386
Age 4 to 19 inclusive	15,458	15,713	15,846
Age 20	932	967	1,011

Comparison of Census Totals by School Districts

Age Group 4-19 Inclusive

SCHOOL DISTRICTS	1932	1933	1937	1938	1941	1942	1943
Brayton .....	...	...	...	372	...	...	...
Doty	824	812	782	605	...	..	...
Draper	823	801	769	757	...	...	...
Dudgeon	587	586	650	645	647	649	659
Emerson	1,728	1,737	1,702	1,709	1,685	1,682	1,729
Franklin	657	675	794	778	734	757	755
Harvey	451	475	548	560	...	...	...
Hawthorne	875	875	949	874	...	...	...
Lapham	616	615	637	605	1,632	1,659	1,627
Lincoln	960	1,005	983	901	263	258	281
Longfellow	1,936	1,927	1,865	1,841	1,808	1,783	1,848
Lowell	1,639	1,673	1,676	1,649	1,636	1,709	1,745
Marquette	626	619	734	748	2,160	2,142	2,092
Nakoma	215	243	334	412	553	564	577
Randall	2,187	2,216	2,370	2,220	2,114	2,147	2,091
Washington	884	845	816	710	1,874	2,072	2,149
Jt. Dist. No. 8	304	309	340	342	352	291	293
Totals	15,312*	15,413	15,949	15,728	15,458	15,713	15,846

* This total does not include 30 children of census age in Westmorland and 24 children of census age in Arlington Heights; these districts were annexed to the City of Madison on August 10, 1931, and withdrew on December 27, 1932.

Child Labor and Street Trades Permits Issued

Year	Child Labor	Street Trades	Totals
1929-30	455	165	620
1930-31	391	141	532
1931-32	167	138	305
1932-33	128	147	275
1933-34	107	273	380
1934-35	91	143	234
1935-36	497	221	718
1936-37	721	393	1,114
1937-38	802	*1,061	1,863
1938-39	717	618	1,335
1939-40	696	823	1,519
1940-41	967	908	1,875
1941-42	1,921	1,032	2,953
1942-43	5,025	1,006	6,031

* All active street trades permits were reissued in December, 1938, due to a change in the law.

Community Use of School Buildings *

Groups	1941-42	1942-43
Educational and Recreational Groups		
Recreation Department	1598	1741
Community Centers	179	198
Parochial Recreation	236	277
Summer Playground	358	598
Miscellaneous	825	668
Parent-Teacher Association	165	124
Pre-School and Kindergarten Mothers' Club	41	24
Summer Round-up Clinic	8	8
Vocational School	497	287
General School Programs	283	228
Special Classes	84	108
Music Classes	50	74
Summer School	34	34
Boy Scouts	116	62
Girl Scouts	97	3
Cub Scouts	44	66
Junior Optimists	23	32
Consumer Interest Committee		9
Wisconsin Interscholastic Athletic Association	6	4
Dane County School Districts	3	4
Southern Wisconsin Education Association	4	3
Madison Safety Association	4	4
University Summer Laboratory School		30
University of Wisconsin Music Clinic		12
Miscellaneous	7	
Civic Groups		
Service Bureau of the Wisconsin Association of the Deaf	7	
South Side Band	12	
South Side Men's Club	11	
Women's Relief Corps Drill Team	5	
Shriners' Drill Team		9
Visiting Nurses	157	157
Election Group		15
Miscellaneous	23	17
War Program		
Dane County Clerk for Draft Registration	21	
Rent Registration		8
War Chest Group		5
Red Cross (first aid, home nursing, nutrition, sewing)	574	252
Civilian Defense (auxiliary police and firemen, demolition and clearance, blackout, medical defense, air and fire wardens, driver training, hostesses, messengers, block leaders)	55	99
Rationing (gas, fuel oil, sugar, food)	80	125
Miscellaneous	4	6
TOTAL	2,331	1,701

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

Balance Sheet as of June 30

Particulars	ASSETS	
	1942	1943
FIXED ASSETS		
Land and Land Improvements	\$ 806,822.52	\$ 807,449.60
Buildings and Attached Structures	5,503,135.88	5,505,430.85
Machinery and Equipment	683,430.34	684,459.13
CURRENT ASSETS		
Cash in Bank	35,941.67	13,115.10
Board of Education—Advances to be Refunded ..	324.48	542.27
Board of Education—Petty Cash Fund	35.00	35.00
SUNDRY ACCOUNTS RECEIVABLE		
Accounts Receivable—General	10,385.82	10,555.17
Tuitions Receivable	120,594.67	125,271.14
INVENTORIES		
Stock Room	14,913.00	14,696.70
Fuel	15,331.30	9,588.76
TRUST FUNDS		
Samuel Shaw Prize Fund	919.05	920.09
C. R. Stein Scholarship Fund	2,426.08	2,408.89
William McPyncheon Trust Fund	10,075.60	9,961.36
TOTAL	\$ 7,204,335.41	\$ 7,184,434.06

LIABILITIES		
FIXED LIABILITIES		
Bonded Indebtedness	\$ 1,930,750.00	\$ 1,750,750.00
State Trust Fund Loans	6,084.00	3,256.00
OTHER LIABILITIES		
Award of Industrial Commission to Lloyd Benson ..	1,902.75	1,648.95
RESERVES—PETTY CASH		
Music Department	1,632.09	1,669.66
Recreational Department	59.10	59.10
TUITIONS PAYABLE		
Tuitions Payable to Lakewood School District ...	4,501.57	4,264.74
U. S. VICTORY TAX		
Victory Tax Deductions		17,925.10
TRUST FUND RESERVES		
Samuel Shaw Prize Fund	919.05	920.09
C. R. Stein Scholarship Fund	2,426.08	2,408.89
William McPyncheon Trust Fund	10,075.60	9,961.36
Theodore Herfurth Scholarships Account	225.00	

PROPRIETARY INTEREST		
FIXED SURPLUS	\$ 5,054,651.99	\$ 5,241,684.63
CURRENT SURPLUS	191,108.18	149,885.54
TOTAL	\$ 7,204,335.41	\$ 7,184,434.06

Revenues---July 1 Through June 30

REVENUE RECEIPTS AND ACCRUALS

Particulars	1942	1943
STATE FUND APPORTIONMENT		
In City of Madison	\$ 71,547.70	\$ 70,939.90
In Joint School District No. 8	88.00	72.75
TAXES LEVIED BY COUNTY SUPERVISORS		
In City of Madison	54,066.25	67,643.75
CITY SCHOOL TAXES		
In City of Madison	1,106,101.42	1,137,146.32
In Joint School District No. 8	7,282.33	4,193.47
APPROPRIATION FROM CITY OF MADISON		
For Remodeling of Doty School	20,000.00	
STATE AIDS		
For Deaf School	9,340.50	8,616.56
For Special Schools	2,897.03	3,144.46
For Speech Correction	876.26	1,857.08
For Crippled Children—Washington School	18,438.49	16,283.30
For Crippled Children—Orthopedic Hospital	7,804.02	7,594.81
For Crippled Children—Other Schools	95.10	65.00
For Sight-Saving	2,481.08	2,293.85
For High Schools	27,100.52	27,146.59
TUITIONS		
Central Senior High School	2,802.00	2,754.60
Central Junior High School	1,516.18	1,299.24
East Senior High School	31,873.40	30,830.40
East Junior High School	12,074.40	11,747.28
West Senior High School	25,038.60	25,604.40
West Junior High School	19,617.20	20,957.28
Elementary Schools	31,074.59	32,530.28
Deaf School—Lapham	1,440.80	1,428.00
Crippled Children	2,035.60	1,612.00
Sight-Saving	398.00	296.80
Exceptional Children	386.40	151.20
RENTALS		
C. H. S. Auditorium and Gymnasium.....	166.81	49.05
E. H. S. Auditorium and Gymnasium.....	51.53	210.08
W. H. S. Auditorium and Gymnasium.....	44.35	14.25
Elementary Gymnasiums	89.40	346.20
OTHER MISCELLANEOUS RECEIPTS		
Board of Education	678.78*	395.12*
Vocational Education	1,838.85	1,059.86
UNEXPENDED BOND APPROPRIATION CONSTRUCTION FUNDS		
General Fund	12,140.94	.....
BOARD OF EDUCATION CLEARING ACCOUNT		
Books, Paper, and Pens	724.24*	.....
TOTAL REVENUE RECEIPTS AND ACCRUALS		
	\$ 1,469,304.73	\$ 1,477,493.64

* Indicates amount in arrears.

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL	1942	1943*
Home Economics Department—C. H. S.	\$ 2.80	.....
Home Economics Department—Elementary Schools	3.50	.....
Manual Arts Department—C. H. S.	172.76	.....
Manual Arts Department—W. H. S.	65.19	.....
Manual Arts Department—Elementary Schools ..	6.50	.....
Special Schools .....	.60	.....
Open Air and Nutrition Department—Emerson ..	11.51	.....
Open Air and Nutrition Department—Lowell	52.81	.....
Open Air and Nutrition Department—Washington	23.45	.....
TOTAL NON-REVENUE RECEIPTS AND ACCRUALS	339.12	.....
GRAND TOTAL	\$ 1,469,643.85	\$ 1,477,493.64

* On recommendation of the auditor receipts from the sale of materials are used to reduce the expenditure account.

Total Operation, Maintenance, and Capital

July 1, 1941, Through June 30, 1942

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Administration Building	43,159.37	20,584.11*	1,209.86	64,953.34
Administration Building Annex ...	463.47	94.11	.....	557.58
Central Senior High School	106,190.06	6,722.15	689.20	113,601.41
Central Junior High School	48,473.24	669.83	36.00	49,179.07
East Senior High School	165,570.23	9,283.89	1,565.20	176,419.32
East Junior High School	85,937.51	1,488.98	10.26	87,436.75
West Senior High School	125,794.35	3,335.23	1,325.52	130,455.10
West Junior High School	73,879.24	268.74	732.28	74,880.26
Doty School	269.76	377.45	.....	647.21
Dudgeon School	26,561.82	652.43	378.52	27,592.77
Emerson School	59,735.04	3,292.76	279.63	63,307.43
Franklin School	42,739.92	833.92	910.96	44,484.80
Harvey School	122.57	.....	.....	122.57
Lapham School	46,835.40	801.54	271.93	47,908.87
Lincoln School	20,264.81	447.95	10.50	20,723.26
Longfellow School	47,837.86	1,855.94	452.55	50,146.35
Lowell School	55,808.60	3,495.09	2,088.83	61,392.52
Marquette School	68,092.91	715.35	1,024.76	69,833.02
Nakoma School	35,297.84	1,459.06	986.95	37,743.85
Randall School	56,938.54	2,735.12	85.73	59,759.39
Washington School	48,620.02	731.66	400.61	49,752.29
Recreational Department	32,388.36	.....	.....	32,388.36
Undistributed	120,256.74	1,532.41	620.39	122,409.54
TOTALS	\$1,311,237.66	\$ 61,377.72	\$13,079.68	\$1,385,695.06

* \$19,711.01 amount spent for remodeling old Doty school.

Total Operation, Maintenance, and Capital
July 1, 1942, Through June 30, 1943

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Administration Building	\$ 47,493.01	\$ 1,426.39	\$ 250.04	\$ 49,169.44
Central Senior High School	115,636.17	8,561.05	588.46	124,785.68
Central Junior High School	54,659.47	177.26	29.00	54,865.73
East Senior High School	189,212.46	10,873.77	2,317.80	202,404.03
East Junior High School	97,091.15	76.08	.....	97,167.23
West Senior High School	140,222.36	4,161.31	643.29	145,026.96
West Junior High School	80,635.81	358.82	188.01	81,182.64
Dudgeon School	34,296.32	414.78	519.59	35,230.69
Emerson School	70,993.23	1,170.08	415.64	72,578.95
Franklin School	47,906.74	1,034.76	603.96	49,545.46
Lapham School	55,220.82	361.29	95.01	55,677.12
Lincoln School	23,493.20	607.71	.....	24,100.91
Longfellow School	50,010.65	620.30	125.15	50,756.10
Lowell School	62,109.09	1,004.06	48.41	63,161.56
Marquette School	71,894.97	813.05	818.19	73,526.21
Nakoma School	43,467.02	414.27	113.21	43,994.50
Randall School	66,794.16	854.43	89.80	67,738.39
Washington School	60,286.58	194.19	127.00	60,607.77
Recreational Department	34,977.26	.....	.....	34,977.26
Undistributed	131,716.48	139.83	1,076.84	132,933.15
TOTALS	\$1,478,116.95	\$33,263.43	\$8,049.40	\$1,519,429.78

Acknowledgments

For pictures in this report we are indebted to Jack Tiffany and Hugh Wahlin, two West high school seniors, Sidney Boyum, The Capital Times, The Wisconsin State Journal, and the high school publications, West Hi-Times, Westward Ho, Central Mirror; for data, the annual reports of principals, teachers, and supervisors; for quoted material, C. Lorena Reichert, L. A. Waehler, Alice E. Rood, Velmer D. Pratt, Stephen Oellerich, Lillian Reinking, Helena Mouldie; for advice and assistance, Frederick Schuler, Francis Sullivan, Loretto Reilly, Ernest Nickel, Lurline Boehm, Marcus Johnson, Clifford Liddle, Dorothy Greenleaf, Carrie Ramussen, Esther Carswell, Maude Havenor, Arlene McKellar, Lieut. (s.g.) Rex Liebenberg, Lieut. LeRoy Luber, Jean Cowles, Ethel Higgins, Irma Baus, Beulah Drom, Howard Danford, Carl Waller, Walter Wittich, Anne Menaul, Madison public schools; Winfield Martin, Floyd Briese, Vocational school; John Guy Fowlkes, University of Wisconsin; Roy Ragatz, Wisconsin Education Association office; K. S. Morgan, Oscar Mayer company; B. K. Wells, Wisconsin Telephone company; A. D. Harrigan, Crown Can company; for financial statements, Earl Brown, supervisor of accounts and purchases; for attendance data, Cassie Lewis, attendance supervisor; for clerical assistance and suggestions, Lois Johnson, Beatrice Lynch, Elizabeth Stitgen, and Alice Stondall; for suggestions in selection and arrangement of pictures, Lucy Irene Buck, supervisor of art; for consultation and help on the report as a whole, Bernice E. Leary; and for general assistance and for editing, arranging, and preparing for publication, Margaret Parham, director of public interpretation.

Philip H. Falk

