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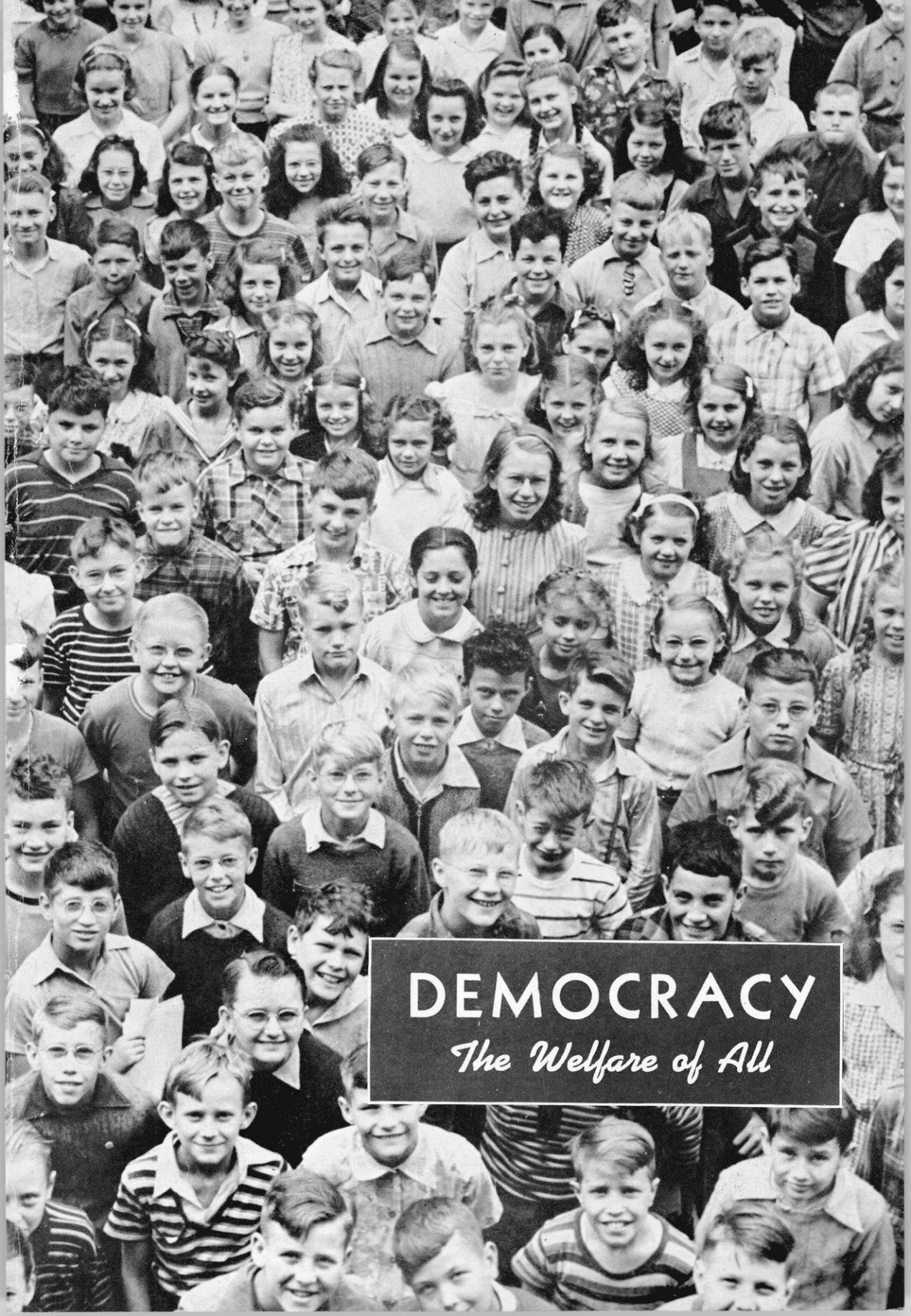
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DEMOCRACY

The Welfare of All

DEMOCRACY

The Welfare of All

Philip H. Falk, Superintendent

86th
ANNUAL
REPORT
1940-1941

Madison, Wisconsin
BOARD OF EDUCATION
February, 1942

The Board of Education

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FOREWORD

● *Democracy, the Welfare of All*, the 86th annual report of the superintendent, is a sequel to the 85th report—*Democracy, the Worth of the Individual*. Each is an elaboration of a statement made in the 84th report for the school year 1938-39 relative to the goal of the American school:

"The ultimate goal . . . is the good life for the individual and the preservation of our democratic form of government in order that the integrity of the individual may be respected. The state exists for the individual, not the individual for the state. But if the integrity of the individual is to be respected, a form of government must be preserved which permits the recognition of the individual.

"Much of the popular support for education in the past has been on the basis of what it would do for the individual—not of what was necessary for our democratic society. Parents were too frequently concerned about schools solely because they enabled their own children to get ahead economically. In promoting attendance, schools have added to this point of view by arguing ultimate personal financial gains for their graduates.

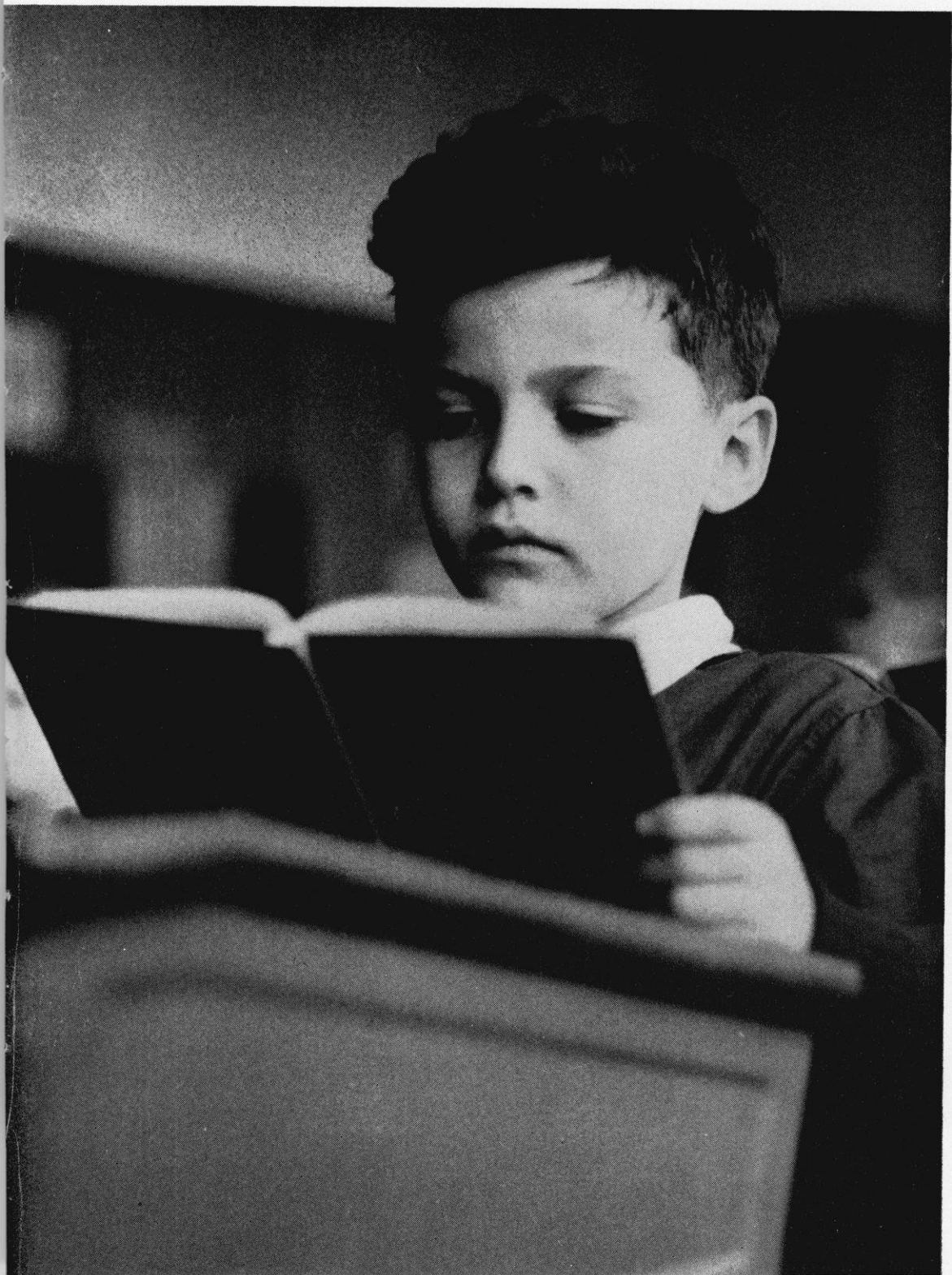
"Our problem today is to develop in America a voluntary consciousness of and an interest in the common welfare and a public recognition of the part that the school must play in this development. We need to recapture some of the spirit of mutual helpfulness in a setting of independent individualism which characterized our American frontier. We need to think of our schools not only in terms of what they will do for the individual, but also in terms of what they must do for our social order."

*To read either *Democracy, the Worth of the Individual* or *Democracy, the Welfare of All* without the awareness of the other would give only a partial understanding of the purpose of the Madison schools.*

*Events seem to have conspired to make appropriate at this time the report—planned almost three years ago—*Democracy, the Welfare of All*.*

PHILIP H. FALK, *Superintendent.*

The welfare of each depends on the welfare of all





Study of democracy versus dictatorship

PART I

CHAPTER I

EDUCATION IN A DEMOCRACY

● No modern nation and especially no democracy can exist in the world today without a system of education to preserve it. One of the first official acts of a modern dictator on assuming power is to take control of the schools and to begin to weld youth to his particular philosophy of life and government.

If primitive dictatorships, in which individuals do only as they are told, require training of youth, how much more necessary it is that civilized democracies, in which individuals make their own decisions and share in governing, educate their youth.

Our founding fathers were well aware of the place of the schools in preserving the republic which they had founded.

George Washington, in his final address in 1796, said:

“Promote as an object of prime importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives voice to public opinion, it is essential that public opinion should be enlightened.”

In 1816 Jefferson stated:

“If a nation expects to be ignorant and free in a state of civilization, it expects that which never was and never will be.”

James Madison, the fourth President of the United States, said:

“A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps both.”

Two Responsibilities of Schools

At least two responsibilities are placed upon schools in the preservation of a nation. The first is to provide a social cement to bind together into a unified whole all sections and groups. The second is to develop citizens able to meet the responsibilities imposed on them by the philosophy and ideals of the nation.

Individuals unite into groups as a result of common bonds. These bonds may be common danger, ancestry, language, experience, hate, love, achievement, race, culture, or cause.

United States citizens have no common background in race, language, or culture as do citizens of most modern nations. The American melting pot is an amalgamation of practically all races, languages, and cultures.

All citizens of the United States do have in common, however, the fact that all are immigrants or descendants of immigrants who came to this country seeking freedom and opportunity.

All, either by direct lineage or adoption, look upon the Declaration of Independence, Patrick Henry's "Give me liberty or give me death", Valley Forge, the preamble to the Constitution, the Bill of Rights, Lincoln's Gettysburg address, and the statue of liberty as symbolic of their American democracy.

All are the recipients of the great inheritance of respect for the worth, dignity, integrity, and potentiality of individual human beings; and all are charged with the preservation of that inheritance for posterity.

No nation has ever had a better quality of social cement. But it is the kind of cement that must be mixed afresh by each generation lest its quality be unappreciated and deteriorate.

A bond of hate or narrow racial prejudice is more primitive and dramatic and possibly more easily transmitted from generation to generation than a bond of love for liberty, but because it is basically unsound and uncivilized, a cement of hate will ultimately disintegrate.

To Provide Social Cement

A conscious effort, therefore, must be made to keep alive and vibrant the common heritage and goals of American democracy. Human beings quickly adjust themselves to special privileges which soon are regarded as natural, inevitable rights.

It is not difficult for free, prosperous descendants of struggling pioneers to ignore the price that was paid for their freedom and prosperity. It is easy for them to assume that they are the fair-haired children of the universe who were endowed by their ancestors for eternity with the blessings of liberty, opportunity, and prosperity.

A narrow infantile conception of liberty as merely personal freedom from restraint or responsibility to others is not the kind of liberty for which our founding fathers sacrificed. A hermit on a deserted island would represent liberty of this kind. Americans conceive of liberty as more nearly approaching equality of opportunity in a social setting. One's own liberty is inextricably entangled with the equal liberty of others. It is a very complicated conception of liberty and one that is not easy to learn.

Liberty like happiness, however, cannot be endowed. It must be earned. Unless each generation is worthy of its liberty it will soon lose it. Goethe said, "That which one receives from his ancestors must he daily earn in order to possess it." Each generation must recapture for itself the privileges and opportunities won by its ancestors.

Each generation must re-live through history, literature, song, and verse America's struggle for freedom. Also each generation must see America in its relation to the common core of culture which is man's heritage from the age-old struggle of his ancestors to become civilized.



The colors

A life of vigorous work, struggle, and sacrifice, not one of endowed ease, must be the normal expectation of youth.

The school is the only institution in America dedicated to the task of renewing, in the consciousness of each generation, that social cement which bound together our founding fathers and binds together each succeeding generation in a common task and goal.

In the present emergency when by democratic processes the die is finally cast regardless of the direction, it will be that bond of unity which will cause the isolationist, the interventionist, employer and employee, and all others to submerge their differences and to present a united front in the preservation of their basic heritage.

To Develop Competent Citizens

A second responsibility of schools in the preservation of a nation is to develop in children abilities and qualities needed by citizens to meet the responsibilities imposed on them by the philosophy of the nation.

The function of the citizen in a democracy is vastly different from that of a citizen in a dictatorship. Hence, the education necessary for a child to meet adequately his responsibilities in a democracy is very different from the education of a child in a dictatorship.

The cardinal virtue of a citizen in a dictatorship is obedience. The citizen is told by the state what to think, to say, and to believe, how to feel, and what to do. Truth is what the party line says it is. Intellectual honesty is superseded by a fanatic emotionalism.

It is not difficult to teach a child his responsibilities in a dictatorship. By the judicious use of force, fear, rewards, and punishments, even dumb animals can be taught to obey without question. It is a very difficult task, however, to educate a child to live in a democracy.

Self-Control Essential in a Democracy

The cardinal virtue of a citizen of democracy is self-control. Authority lies in truth insofar as one is able to determine it. It is much easier to take orders and transfer responsibility for results than it is to make decisions and to have to abide by the consequences. It is much easier to consult the party line for truth than it is to dig for it oneself.

Self-control is an achievement. It cannot be awarded or endowed. It cannot be achieved through words only. It must be practiced and lived.

The democracy which we cherish is not something which exists only in Washington. It exists in homes, schools, business, industry, and in all other institutions with which individuals come in contact in their daily lives. It is a way of living. It is an attitude of human beings toward each other.

Competent school news staff



Self-control does not blossom forth suddenly in a child after he has lived for a given length of time under imposed control. To tell a child he may not have freedom until he has developed self-control is like telling a child he may not go swimming until he has learned how to swim.

A child learns how to swim under safe, controlled conditions. He learns self-control in the same manner—by making decisions on his level and taking the consequences. But no child ought ever to be placed in a situation where he is forced to make decisions the consequences of which he is too immature or inexperienced to appreciate. No infant is permitted to burn himself with a flame in order to learn to avoid fire. Self-control must be learned in digestible amounts under controlled conditions. Schools must provide such conditions.

Self-control requires knowledge, the means of acquiring further knowledge, proper attitudes, and experiences or practice.

Knowledge and Proper Attitudes Necessary

Knowledge is required because if one is to exercise self-control he must make decisions. One cannot make decisions intelligently unless he has information as to alternatives and possible outcomes. It is essential that information be accurate in order that the consequences of one's decisions may be predicted.

Since democracy is a dynamic growing way of life rather than one that is fixed and static, one must learn as long as he lives. To learn effectively one must possess skill in the use of the tools of learning—language arts including reading, measurement, and computation.

Self-control requires attitudes of fair play, justice, tolerance, respect for the rights of others, and a social consciousness. Knowledge unless guided by socially desirable attitudes may result in behavior that is selfish and socially destructive.

Need for Democratic Experiences

Democracy is a way of living, not a world of words. The ultimate test of self-controlled citizenship is not what one knows, can do, thinks, or feels, but in what one does. One learns self-control by practicing it. Practice implies some behavior that is imperfect.

It is the task of the teacher to place a child in that narrow and delicate learning situation between teacher domination and suppression of the child on one hand and pupil floundering in unbridled license on the other. The first trains for dictatorship and the second for anarchy.

Obviously this does not mean that, under the guise of freedom or democracy, children should always do as they please. It is the responsibility of teachers as well as parents on the basis of their experience, study, and mature judgment to provide for children an environment and experiences conducive to their best present and future welfare. Furthermore,

teachers and parents are obligated to insist on obedience from children in situations where the welfare of the child and society requires obedience.

Self-control does not mean absence of control. It merely seeks to substitute self-imposed control for externally imposed control.

Because good teachers seek to enlist the wholehearted participation of their pupils in the learning process by the utilization of interest, it is not reasonable to assume that all learning must be sugar-coated and easy. There is no substitute for hard work and children must learn that many things have to be done in life whether they are disagreeable or not.

Educating a child for self-control is a far more difficult and complicated problem than educating a child only to do as he is told.

Task of the Schools Difficult

The task of the schools in defending democracy is exceedingly difficult, but it is one that must be done if democracy is to survive. Roscoe Pound, former dean of Harvard Law school, says:

“However much, then, our educational institutions may at times and in places fall short of our picture of what they could do, are they not the capital agency in our national and social life making for the furtherance of reason and restraint and direction of force by reason and so for the raising of human powers to their highest unfolding?”

During the past two years we have conscripted hundreds of thousands of men for military service in the defense of democracy. We propose to convert approximately one-third of our national productive capacity into the military defense of democracy. We are incurring a tremendous debt structure in defense of democracy. We are levying unprecedented taxes in defense of democracy. Apparently we are doing these things willingly and with the approval of the vast majority of our citizens.

Surely no one in America today is more conscious of these efforts than the President of the United States. But in spite of his first-hand awareness of the magnitude of our defense efforts, he makes this statement:

“What the schools do may prove, in the long run, to be more decisive than any other factor in preserving the form of government we cherish.”

A good American



A GOOD AMERICAN

I am an American.
I want to be a good American.
I must do good deeds.
I must be honest, and truthful, and clean.
I must be a good worker.
I must try to be healthy.
I must keep the rules and laws that are for me:
The laws of the church.
The laws of the government.
The rules of my parents.
The rules of the Marquette school.
The traffic rules.
The rules of politeness.
I will do all these things. I will be a good American citizen.

CHAPTER II

MADISON SCHOOLS TEACH DEMOCRACY

● The Madison schools aim to imbue their pupils with democratic ideals and to provide opportunity for them to develop into citizens capable of living successfully in a democracy. Tools of learning, information, ideals, attitudes, and opportunity for practice are all essential factors in the program. The emotions, as well as the intellect, play an important role.

What the Madison schools are doing to teach democracy and preserve the American way of life may be partially indicated by brief excerpts from the reports of principals, teachers, and supervisors.

Schools Instill Democratic Ideals

"Instilling democratic ideals and giving children an opportunity to practice them increasingly as they mature is the best way for insuring enthusiastic support of a democracy, which cannot really exist without that understanding and support," writes Alice E. Rood, principal of Randall school. "As someone recently said, 'Democracy with all its opportunities and privileges is not something that our forefathers won for us for all time, but something that each new generation must understand, believe in, and work to preserve.'

"Desirable patterns of behavior have to be taught. Then opportunity must be provided to practice them with satisfaction. We have all come to accept generally the principle that learning which is founded upon an inner drive rather than external pressure is deepest and most lasting, and it becomes the problem of the school to find means for developing that inner urge to be a responsible citizen.

"For many years individual achievement has been stressed everywhere. . . . Today, while our interest in the individual and his development has in no way lessened, a fuller understanding of the individual's place in society as a contributing member of the group has gradually come to the front. Accordingly, our educational practices have been modified so as to give each child guidance not only to develop his or her capacities for personal achievement but also to assume his or her share of social responsibility.

"The development of this feeling of social responsibility flows through every school activity. The teacher realizes that while the child is learning to read, write, and count he is also building up attitudes toward his work, toward law and authority, toward those with whom he is working or playing. Consciously or unconsciously ideals are forming that will materially affect his citizenship in later life. . . .



The civics symposium

This interdependent world



"In every classroom these democratic principles are stressed: freedom for every child to think for himself; fair hearing and judgment of the class on acts of misdemeanor; respect for the rights of others; respect for the property of others; need for cooperation in a democracy; individual rights insofar as they do not jeopardize the welfare of others."

Pupils Learn About Democracy in Social Studies

From Leo P. Schleck, principal of Emerson school, comes the following:

"Experiences in the social studies field give opportunity for learning about democracy. . . . Visiting places of interest in the community such as the geological museum, the state historical museum, art galleries, and industries, hearing lectures, listening to radio broadcasts and the WPA orchestra contribute their share in providing additional experiences for the children. This feeling of being a definite part of the whole picture should make for the development of social and economic attitudes which are so important to a democracy."

Games and other activities requiring successful cooperation provide actual practice in working together for the common good, according to Ruth Peterson, Emerson physical education teacher.

Stress is placed on the game well played rather than the game won. Incidents which bring out the need for fairness, tolerance for those who are less skillful, and willingness to sacrifice a desired position for the good of the group come up repeatedly. These lessons in citizenship are realistic and much more convincing to the young American than any learned by reading only, in her opinion.

Responsibilities in a Democracy Stressed

Democracy is taught and practiced in the schools a great deal more than the public realizes, C. Lorena Reichert, principal of Longfellow school, believes. The schools are concerned with preserving democracy and with developing in boys and girls ideals of fairmindedness, honesty, cooperation, tolerance, an appreciation of the worth of each individual to society, and other traits which are characteristic of a great democracy.

"Even in the earliest grades," she says, "children are able to learn the need for assuming responsibilities in order that the activities of the entire group may be carried out successfully."

"The kindergarten child learns that in order to have a happy place in which to live and work he must be ready to work, to put his materials away when he is through using them, to listen when someone else is talking, to offer and also to accept suggestions for the improvement of his work, to go quietly from one part of the building to another, and to share what he has with the group."

"When a little older, children have many opportunities for assuming responsibilities through group planning. They become members of various committees, and as groups carry on their work in an interesting and constructive manner.

"Here each individual child learns his responsibility to the group. He has opportunities for free discussion of the problem relating to the group, for making decisions, and then for carrying out the details of the accepted plan. Experiences of this type help children to live the democratic way and to practice democracy. . . .

"The school newspaper is an activity which gives pupils opportunities for developing leadership, for cooperative planning, for individual initiative, for service to others, and for interpreting the work of the school to the parents and community," Miss Reichert comments.

"The staff of a school newspaper must learn to work together in order to produce a product which will represent the whole school. The staff must learn to evaluate its work and to accept the responsibility of constantly improving the newspaper."

Art Classes Provide Democratic Experiences

What goes on in the art class to develop democracy in the schools may be indicated by the following statement by Virginia Johnson of Lowell school:

"All activities in our art room are socializing activities, such as the monitor system for passing out supplies and cleaning up, and the sharing of equipment. Class criticism of individual and group art work must be constructive and helpful.

"All classes made some murals during the year, and this gave small groups a chance to work together and share ideas as well as the success of the final results. Our sixth grade murals required much preliminary research in social studies, art, and library on costumes, castles, and a general history of the period."

Socializing Activities Teach Democracy

Through socializing activities in the school, children are acquiring knowledge about democracy, developing right attitudes concerning it, and learning how to apply its principles to their daily living. This is the opinion of Velmer D. Pratt, principal of Lapham school.

"Very soon after little children enter school they have to face two of the basic principles of democracy—willingness to assume responsibility and tolerance of the rights of others," writes Clara Bevers, Lapham first grade teacher.

"Though the word 'responsibility' is not in their vocabulary, they do understand that certain school duties must be performed daily; so Mary assumes the responsibility for washing the paste sticks, Henry cleans the blackboard, and John waters the plants. Tolerance to them is expressed

Making a chalk mural



in the words 'fair play', 'being polite', and 'taking turns'. It also means talking things over and making rules for the good of all."

To some children democracy is expressed in the words "good citizenship", according to Miss Pratt. Norma Toole's primary grade worked out the following code of conduct for good citizens:

"We think of others,
We want to help others,
We do things on time,
We remember rules,
We do not need to be watched."

"In studying about various occupations as carried on throughout the world, pupils learn of the interdependence of people and of the futility of trying to live one's own life without regard for the welfare of others," writes Florence Whitney, Lapham third grade teacher.

"In free classroom discussions they learn to respect the rights of others, to express and to accept opinions for consideration whether they are in agreement or not. They learn that everyone must accept suggestions at some time or other and that they are happier if they do so cheerfully. On the other hand, they learn to weigh suggestions and make sure that they are worthy of acceptance."

Miss Pratt reports that in the upper grades emphasis is placed on the origin and growth of democracy. Reading to find why our forefathers wanted a democratic form of government, how they obtained it, and how it compares with other forms of government gives children a historical background which enables them to see how present day problems are linked to past events and guides them in constructive thinking as they study current problems, in her opinion.

Reading Helps Pupils Understand Democracy

"Reading and discussing *My Weekly Reader* [a current events publication] is an activity which helps pupils to explore democracy's problems and to keep them in step with important events in America and the world," says Verna Hahn, Lapham sixth grade teacher. "It teaches the importance of national defense and the developments in it. It emphasizes characteristics of good citizenship, and it gives opportunity for reflective thinking."

At the seventh grade level emotions are aroused, imaginations stirred, and ideals built up through stories about our country's greatest men and women, Miss Pratt believes. This is done by reading patriotic stories and plays and by dramatizations.

"In our seventh grade the writing of an original play covering the Constitutional Convention was preceded by the reading of historical plays, such as 'Nathan Hale' and 'The Boston Tea Party,'" Ruth Dopp states. "This helped to make vivid the pre-Revolutionary period and also helped to show how Americans commenced very early to struggle for their

Reading—key to self-learning



rights. Before writing the play much research was necessary in order to understand the habits, customs, modes of thinking, and the political and economic problems of those times.

"In developing the play the class obtained a clearer concept of the three great compromises, a keener appreciation of the distinguished members of the Convention, and a better understanding of why the people wanted a democratic form of government."

A study of the flag is another step in learning the meaning of democracy, according to Miss Pratt. Children learn to love the flag by understanding its meaning, knowing about its origin and development, and sharing in exercises which glorify it. They are proud to be able to tell how to display it, how to raise and lower it, and how to salute it. In connection with the study of the flag valuable lessons in patriotism may also be given through learning patriotic poems and songs.

Music Is a Socializing Activity

"In boy's and girls' chorus and glee-club group activities the children learn the meaning of teamwork," write Katherine Schantz and Eileen Stonich, Emerson music teachers. "All are working together for the same goal, bound together by their common interest in music."

"We are becoming conscious of the social values of the type of teamwork and discipline practiced by a group of young people working together for the creation of music," says Anne Menaul, music supervisor.

Beginners Learn Principles of Democracy

"We begin as early as the kindergarten to bring about socializing influences and to teach democratic ideals," states Lucile Clock, principal of Dudgeon school. "Fair play in games, good sportsmanship, such as waiting for turns when playing games, sharing toys, contributing to the work of the group—all these are socializing influences for the young child."

Elsie Rand, Dudgeon sixth grade teacher, comments as follows: "The learning of tolerance, the assumption of responsibilities, and general stability of character are particularly developed in the sixth grade through boy and girl safety patrols. High standards requiring natural courtesy, assumption of academic duties, general good citizenship through expressed acts of thoughtfulness and service to others, self-control, and general service to the school and community make a practical, workable, character-building program."



Concerted effort produces harmony

Patrol boys assume responsibility



Schools Teach Appreciation of Work

Stephen A. Oellerich, principal of Franklin school, reports as follows:

"In discussing and pointing out the values of a democracy in the upper grades, emphasis was placed upon the fact that with the freedom and individual rights given us by a democracy, we must in turn assume and carry out certain responsibilities as our contribution to the preservation of our American way of life. . . .

"The weekly program 'This Is Our Democracy' over WHA has been a worthwhile project and has served as a basis for much classroom discussion. . . .

"We attempted to develop an appreciation of real honest *work*, emphasizing the fact that work is a necessity for everyone in order that each person may feel that he belongs and is doing his share in building our society. We stressed the idea that all work, regardless of the type, should be respected and appreciated."

Education for Home Life Important

For most people, living in a family is a highly significant experience from infancy through adulthood, according to Loretto Reilly, home economics supervisor. The home and family are the source of the greatest human satisfactions.

Education that is to function in the improvement of living must concern itself with preparing youth and adults for taking increasingly responsible and understanding parts in family life, she believes.

Cooperation Between Home and School Vital

To make the teaching of democracy effective in our schools, the first important factor is emphasis on a close tie-up between the home and the school, in the opinion of Pearl Leroux, principal of Washington school. There must be cooperation, harmony, and understanding of aims and methods.

Parents should be encouraged to talk over problems with the teachers, to have a part in weighing and suggesting better ways of preparing their children for the future. The responsibility of the child must be a co-operative problem, and the child must feel that harmony between parent and school.

"This year we have had many more conferences with parents," she writes. "At the beginning of the year we had, as we have done for some time, a meeting of kindergarten parents to talk over the problems of beginners and to discuss what we expect of them. The kindergarten handbook has been very useful at these meetings.

"Next year we will have similar meetings for the other grades. Parents feel freer to discuss problems of their children in smaller groups, and parents and teachers have more opportunity to get acquainted. The



The demonstration

Making garments for the Red Cross



parent-teacher association, of course, is important and has been most helpful in our school, but that group helps us more with general problems.

"Second, a child must feel stability within the school," Miss Leroux comments. "He must feel that he is a very important part of the school program and must take a certain responsibility. He must know that what he does in school as well as outside makes an important difference in the kind of school we have and also a difference in his happiness and future in a community.

"The child is not regimented into one definite pattern. Each child has a right to express his opinions and know the reasons for certain phases of discipline in the school. Stressing the importance of good citizenship, stressing a pleasant and happy atmosphere, allowing children to share in the plans of the school are contributing factors to a democratic and harmonious school.

"Most privileges are assigned to pupils by all the pupils in our school," she continues. "We teach children to weigh their votes whether they are for school duties, games, dramatics, or other class work. In our boy-patrol work we stress the fact that it is just as important to vote for good citizens as it is to be a good citizen. If leadership is poor, pupils who have voted for that leader are held quite as responsible as the leader. . . .

"We emphasize recognition in outstanding achievement. We encourage any contributions from pupils, but we also try to discourage antagonism and jealousy when some do better than others. When our pupils win honors in art exhibits or gym work, those people are recognized in an auditorium gathering. When the glee club sings over the radio, we all listen to the program in the auditorium. Children feel a responsibility and concern for the group. They are pleased when the group does well and in many ways show that appreciation."

Student Groups Train for Democracy

West high school is particularly proud of two organizations, the student forum and the student senate, according to Volney G. Barnes, principal. The student forum is an organization which meets one night a week after school for the discussion of topics of current interest.

The West senior high school student senate is a representative body which meets weekly to promote the general welfare of the school, according to Joseph D. Hyde, adviser. It is made up of one representative from each homeroom and the presidents of the classes.

"Activities of the senate this year were many and varied," reports Mr. Hyde. "The social committee worked with a faculty committee in planning and executing the social functions of the school. . . . The committee used the funds which they received to grant two \$50 university scholarships to needy and deserving students.

"Projects of other student senate committees include the following: cooperation in staging pep meetings, improvement of school citizenship

The meeting of the student senate



standards through homeroom organization, direction of all school elections, promotion of scholarship and service to the school, expansion of the noon-hour recreation program, and a survey of student council activities in other cities.

"To develop further satisfactory student council relations, the student senate was host to student councils of other Madison high schools at a banquet held at West high school. . . . Reports were given by representatives from each school on the activities of their student councils. Discussion followed the giving of reports.

"Entirely apart from the student senate, West high school has a student court which sits in judgment upon the constitutionality of acts of the senate. While few cases have been brought before the court, those cases have shown the desirability of such a body."

Democracy Taught in All Classes

Emphasis on democratic ideals and obligations is given in almost all classes and subjects at Central junior-senior high school, according to Principal L. A. Waehler.

"Particular comment can be made of the way in which this attention evidenced itself in the following: 'This Is America' American Education Week program; our coordinated effort of English, history, and art departments toward participating in a half-dozen local and national projects on some phase of the topic of Americanism; our completely organized election of state and national officers on election day in November; our very successful campaign in the nomination and election of student council officers this spring; our extension of student council activities and noon-hour recreation activities. Our school's annual magazine climaxed the year by using *Democracy* as its theme.

"Throughout junior and senior high school courses, of course, there has been stressed the acquaintanceship with important American historical documents and ideals and other of the forms of Americanism and patriotism," Principal Waehler writes.

"What to us is perhaps more important has been the more conscious stressing of obligation and contribution to school groups and to the school community as a whole. One who learns to be a good citizen member of his immediate school community is less likely to become a poor American citizen."

Pageantry Contributes in Democratic Training

The following cue sheet used in the East high school commencement pageant in 1941 illustrates the culminating patriotic activity of the school. The title of the pageant, which was written by students under the direction of teachers, was "Youth Marches On—An Appreciation of Life in a Democracy." The cues presented provide the reader with sufficient clues to enable him to secure a fairly accurate picture of the content, scope, and emotional setting of the pageant.

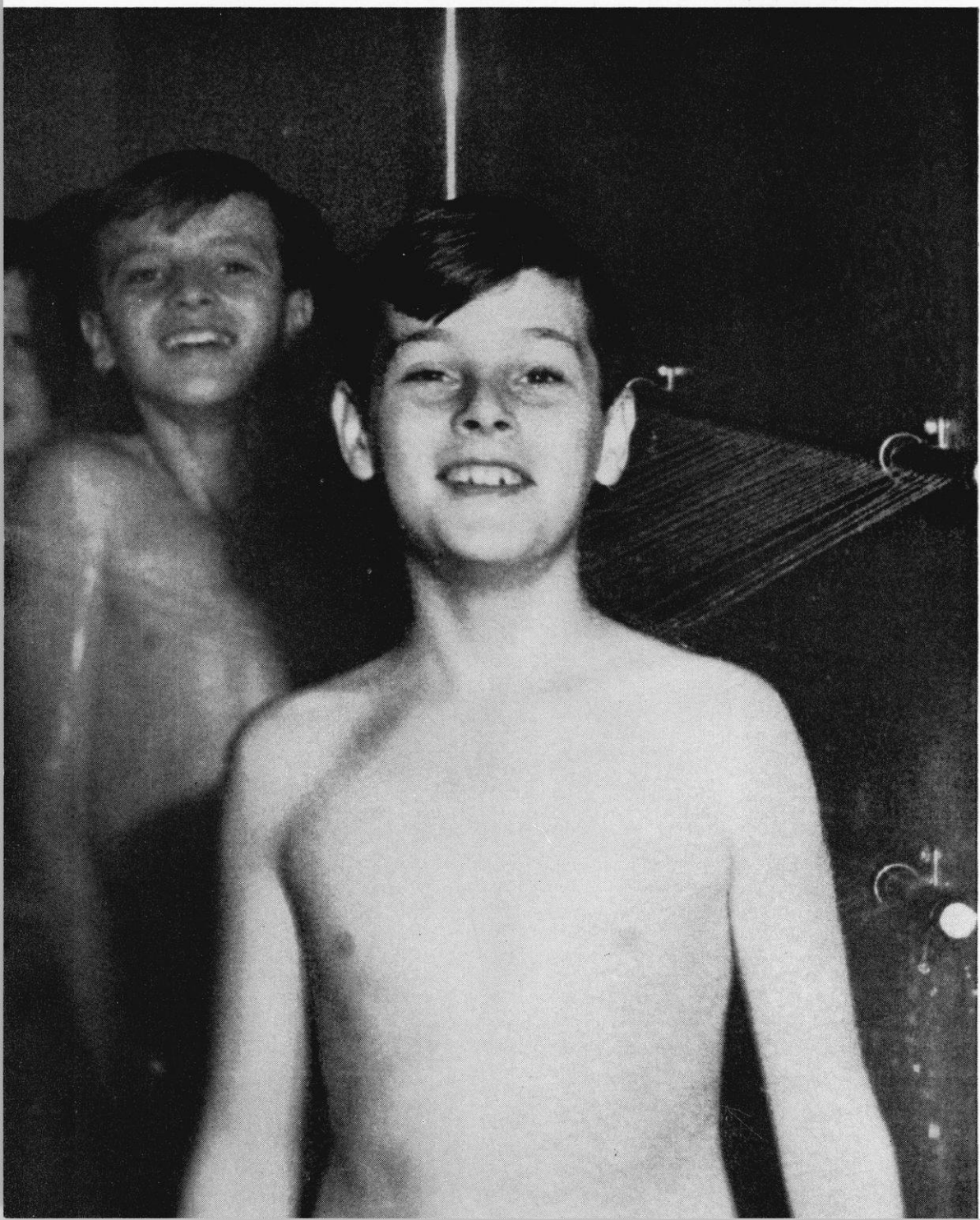
Cue Sheet for Commencement

YOUTH MARCHES ON—

An Appreciation of Life in a Democracy

1. Narrator: "We, the class of 1941 . . . spoke our creed at a time of great crisis."
2. Choral choir: "If this be treason . . . liberty, or give me death."
3. Narrator: "The colonies took up the cry . . . had now proclaimed itself."
4. Choral choir: "We hold these truths to be . . . from the consent of the governed."
5. Band: *Yankee Doodle*.
6. Narrator: "In 1812 America . . . he wrote our national anthem."
7. Band and choir: First verse of *Star-Spangled Banner*.
8. Group 1: "Oh thus be it e'er . . . and the home of the brave."
9. Groups 1, 2, 3, 4: "And the Star-Spangled Banner in triumph shall wave,
O'er the land of the free and the home of the brave."
10. Narrator: "In the decades . . . they sang bravely to keep up their courage."
11. Orchestra and choir: *Wagon Wheels* and *O, Susannah*.
12. Narrator: "The saddest years . . . re-dedicate ourselves to the cause of liberty."
13. Group 2: "The world will little note . . . perish from the earth."
14. Choir, band: *Go Down, Moses* and band will softly play *Battle Hymn of the Republic* during "O Captain, My Captain".
15. Group 3: "O Captain, my Captain . . . cold and dead."
16. Narrator: "Great changes took place . . . in practical and scientific discovery."
17. Music: *The Band Plays On*.
18. Narrator: "From the earliest times . . . to our democratic heritage."
19. Groups 1, 2, 3, 4: "I, John Citizen . . . so help me God."
20. Orchestra: *God Bless America*.
21. Group 4: "I am an American . . . my father . . . I am an American."
22. Group 1: "I am an American . . . I am an American."
23. Choir and string ensemble: *America, the Beautiful*.
24. Narrator: "It could be . . . with the strong arms of her young men."
25. Choir and small ensemble: "*Long, Long Trail*. Band: *Over There*."
26. Narrator: "After the treaty . . . have been taught to cherish."
27. Orchestra and choir: *America* (first and fourth verses).
28. Group 4: "We, the people of the . . . for the United States of America."
29. Narrator: "American boys and girls . . . national policies."
30. Band: *Children's March*.
31. Narrator: "After the kindergarten . . . life our school."
32. Choir: *Song of Man*.
33. Narrator: "We have come . . . What better use of our loyalty could be found than this?"
34. Groups 1, 2, 3, 4: "Today in a world gone mad . . . perpetuate to all peoples."
35. Groups 1, 2, 3, 4: "The guarantee of life, liberty, and the pursuit of happiness,
Ours by virtue of our American inheritance,
Americans all,
No matter what our origins,
We, old friends together,
Repledge our faith.
Classmates, stand by the colors
And salute the flag."
36. Entire class: "I pledge allegiance to the Flag of the United States of America
and to the Republic for which it stands, one Nation, indivisible, with Liberty
and Justice for all."
37. Choir: *Auld Lang Syne*.
38. Band plays as seniors march for their diplomas.

The shower



PART II

CHAPTER III

UNIFICATION OF DEPARTMENTS

● In the report of the superintendent of schools in Madison for the year 1936-37 by R. W. Bardwell, reference is made to the advisability of unification of the health, physical education, and recreation departments by placing them "under the direction of one head".

In September, 1940, Howard G. Danford was employed by the board to assume this directorship of health, physical education, recreation, and safety. During the past year he has concentrated on the recreation department. In the portion of his report dealing with recreation, he writes:

"The line of demarcation between recreation and education, while far from being completely obliterated, is rapidly becoming somewhat indistinct in many of its segments. This happy trend is due chiefly to changes in educational philosophy and in recreational personnel and procedures.

"The modern educator views education as a process of influencing behavior rather than as a process of training an abstract mind, and realizes that desirable changes in behavior often may be affected best through activities of a recreational nature. Recreation, therefore, is being accepted as a valued medium of education.

"Personnel in the field of recreation has improved greatly within the last few years. Leadership standards are higher and with better leadership has come a refinement of procedures. Recreational leaders look upon themselves, and rightly so, as educators in the best sense of the term. Both education and recreation have profited greatly from their relationships with one another. It seems wholly desirable for these two areas of human activity to be closely coordinated administratively as they are in Madison."

Achievements for the Year

The recreational period for which this report is written extends from September, 1940, to August, 1941. A list of achievements is given below:

"Organization of Community Centers—Lapham, Longfellow, Marquette, and Washington schools were opened two nights a week for twenty weeks. A varied program of recreational activities was conducted for adults. The Longfellow school was also open once a week for negro recreation. This program was conducted under negro leadership for a period of ten weeks. The total attendance for all centers was 20,698.

"Reorganization of Adult Athletic Leagues in Basketball and Softball—Basketball and softball associations were organized and constitutions written which provided in each case for a large measure of self-government under com-

missions elected by team managers. Paid umpires were provided for all softball games, and 60-foot bases and the inseam ball were adopted.

"A Broadened Program of Athletics—Volleyball leagues for both men and women had successful seasons. A baseball program for boys from 12 to 18 years of age was launched with 36 teams and approximately 500 boys taking part. A city horseshoe tournament was held and plans laid for a league to begin play early in August. Classes in tennis were organized at four locations. Golf tournaments were conducted with flights arranged for less skillful players. City badminton and table tennis tournaments were held.

"Summer Playgrounds—Some modifications were made in this phase of the recreational program. The six craft centers were eliminated and the crafts taught on 15 playgrounds by all the directors as an integral part of the complete playground program.

"Two playgrounds, Randall and Draper, were discontinued because they duplicated services provided by the West high playground and by Washington. A man and a woman director were assigned to each playground with the exception of Nakoma where a woman only was assigned. All playgrounds were open throughout the day and evening, five days a week.

"New activities such as paddle tennis, aerial tennis, croquet golf, sewing, and instrumental music were added to the program. A 69-page summer playground manual was mimeographed."

Community Relationships

"Work Projects Administration—Relations with the WPA have been excellent. They have furnished this division both leaders and laborers throughout the past 10 months. The WPA has recently changed its policy of assigning leaders directly to such organizations as the YMCA and parochial schools. All such leadership is now assigned to this division, which in turn allocates it to other organizations and then supervises the work.

"National Youth Administration—The NYA has been very cooperative, providing part-time clerical assistance, four recreational leaders, and making such playground supplies as paddles for aerial and paddle tennis, croquet mallet heads, and hit pin bases.

"The American Legion—The Madison Blues—The American Legion contributed funds toward the junior baseball program and the Madison Blues also cooperated in various ways.

"The Madison Park Commission—The Park Commission, through James Marshall, has been most helpful, chiefly through the development and maintenance of recreational facilities used by this division.

"The Madison Newspapers and WIBA—Both papers and radio station WIBA have been very friendly to recreation. The adequate coverage accorded the summer playground program is especially worthy of mention.

"Other Community Organizations—The director spoke before approximately 65 different local groups during the last 10 months. Articles were published in *Safety Engineering*, *Wisconsin Journal of Education*, and *Wisconsin Journal of Health and Physical Education*.

"The Madison Common Council and Mayor Law—Relationships with the council and Mayor Law have been very harmonious. Both the executive and legislative branches of the city's government have been sympathetic to recreation. An increase of \$5,748.34 in the budget for recreation is tangible evidence of their favorable attitude toward the work of this division.

"Parochial Schools—Eight parochial schools used public school recreational facilities under the supervision of this division subject to our standards and regulations. In the case of four schools, this division provided the direct leadership for activities. The parochial basketball league used our facilities and became a part of the division's program.



Community recreation center

For greater safety—driver education



Improvement of Facilities

“Three factors, generally, are fundamental to the successful conduct of any recreational activity. These are skilled leadership, adequate supplies and equipment, and good facilities.

“Needed improvements have been made in a number of recreational areas. Fourteen softball and three baseball diamonds have been graded, home and pitchers’ plates installed, and players’ benches erected. All softball diamonds were reconstructed when 60-foot bases were adopted. Four new softball diamonds were constructed at East high, Lapham, and Burr Jones. Three official horseshoe courts were built at Brittingham and one at Lapham.”

Summary of Activities and Attendance* September 1, 1940—August 1, 1941

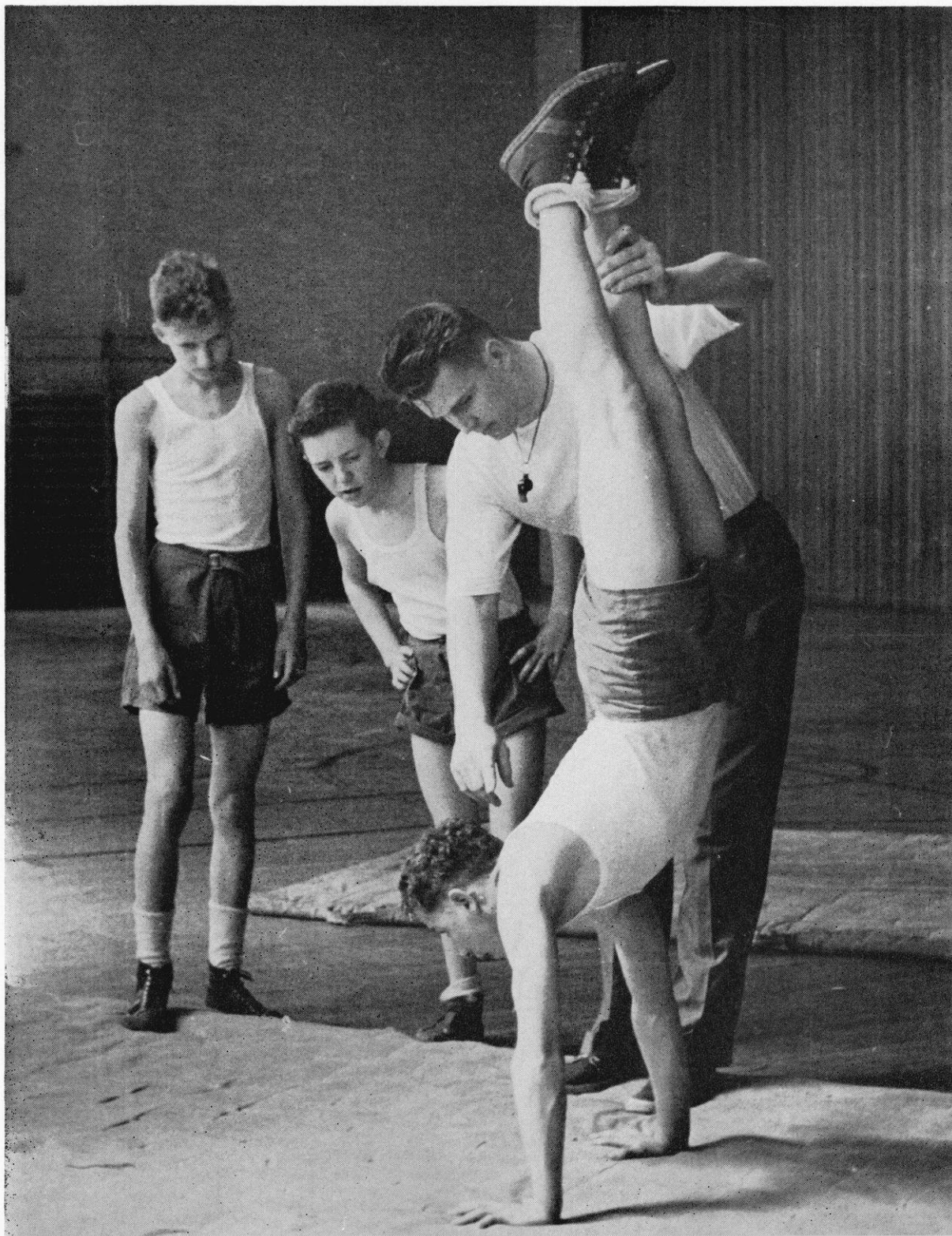
Badminton	126
Banquet of Champions	140
Basketball	10,522
Boy Scout Program	2,876
Coasting	20,160
Christmas Vacation Play Program	5,380
Community Centers	20,698
Dance, East High	10,205
Hockey	7,544
Junior Baseball	4,343
Kiddie Camp	1,920
Life Saving Course	111
Marble Tournament	1,291
Parochial Schools	30,654
Pienie Kits	9,471
Playgrounds, Spring	2,998
Playgrounds, Summer	174,091
Sewing	847
Skating	6,241
Softball	16,219
Swimming	8,325
Tennis	6,337
Toboggan Slide	17,546
Volleyball	1,517
YMCA	2,455
Grand Total	362,017

* The total attendance figure represents the total number of times that various individuals have participated in activities in terms of morning, afternoon, and evening periods.

For instance, during the summer one child may be counted three different times if he attends the morning, afternoon, and evening sessions on the playground. During the winter at community centers, however, a person is counted but once, since his activities take place in the evening period.

This method of counting individuals for recreational activities has been recommended by the National Recreation Association and is nationally accepted as a standard.

The supported hand stand

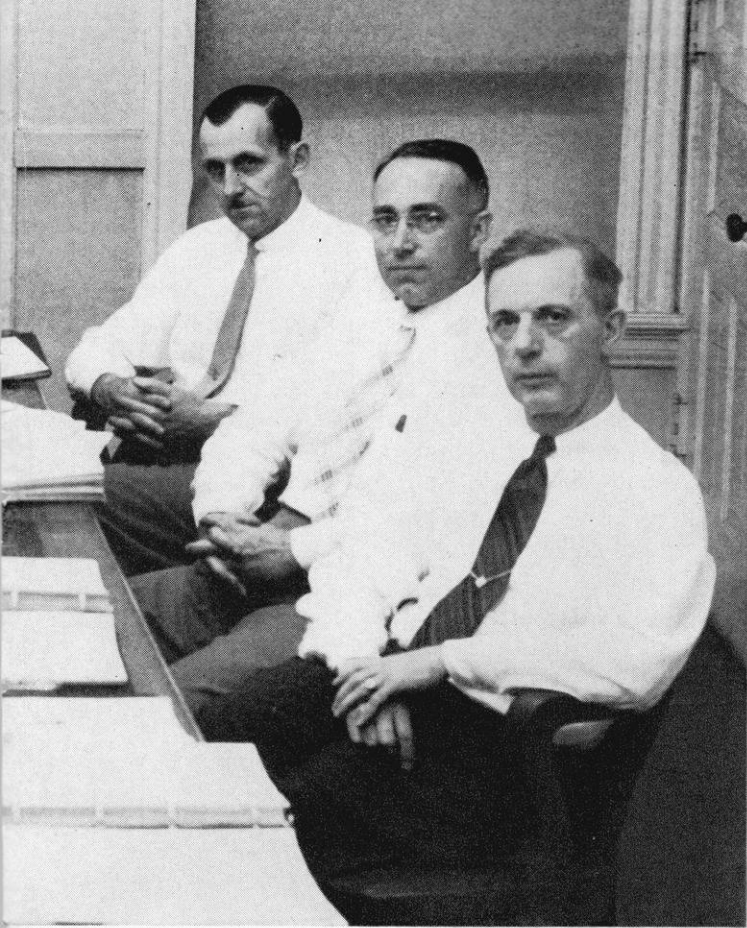




The annual July meeting of the board

Left to right

GLENN W. STEPHENS, MRS. JAMES W. MADDEN, DR. R. W. HUEGEL,
HERBERT C. SCHENK, *president of the board*,
RAYMOND A. FELT, WILLIAM S. HOBBS, FRANK O. HOLT



CHAPTER IV

THE BOARD OF EDUCATION

- Democracy offers few if any higher types of public service than membership on a board of education. The board representing the electorate is the policy-making body for the schools. It must assume final responsibility for all educational activity under its direction.

Madison board of education members are elected at large by the people of Madison for three-year terms. They serve without pay. They meet regularly the first and third Monday evenings each month. Sessions usually last from three to four hours. In addition there are special meetings. Annually board members devote in hours to the children of Madison the equivalent of two to three working weeks of eight-hour days.

President Schenk has served continuously since 1923, Mr. Stephens since 1927, Mrs. Madden since 1927, and Dr. Huegel since 1934. Mr. Hobbins is completing his third year, Mr. Felt his second, and Dean Holt was appointed last January to fill the unexpired term of Professor John Guy Fowlkes.

Not only do they serve without financial remuneration, devote much time to their duties, but also they are the recipients of much severe criticism. Much honest difference of opinion exists on all problems involving human relationships. This is especially true in the education of children, over which parents are so deeply concerned. Board members must say "yes" or "no" on innumerable questions on which public opinion is definitely divided. Hence, criticism of board action is inevitable.

Board members also have the responsibility for administering a \$1,300,000 annual operating budget in a physical plant costing approximately \$7,000,000.

Yet in spite of long hours, many difficult decisions to make, and responsibilities of major social significance, these men and women are willing to serve year after year in the interest of the children of Madison today, and of the city, state, and nation of tomorrow.

CHAPTER V

FOR THE RECORD

Appointment of New Board Member

When Dr. John Guy Fowlkes, professor of education at the University of Wisconsin, resigned from the board of education December 16, because he and his family were moving to Lakewood, Mayor James R. Law appointed Dean Frank O. Holt of the University extension division to fill his unexpired term, which will end July 1, 1942.

The city council approved of the appointment of Dean Holt on December 27, and he sat with the board for the first time January 20.

Prior to his work at the university Dean Holt served as superintendent of various southern Wisconsin school systems. At the university he has been registrar as well as dean of the extension division.

In his letter of resignation to Herbert C. Schenk, president of the board, Dr. Fowlkes stated: "May I express my appreciation for having been associated with you and other members of the board. It is gratifying to have learned, as is possible in no other way, in what good hands the public schools of Madison are."

Spanish in the Schools

In the August, 1940, meeting of the board of education, Mrs. James W. Madden brought up the question of teaching Spanish in the schools. She urged the introduction of Spanish in view of the fact that closer relationships were being developed with South American countries.

Although the board was in favor of introducing the language into the schools, the consensus was that this could not be done under the existing budget.

Principals were asked to consider the possibilities for the school year 1941-42. Surveys were made to determine the number of pupils interested in taking the language and in the number of teachers who were qualified to teach Spanish.

On the basis of this survey, in June the board employed for the next school year a teacher in Spanish for West high school. It is anticipated that one class in Spanish will be taught at Central high school by a teacher now on the staff.

University Student Teachers

Beginning in the fall of 1938 a new program of practice teaching in the Madison public schools was launched in cooperation with the University of Wisconsin. The agreement was made in the belief that the program would be advantageous to the schools as well as to the student teachers.

Under this plan carefully chosen seniors in the School of Education are permitted to attend one class every day for a semester with the approval of the principal, department head, and the teacher concerned, who is known as the supervising teacher.

The duties of the student teacher include everything from routine paper correcting to actual teaching. Although the work of the student teacher is evaluated by a university critic teacher, the student teacher is entirely responsible to the supervising teacher while in the public schools. Under no circumstances may the educational welfare of Madison children be permitted to suffer as a result of the program.

The board of education does not permit payment by the university to Madison teachers for such service, but is in accord with action taken by the board of regents in the summer of 1940 to list supervising teachers in university bulletins and to present them if they enroll at the university with tuition or fee credit of \$15 for each student supervised.

The tuition or fee credit, however, must be used personally and must be applied within the summer session or the two regular semesters following the semester in which the credit is earned.

Activities of the MEA Public Relations Committee

Projects of the public relations committee, which were carried on by sub-committees, included the following: the American Education Week program, the series of radio dramatizations on driving safety, colored movies of junior high school work, and the speakers' bureau. Toward the end of the school year another sub-committee began to formulate a tentative code of ethics for the approval of the Madison Education Association.

The public relations committee of the previous year carried through American Education Week under the chairmanship of Orian Dhein. Then Clifford Hawley took over the reins, but the personnel of the committee remained the same with the exception of the addition of George Steiner as budgeteer and Jerome Femal as chairman of the movie committee.

Other members were Bert Wells, Richard Church, Arlene McKellar, Ruth Ann Danielson, Cora Hagen, William Marsh, Anne Menaul, L. Irene Buck, Idelle Lee, and Margaret Parham.

Staff members have been very cooperative in carrying out the various activities. A total of 190 persons volunteered to aid.

Moving of Supervisory Offices

When the children moved into the three new elementary schools in February, 1940, the old Doty school at 351 West Wilson street was retained by the board of education for a future administration building to house all administrative offices.

Lacking the funds to remodel the Doty building and buy a new heating plant, which were necessary in order to use the building, the board that summer decided to move temporarily several offices to unoccupied rooms in the Lincoln school which were released when the new Lapham school was completed.

Offices which were moved to the Lincoln school in August, 1940, were curriculum, guidance, and attendance from the old Brayton school, and health, physical education, and recreation from the Lincoln annex. The Brayton building was then released to the City of Madison and the Lincoln annex razed in December.

Trends of the Times

During the army maneuvers in August, 1940, East high school was used as barracks for the aviation corps of approximately 115 officers and 158 enlisted men. The gymnasium was used for sleeping quarters and the cafeteria for serving food. Bombers and pursuit planes were stationed at the airport.

Irene Huseby, manager of the West high school cafeteria, and her crew had charge of mess. This included midnight lunches when fliers returned from trips.

* * *

By action of the board of education, staff members on leave for military service will progress on the salary schedule and with reference to tenure the same as they would in active teaching service.

* * *

Children whose fathers were residents of Madison but are now living out of the city as a consequence of being engaged in military service or the defense program are given remission of tuition in the Madison public schools.

* * *

Refugee children are to be granted remission of tuition in the Madison public schools.

* * *

When the drive for scrap aluminum for the defense program was carried out in Dane county toward the end of the school year, the schools were called to aid in the project.

Pupils informed parents, relatives, and neighbors who had no children in school of the purpose of the program and aided in the collection of the scrap aluminum.

NYA Furniture Project

Since June, 1940, an NYA furniture project has been carried on in the old Harvey school. Unemployed boys, most of whom had manual arts training, have repaired and refinished chairs, desks, tables, bookcases, and all kinds of school furniture. Some of the discarded equipment from the old schools has also been renovated and sent to various buildings.

In some instances new special pieces of furniture have been made. These include phonograph record cabinets, dictionary stands, tables for movie machines, and barricade horses for coasting hills.

From January through May, 1941, NYA workers repaired or made approximately \$1,586 worth of equipment for the board of education. Materials, water, light, and coal for heating the building during this period cost \$506.

Statistics and Financial Statement

Enrollment for All Schools

Public	11,353*
Junior-senior high school	5,700
Elementary school	5,429
Handicapped	224
Includes non-resident pupils	1,415
Junior-senior high	926
Elementary	409
Handicapped	80
Vocational (June actual enrollment)	107
Parochial (June actual enrollment)	2,738
High school	368
Elementary	2,370
Wisconsin high (June actual enrollment)	312
Lakewood (Madison children attending this school)	57
<hr/> Total	<hr/> 14,567

*June, 1941, total enrollment. Does not include part-time parochial or orthopedic hospital pupils.

Comparative Enrollment Figures for June

SCHOOLS	1931		1936		1940		1941	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton .....	...	...	92	...	...	...	...	...
Doty	227	...	165	...	...	...	...	...
Draper	199	...	204	...	...	...	...	...
Dudgeon	256	...	261	...	272	...	307	...
Emerson	804	288	784	...	752	...	756	...
Franklin	321	66	366	78	316	84	318	81
Harvey	191	76	234	...	...	...	...	...
Hawthorne	317	...	320	...	...	...	...	...
Lapham	246	...	255	...	429	...	441	47
Lincoln	324	130	357	103	217	58	170	...
Longfellow	645	...	586	...	505	...	496	...
Lowell	771	181	752	...	694	...	692	...
Marquette	414	...	353	...	764	...	771	...
Nakoma .....	...	...	207	55	295	64	313	67
Randall	753	...	842	...	721	...	684	...
Washington	238	...	214	...	506	...	481	...
Total Elementary ...	5,706	(741)*	5,992	(236)*	5,471	(206)*	5,429	(195)*
Opportunity	87		112		109		106	
Crippled	29		51		67		67	
Deaf	24		24		33		34	
Sight-Saving .....	...		...		18		17	
Total Handicapped ..	140		187		227		224	
Central Junior	518		502		551		524	
East Junior .....	...		1,019		1,097		1,062	
West Junior	605		744		778		787	
Junior high school pupils in elementary schools*	741		236		206		195	
Total Junior High (Grades 7-9)	1,864		2,501		2,632		2,568	
Central Senior	873		766		683		691	
East Senior	1,230		1,223		1,299		1,323	
West Senior	714		954		1,057		1,118	
Total Senior High (Grades 10-12) ...	2,817		2,943		3,039		3,132	
Total High School ..	4,681		5,444		5,671		5,700	
Grand Total**	10,527		11,623		11,369		11,353	

* 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

	1940	1941
Birth to 3 inclusive	3,603	3,708
Age 4 to 19 inclusive	15,565	15,458
Age 21	714	932

Graduates from Madison High Schools
(Including February)

Year	Central	East	West	Total
1931	206	218	152	576
1936	216	309	260	785
1940	198	410	332	940
1941	185	375	325	885

Part-Time Enrollment

Year	Parochial*	State Orthopedic Hospital		
	Equivalent Total Number Full Days of Instruction for One Parochial Pupil	Equivalent Full-Time Pupils	Total Number Pupils	Equivalent Full-Time Pupils
1934	5,999.2	33.32	214	45.4
1935	5,284.05	29.68	280	56.5
1936	5,608.8	32.80	306	64.5
1937	5,754.1	32.32	304	60.8
1938	5,997.2	33.69	279	69.9
1939	7,029.1	39.71	286	57.1
1940	6,880.29	39.09	286	57.1
1941	6,512.99	36.58	306	58.3

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

Comparison of Census Totals by School Districts

SCHOOL DISTRICTS	1931	1936	1940	1941
Brayton .....	...	...	...	...
Doty	836	838	...	...
Draper	792	859	...	...
Dudgeon	735	647	664	647
Emerson	1,686	1,705	1,699	1,685
Franklin	662	784	783	734
Harvey	446	505	...	...
Hawthorne	886	928	...	...
Lapham	647	689	1,563	1,632
Lincoln	932	991	303	263
Longfellow	1,936	1,887	1,833	1,808
Lowell	1,650	1,729	1,618	1,636
Marquette	672	733	2,094	2,160
Nakoma .....	...	276	548	553
Randall	1,965	2,335	2,154	2,114
Washington	847	860	1,932	1,874
Joint District No. 8	267	321	374	352
Totals	14,959	16,087	15,565	15,458

Community Use of School Buildings*

Educational and Recreational Groups

Recreation Department	1,202
Community Centers	156
Parochial Recreation	360
Summer Playground	405
Other	281
Parent-Teacher Association	177
PTA Red Cross Classes	47
Pre-School and Kindergarten Mothers' Club	41
Summer Round-up Clinic	8
Vocational School	161
General School Programs	255
Special Classes	89
Summer School	29
Instrumental Music	60
Boy Scouts	98
Girl Scouts	25
Cub Scouts	34
Junior Optimists	66
Neighborhood House	4
Toy Loan Project	171
Wisconsin Interscholastic Athletic Association	6
Dane County Rural Schools	4
Other School Districts	3
University of Wisconsin	3
Elementary School Principals' Association	3
Southern Wisconsin Education Association	3
Safety Committee	1

Civic Groups

Attie Angels' Baby Clinic	104
Dane County Citizenship Training Classes	75
Dane County Clerk for Draft Registration	6
Second Army Air Force	8
South Side Band	33
South Side Men's Club	21
Sunset Village Garden Club	3
United States Naval Reserve	6
Visiting Nurses' Association	177
Women's Relief Corps	2
Women's Overseas Service League	40
Workers' Service Project	10
Workman's Circle School	2
Other (single times)	19
 Total	 2,860

* 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, 1941

ASSETS

Particulars	
FIXED ASSETS	
Land and Land Improvements	\$ 821,092.40
Buildings and Attached Structures	5,559,320.90
Machinery and Equipment	711,832.08
SUNDRY ACCOUNTS RECEIVABLE	
Accounts Receivable—General	11,122.38
Tuitions Receivable	88,706.66
CURRENT ASSETS	
Cash in Bank	10,196.09
Board of Education—Advances to be Refunded	125.51
Board of Education—Petty Cash Fund	25.00
INVENTORIES	
Stock Room	9,249.20
Fuel	5,647.40
TRUST FUNDS	
Samuel Shaw Prize Fund	921.80
C. R. Stein Scholarship Fund	2,432.46
William McPyncheon Trust Fund	10,122.94
Total	\$7,230,794.82

LIABILITIES

FIXED LIABILITIES	
Bonded Indebtedness	\$2,125,750.00
State Trust Fund Loans	8,912.00
OTHER LIABILITIES	
Award of Industrial Commission to Lloyd Benson	2,156.55
RESERVES—PETTY CASH	
Music Department—Reserve	969.98
Recreational Department—Reserve	1,471.11
TRUST FUND RESERVES	
Samuel Shaw Prize Fund	921.80
C. R. Stein Scholarship Fund	2,432.46
William McPyncheon Trust Fund	10,122.94
Theodore Herfurth Scholarships Account	150.00
TUITIONS PAYABLE	
Tuitions Payable to Lakewood School District	3,925.29
KEYLESS LOCK FUND	
Keyless Lock Fund—Junior High and Elementary Schools	179.00*

PROPRIETARY INTEREST

FIXED SURPLUS	\$4,966,087.29
CURRENT SURPLUS	108,074.40
Total	\$7,230,794.82

* Loans advanced to schools and money to be refunded.

Revenues—July 1, 1940, Through June 30, 1941

REVENUE RECEIPTS AND ACCRUALS

Particulars	
STATE FUND APPORTIONMENT	
In City of Madison	\$ 73,345.50
In Joint School District No. 8	111.90
TAXES LEVIED BY COUNTY SUPERVISORS	
In City of Madison	65,750.00
CITY SCHOOL TAXES	
In City of Madison	964,241.21
In Joint School District No. 8	3,680.04
STATE AIDS	
For Deaf School	9,692.89
For Special Schools	2,994.19
For Speech Correction	621.22
For Crippled Children—Washington School	18,304.53
For Crippled Children—Orthopedic Hospital	7,755.02
For Crippled Children—Other Schools	115.46
For High Schools	28,046.53
For Sight Saving	2,373.36
TUITIONS	
Central Senior High School	2,602.56
Central Junior High School	1,144.03
East Senior High School	34,214.20
East Junior High School	12,916.10
West Senior High School	22,993.00
West Junior High School	16,608.90
Elementary Schools	27,633.86
Deaf School—Lapham	1,641.40
Crippled Children	3,215.80
Sight Saving	429.20
Exceptional Children	309.60
RENTALS	
C. H. S. Auditorium and Gymnasium	133.94
E. H. S. Auditorium and Gymnasium	27.63
W. H. S. Auditorium and Gymnasium	152.81
Elementary Gymnasiums	66.20
OTHER MISCELLANEOUS RECEIPTS	
Board of Education	1,216.87*
Vocational Education	1,903.40
Receipts from Air Corps	384.91
Total Revenue Receipts and Accruals	\$1,302,192.52

* Indicates amount in arrears.

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL

Manual Arts Department—C. H. S.	\$ 369.16
Manual Arts Department—E. H. S.	861.46
Manual Arts Department—W. H. S.	655.19
Manual Arts Department—Elementary Schools	177.50
Special Schools	22.17
Open Air and Nutrition Department—Emerson	20.85

Open Air and Nutrition Department—Lowell	105.58
Open Air and Nutrition Department—Longfellow	112.03
Open Air and Nutrition Department—Washington	94.81
Driver Training Course Fees—Dual Control Car	45.80
Total Non-Revenue Receipts and Accruals	2,464.55
Grand Total	\$1,304,657.07

Total Operation, Maintenance, and Capital

July 1, 1940, Through June 30, 1941

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Superintendent of Schools ..\$	10,845.32	\$	\$	\$ 10,845.32
Administration Building ...	28,627.33	998.67	311.94	29,937.94
Administration Bldg. Annex	886.28	51.76	160.40	1,098.44
Central Senior High School	104,012.10	6,198.24	4,165.46	114,375.80
Central Junior High School	52,141.90	171.77	.....	52,313.67
East Senior High School ..	166,903.94	7,260.87	2,740.40	176,905.21
East Junior High School ..	85,209.65	50.64	18.38	85,278.67
West Senior High School ..	124,904.22	8,525.36	6,081.32	139,510.90
West Junior High School ..	75,446.02	153.42	48.16	75,647.60
Brayton School	57.96	1.20*	.....	56.76
Doty School	147.58	36.75	21.29	205.62
Dudgeon School	25,639.16	789.76	487.06	26,915.98
Emerson School	62,211.18	2,330.66	506.28	65,048.12
Franklin School	42,760.79	1,191.42	953.47	44,905.68
Harvey School	264.23	10.63	.....	274.86
Lapham School	45,746.28	887.57	1,960.35	48,594.20
Lincoln School	19,962.23	827.76	642.17	21,432.16
Longfellow School	48,353.36	2,685.03	459.33	51,497.72
Lowell School	55,460.13	2,317.49	2,132.06	59,909.68
Marquette School	64,962.42	677.24	2,715.12	68,354.78
Nakoma School	33,299.52	1,223.28	368.43	34,891.23
Randall School	61,267.24	1,070.41	1,378.06	63,715.71
Washington School	49,390.41	568.40	3,101.30	53,060.11
Recreational Department ...	31,765.84	.....	.....	31,765.84
Undistributed	118,156.22	140.62	438.08	118,734.92
Totals	\$1,308,421.31	\$38,166.55	\$28,689.06	\$1,375,276.92

* Indicates amount in arrears.

ACKNOWLEDGMENTS

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PHILIP H. FALK.

