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OCT 18 1976

JANESVILLE PUBLIC SCHOOLS 1959-1976

P A R T I I

Compiled by

Cecelia Howe

(Former Social Studies Teacher 1925-1965.)

Janesville, Wisconsin

1976

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C O N T E N T S

Introduction	
Janesville Philosophy of Education . . . . .	Page 1
District Organization. . . . .	2
Federal Funding. . . . .	2
Curriculum Innovations . . . . .	6
Team Teaching. . . . .	6
Multi-Unit Organization. . . . .	7
Other Changes. . . . .	8
Athletics. . . . .	13
Recreation Program . . . . .	14
Students' Community Service. . . . .	14
Citizen Participation. . . . .	15
Increased Student Influence. . . . .	16
START Scholarships . . . . .	17
Marshall Mini-Courses. . . . .	17
School Fees. . . . .	18
Foreign Exchange and AFS. . . . .	18
School Lunch Program . . . . .	19
Secondary School Schedule. . . . .	19
Pupil Services . . . . .	20
Administrative Reorganization. . . . .	21
Janesville Education Association . . . . .	23
Teacher Distinctions . . . . .	25
Special Recognition of Administrators. . . . .	26
Summary. . . . .	27
Addenda	



SCHOOL BOARD MEMBERS  
1958 - 1976

	Years Served		Years Served
Mr. Robert Lane	7/1/37 - 7/1/58	Mr. Arthur J. Meier	7/1/67 - 7/1/70
Mrs. C. R. Gilbertsen	4/1/50 - 7/1/68	Mrs. J. R. Schroder	7/1/67 - 7/1/73
Mr. Kenneth Decker	7/1/53 - 7/1/62	Mr. Richard Ramsdell	7/1/68 - 7/1/71
Mr. James Umhoefer	7/1/53 - 7/1/68	Mr. Orvin E. Titus	7/1/68 - 3/1/75
Mr. John M. Stewart	7/1/54 - 7/1/60	Rev. Eugene Beltz	7/1/69 - 10/1/75
Dr. Robert H. Karraker	7/1/55 - 7/1/61	Mr. Richard L. McNall	7/1/69 - 7/1/75
Mr. Alan Dunwiddie, Jr.	7/1/55 - 7/1/64	Mr. Keith Collins	7/1/70 -
Mr. E. J. Overton	7/1/57 - 7/1/66	Mr. George Reuss	7/1/70 - 7/1/73
Mrs. Hilmer E. Ambrose	7/1/57 - 7/1/60	Mrs. Richard Lane (Ann)	7/1/71 -
Mr. Don C. Holloway	7/1/58 - 7/1/67	Mr. Robert A. Henning	7/1/71 - 7/1/74
Mr. William J. Ryan	7/1/60 - 7/1/69	Mr. L. Thomas Caulfield	7/1/73 -
Mr. Bernard Losching	7/1/60 - 7/1/69	Mr. Joseph B. Forrestal	7/1/73 -
Dr. Julius Feldman	7/1/61 - 7/1/67	Mr. Thomas Bolton	7/1/74 -
Dr. Philip Selgren	7/1/62 - 7/1/71	Mr. Roman Fueger	4/1/75 -
Mr. Ralph Weaver	7/1/64 - 7/1/67	Mr. Albert Hough	10/1/75 -
Mr. Robert E. Collins	7/1/66 -	Mr. Robert A. Henning	7/1/75 -
Mr. Giles T. Clark	7/1/67 - 7/1/70		



## Introduction

Janesville has always had a proud educational history, which seemed to reach its peak in the 1923 dedication of a new "million dollar" high school on South Main Street. Janesville High School was considered a show piece, so elegant that visitors flocked from the midwest area to view its wonders: two swimming pools and a balconied auditorium which boasted an ornate proscenium arch framing heavy blue velvet stage curtains. Three floors of large, well-lighted classrooms with windows that could open wide on the first spring days provided roomy housing for a few years to the combined junior and senior high schools.

The entire administrative staff had an office suite which contained a central large room plus three small locations for the superintendent's office, Board of Education room and space for the truant officer. One secretary aided by the part-time services of a commercial teacher comprised the staff in the 1920's.

Janesville was just a progressive relatively quiet small city, its education system moving with the trends until a spurt in population growth forced the construction of a new high school in 1955. This second "new" building housed only senior high (grades 10-12) leaving the older building for Marshall Junior High (7-9). Growth figures for the city were:

1950 census	24,899
1960	35,164
1970	46,425
1976 (City hall estimate)	49,656

The history of the Janesville schools written by Miss Bernice Cadman in 1959 highlights many of the developments in the Janesville schools since 1839. The following summary of the highlights, 1959-1976, hopefully brings us up to date.



At the beginning of this narrative (1959) the school system consisted of one senior high, one junior high and seven elementary buildings. When the county school system was abolished in 1962, six schools outside of the city limits were added to the district; of these, three are still operating. Since 1959 the building program has added:

1 senior high school	Parker	1967-68
2 junior high schools	Franklin	1962-63
	Edison	1971-72
5 elementary schools	Jackson	1965-66
	Madison	1965-66
	Monroe	1967-68
	Van Buren	1969-70
	Harrison	1970-71

The sky-rocketing enrollment causing this was:

6,475	1959-60
13,467	1975-76

An era seemed to have ended in 1959 when Superintendent Vernon E. Klontz retired, and a second generation of Holt superintendents came into office. Fred Holt was the son of Frank Holt who had been city superintendent 1920-1927, when he moved to administration at the University of Wisconsin, Madison. Since most educational projects operate within guidelines, a new philosophy adopted in 1959 provided the pattern for subsequent expansion:

"The educational program of the Janesville Public Schools recognizes the worth and dignity of each individual in our democratic society. Since freedom offers opportunities and imposes responsibilities upon individuals, all should be educated.

"The task of the school is to provide diversified learning experiences to help each individual to attain maximum growth and development -- physical, social-emotional, intellectual-cultural, moral and ethical.

"The school program should be designed to help each individual attain the information, skills, abilities, appreciations and attitudes which will enable him to think critically, assume responsibilities and fulfill his domestic, economic, social and political roles in harmony with his potentialities.

"Due to the ever-changing local, national, and world scene, continuous evaluation and revision of school curricular facilities, equipment, policies, plans and procedures are necessary. Any evaluation or revision should be made in harmony with sound research findings in child growth and development."

Adopted January 30, 1959



Activation of these ideals followed with the realignment of Janesville Joint City School District, imminent in proposed state legislation. Extension of the existing boundaries would include previously rural areas of Rock, Harmony, La Prairie and Janesville Townships in the Janesville School District, an enlargement which was completed in June, 1961, with the enactment of 449A. By October, 1962, the rural teachers and principals had been incorporated into the Janesville school system.

School district organization has never been permanent in Wisconsin, but rather a necessary process to cope with changing needs. It was inevitable for Janesville to start consideration of a still different district pattern created by the legislation in 1959. As early as October, 1959, Janesville Board members attended a meeting at East Troy to hear a discussion on the unified district, which has not yet been realized in 1976.

The major advantage of a unified district would be fiscal independence in budget making, rather than submitting requests to the municipal fiscal board; an added advantage would be a fiscal year July 1 - June 30, corresponding to the schools' calendar year. When the City Council cut \$100,000 from a proposed school budget, interest in the unified district was revived, and the Janesville Education Association requested action. Response from the Board produced a Special Problems Committee, including 3 Board members, 2 from City Council, the township chairmen, 3 city citizens, plus 2 from the J.E.A. Although this committee voted 8-2 against recommending a unified district for Janesville, the City Council called for an advisory referendum in November, 1968. This was defeated with 10,708 "no" votes to 3,257 "yes."

After further budget rejections by the Council's fiscal board and pressures of pending legislation, renewed efforts were made by Superintendent Holt in August, 1975. Another study group indicated its support in a 7-4 vote, and the Board of Education voted 7-2 favoring a unified district after dissolution of the joint city system. When signatures of 15% of the district electorate are obtained, this second proposal for adoption can be placed before the voters on the November, 1976 ballot.

Curriculum innovations which swept like a revolution through the nation in the 60's and 70's might have met the same negative reception as the unified district were it not for the advent of federal funds. Three basic federal laws provided money: National Defense Education Act (NDEA) of 1958; Vocational Education Act (1963); and the Elementary and Secondary Education Act of 1965. By May, 1968, it was necessary to create a new administrative job, Federal Projects Coordinator, now (1976) held by Duane Buss, who prepared the attached chart explaining use of funds in the Janesville school system.



## SUMMARY OF OTHER FEDERAL PROGRAMS

1975

Program	Current Year 1974-75 Budget Request	Estimated Amount & % Fed. Income	Estimated Local Cost and %	Brief Summary of Program
ESEA Title I	A Budget \$122,500  B Budget \$ 63,954	A Budget \$137,286  B Budget \$ 44,159 Carry-Over Funds-100%	0	Program for Educationally deprived--7 elementary target schools, 9 next year. Project to expand for more Pre-K children-615. Teachers and aides part-time.
ESEA Title II (Library)	\$ 17,545	\$ 17,500 100%	0	State allocated these funds according to formula. All children/no staff.
ESEA Title II Craig Special Project	\$ 15,000	\$ 15,000 100%	0	Students working with teachers in these departments: Family Living, Home Ec.; Environment, Social Studies and Science; Censorship in Mass Media, English; Transportation Problem, Driver Ed. and Social Studies; Computer Automation, Math; Emotional Fatigue and Crime Rate, Social Studies; and Current Health Problems, Health Education in Science Department.
ESEA Title III (Innovative)	\$ 33,897	\$ 24,570 100%	0	Ecology Program, Monroe School. 3 aides/part-time director, 185 children, Units I & II.
ESEA Title III (Career Education)	\$ 7,600	\$ 7,600 100%	0	Pilot Career Education, Madison, Franklin, Parker. 3,000 children/no staff.
NDEA (Special Project) Edison (MISSLE)	\$ 4,162	\$ 2,081 50%	\$ 2,081 50%	Business simulation combined with use of calculators to motivate student involvement in math. Target group is "low ability 9th graders."
NDEA (Special Project) Music Mini- Course	\$ 4,784	\$ 2,392 50%	\$ 2,392 50%	Individualized piano instruction through use of electronic piano lab and visualizer. For regular general music as well as mainstreamed special ed. students.



SUMMARY OF OTHER FEDERAL PROGRAMS (cont'd.)

1975

Program	Current Year 1974-75 Budget Request	Estimated Amount & % Fed. Income	Estimated Local Cost and %	Brief Summary of Program
NDEA (Special Project) Media Production Center-Marshall	\$ 6,199	\$ 3,099 50%	\$ 3,099 50%	Provides "hands on" experiences in the creation of media.
TOTALS	\$275,641	\$253,687	\$ 7,572	

SUMMARY OF FEDERALLY FUNDED VOCATIONAL PROGRAMS

1975

Program	Current 1974-75 Budget Request	Estimated Amount & % Fed. Income	Estimated Local Cost and %	Brief Summary of Program
Vocational Administration	\$ 10,200	\$ 6,325 50%	\$ 6,325 50%	Coordination of vocational programs (1/2 time). Partial salary, clerical, travel, conferences.
EMR Welding	\$ 3,104	0	0	Federal funding no longer available.
Small Engines	\$ 9,076	\$ 7,551 60%	\$ 5,034 40%	36 special ed. students, 15 ed. disadvantaged, 50 regular students. Equipment and material reimbursement. No additional staff.
Agri-Business Parker combined with Edison plus one additional staff member	\$ 12,048	\$ 11,699 42%	\$ 16,115 58%	Capstone (senior course); Conservation, 32 students; horticulture, 36; soils and crops, 41 students. Part of instructor's salary, materials and equipment are reimbursed.
Agri-Business Craig	\$ 8,679	\$ 6,419 50%	\$ 6,419 50%	Ag capstone course. Conservation-28 students, Ag Power Mechanics-17, Soils/Horticulture-54. Part of instructor's salary, material and equipment are reimbursed.



SUMMARY OF FEDERALLY FUNDED VOCATIONAL PROGRAMS (cont'd)

Program	Current Year 1974-75 Budget Request	Estimated Amount & % Fed. Income	Estimated Local Cost and %	Brief Summary of Program
Distributive Education Parker	\$ 13,158	\$ 6,419 50%	\$ 6,419 50%	20 co-op students. About 130 DE I students. Part of instructor's salary, materials and equipment are reimbursed.
Distributive Education Craig	\$ 10,884	\$ 6,618 46%	\$ 7,770 54%	18 co-op students. About 48 DE I students. Part of instructor's salary, materials and equipment are reimbursed.
Business Education- Secretarial Co-op Parker	\$ 20,813	\$ 8,414 50%	\$ 8,414 50%	15 co-op students. Secretarial Practice-27. Clerical Practice-31. Part of instructor's salary, aide, materials, and equipment are reimbursed.
Business Education Secretarial Co-op Craig	\$ 16,512	\$ 5,826 42%	\$ 8,045 58%	20 co-op students. Secretarial Practice-23. Clerical Practice-44. Part of instructor's salary, aide, materials and equipment are reimbursed.
Auto Co-op Craig	\$ 13,732	\$ 5,018 50%	\$ 5,018 50%	11 co-op students. Auto mechanics I - 40. Part of instructor's salary, materials and equipment are reimbursed.
Auto Co-op Parker	\$ 12,681	\$ 6,619 46%	\$ 7,771 54%	15 co-op students. Auto Mechanics I - 75 students. Part of instructor's salary, materials, and equipment are reimbursed.
<b>TOTAL</b>	<b>\$130,887</b>	<b>\$ 70,908</b>	<b>\$ 77,330</b>	

Comments:

Anticipated total Federal Projects Income	\$253,687	*1975-76 school year
Anticipated total Vocational Income	70,908	*1975-76 school year
Anticipated total Federal Income	\$324,595	*1975-76 school year

\*Same as Federal Projects sheet.



Significant to note is the long range planning required in anticipated participation in federal programs. As early as November, 1959, the local Board approved preparation of information to fulfill Title III requirements of NDEA, although actual participation did not begin until March 1, 1966.

Federal funding was not responsible, however, for the first big step in the curriculum innovations of 1959-1976. A grant from the Ford Foundation to the University of Wisconsin soon involved the Janesville schools in the Wisconsin Improvement Program directed by Dr. John Guy Fowlkes (1959). The local school system was represented in a group of 85 from Wausau, LaCrosse, Hales Corners, Madison, West Bend, Appleton and Manitowoc attending a four-week workshop at Madison. An outgrowth of this was the first team teaching experiment in Wisconsin, when on February 9, 1960, Mrs. Ella Julian organized a project in social studies at the junior high school in Janesville. Working with her were Mrs. Elizabeth Lindemann and Dean Einerson, plus a team secretary who checked attendance and duplicated necessary materials. Continuing to work with the program, many Janesville teachers were subsidized by the Ford Foundation to attend a series of summer sessions and in 1971, Superintendent Holt was invited to serve on the WIP Council.

Soon team teaching had extended throughout the entire school system and at the Janesville High School became the core structure of an integrated social studies course called Humanities (1964). Cultural emphasis was predominant in a fusion of art and social studies, with the cooperative efforts of William Franzmann, art instructor and Keigh Hubel, social studies teacher, in designing a course for a group of hand-picked 10th grade students. Eventually a three-year sequence consisted of history through the Renaissance in the first year, second year to the twentieth century, with the senior year studying about the twentieth century. On each level the same phases were repeated: first, presentation; then enrichment, followed by a creative response, earlier termed "projects" in the days of simpler terminology. Again, the University of Wisconsin Education Department cooperated in providing the consultant services of Dr. Emlyn Jones.

By 1973, Humanities had grown to an enrollment of 300 from 40 selected students in 1964, and a new concept had evolved under the new leadership of Jack Davison, with William Franzmann continuing his role. Aimed at developing student responsibility and research techniques and adopting the popular new time-block concept, the "Cooperatively Directed Personal Learning" offered participants a variety of subjects to research and study. Time was blocked into 20 to 25-day segments, during which there would be eight required lessons, four elective lessons and seven days for alternate research and study.

Meanwhile, Parker High School had opened in February, 1968, and joined the crusade for social studies revision, offering Integrated Social Studies (ISS) in that department (1971). The philosophy framing ISS was somewhat related to a later (1975) observation of Dr. James Raffini, of the University of Wisconsin at Whitewater, who spent a semester at Edison Junior High School teaching social studies and observing student behavior and teacher effectiveness: "Too many students no longer feel that school is of any value to them.....As a result, the educational system should realize that a student's own life, attitudes and feeling are more important than any course content."



Ray Brussat said much the same thing on his retirement as Franklin Junior High School Principal in 1972: "Emphasis in American thinking has shifted from society to the individual. We used to think in terms of doing everything for the benefit of society, but now court interpretations stress individual rights rather than general welfare."

Following this line of thought, the subjects known to educational parlance as "disciplines" were no longer compartmentalized as American history, geography, economics, political science, but were broken into segments applicable to man and his behavior. Thus, the first semester of ISS introduced the subject of "self" and involved these basic concepts: growth of individual personality, relationship of man to his environment, also widely accepted social values passed on to subsequent generations. From here the student advanced to the physical environment in which he lives--diet, physical growth, climate, mineral wealth and national living standards. The third course division was "Introduction to Self: Who Am I?" where study began with human life at conception, then to maturation and adolescence, continuing to examine values in religion and philosophy. As a "culminating activity" the essay or term theme was retained in the expectation that critical and creative thinking would be applied.

Not only in the senior high school were things happening: Edison Junior High School had also departed from the traditional in a sixth and seventh multi-graded social studies treatment which stressed methods, techniques and ways of thinking rather than names, dates and places. Acronyms were here to stay, at least for a while, so POSS, derived from Process of the Social Scientist, became the newest nomenclature for the program and HASPEG referred to the disciplines of History, Anthropology, Sociology, Political Science, Economics and Geography. In the first year of this multi-graded approach the basic disciplines of geography, history, and political science were stressed, followed by a second-year stress on anthropology, sociology and economics.

Each of these six disciplines was arranged in three phases: 1) introduction to tools of the social scientist, 2) an internship stage in which students and teacher worked together, 3) individually guided research phase. A measure of success for the Edison program was its ranking as number one in the state by the Department of Public Instruction during competition for available grants under the national Defense Education Act Title III.

Another headliner developed in connection with 1965 research at the University of Wisconsin Research and Development Center, which had been working with the Janesville schools to develop a new type of classroom organization known as multi-unit (IGE-MUS). Essentially non-graded units supplanted the traditional self-contained classroom, so each of the schools' children belonged not to a particular teacher, but to one of five ungraded units of 90 to 150 members.

Wilson Elementary School, where Norman Graper was principal, launched the idea which proved to be so successful that, after the first year, the entire school was unitized. The Wilson organization was based on five units, serving kindergarten, lower primary (grades one and two), upper primary (grades two and three), lower intermediate (grades three and four) and upper intermediate (grades five and six). Team teaching was extended to the unit staff headed by an experienced unit leader who must be both a teacher and a master planner. Three or four other teachers, in addition to an instructional and clerical aide, comprised the team. With such an enlarged staff, more individual help could be given and thus IGE, for Individually Guided Education, was added to the newer vocabulary.



With a school day divided into flexible blocks of time rather than rigid periods, children could work in large or small groups or even independently. Teachers met every morning before classes to plan the day's approach, while pupils first met in home rooms and from there went to language arts groups which included reading, spelling, penmanship and story writing. A child might spend a third of his language arts time in one of ten different level reading groups. After class a choice of supplementary learning activities was offered where pupils might proceed at their own pace, or they could work in a learning center with the guidance of a unit leader and teacher aide. A library corner, creative writing, word drills, programmed reading and learning games were some of the activities offered.

In 1966 Wilson School received \$30,000 under a Title III federal grant which made possible complete unitizing of the school. About this time the principal and project director reported that children learned more, the additional knowledge amounting to one-half-year more of education. Based on national norms, it was claimed that 4th grade pupils had improved their learning half a year ahead of their 1965 level. The key to total success at Wilson, according to Norm Graper, was that pupils acquired a better self-image. They were able to set their own goals and become self-directed as well. Teachers had become more competent at assessing individual learning speeds, found greater job satisfaction and showed greater cooperation. Parents seemed to participate more in school activities and communication between school and parents was more informal.

Adams became the second Janesville elementary school to try the new classroom organization in fifth and sixth grades, making the two local schools among 12 in the state to be leading the "revolution." Full impact of the multi-unit plan was felt locally when the Janesville Board of Education shifted to full endorsement of the idea in October, 1972. Five of the district's 14 elementary schools were already operating under the new idea and the remaining nine were partially into multi-unit education, with pressure exerted on the remaining principals to make the change as soon as reasonably possible. These schools in the process of change were referred to as "transitional."

Obviously, the conventional school built for self-contained classrooms was not well adapted to multi-unit operation; so in 1968 a new type of school architecture emerged. Instead of partitions, learning areas called "pods" extended out from a central learning center (earlier known as a library), to be separated by four-foot dividers, thus creating what seemed to the uninitiated to be one huge room. Actually these pods could accommodate a maximum of six classes. The moveable dividers provided for flexibility in class size and greater group mobility as well. They could contain bookcases and chalkboards, no longer called "blackboards," because the writing surface was now green, which was considered a visual improvement. The same use of team teaching as pioneered at Wilson School added a new touch in this unique type of building. Van Buren Elementary School (1969) and Harrison School (1970) became show places as interesting to educators as had been the "million dollar high school" of 1923 fame.

Because social studies was taught at every curricular level and the revisions seemed drastic, but exciting, the media carried greater publicity; hence more space is allotted to that area in this summary. Other academic areas were adapting in the 60's and 70's too. Modern Math was introduced in May, 1961,



at Washington Elementary School when a pilot program for first and second grades was recommended and later extended to seventh grade. Parents could no longer help their children with math homework; so the process had to be reversed. Learning arithmetic in a play store or small classroom post office they had helped to build seemed to make numbers come alive to primary youngsters.

Electronic devices were in use commercially for some time before their use speeded up the tedious process of arranging student schedules. In the 1967-68 school year both junior and senior high school student programs were processed at the University of Wisconsin Data Processing Service, and it was inevitable that calculators come to the classrooms as mathematics aids. Parents were concerned that basic math processes might be bypassed, but proponents declared that once a student had learned basics, the calculator could become a valuable short cut in problem solving.

By 1975 Edison Junior High School owned 18 small calculators, nine larger ones and one mini-computer. Marshall Junior High School offered a mini-course on computers and on the senior high level, the school system paid \$700 per year to allow 60 Parker mathematics students to buy computer time with a company which handled school systems' administrative work.

With the trend toward technical and practical education, could foreign language survive? Classics seemed to be on the way out when, in 1968-69, budget cutbacks in addition to failure to attract the required minimum registration of fifteen students, resulted in dropping Latin I in Marshall and Edison Junior High Schools and Latin IV in Craig. By 1970, 7th and 8th grade Latin was discontinued. At that time, Latin ranked lowest among languages chosen in 7th through 12th grades. Spanish was ahead with 1,036 electing it, French had 557 elections, German, 435 and Latin had 152. Sufficient enrollments at Franklin and Parker have kept Latin alive in Janesville.

In spite of discouraging statistics, an enthusiastic faculty member, Mrs. Arlene Silness, produced some local victories for the classics: in 1972 Janesville won the Sister Helen Claire Memorial Trophy awarded to the Wisconsin school contributing most points in a national sweepstakes. Parker was host to the Wisconsin Junior Classical League's Annual Convention, where Don Jorgenson, a local student, was elected state president. Additional honors went to Parker in the election to national office of Don Welch, chosen president of the Junior Classical League in 1974.

Although journalism and advanced science had been dropped at Craig in 1968, English survived by changing to "language arts" in 1972 and offering electives to fulfill the required three years for graduation: advanced composition, creative writing, journalism, major British authors, mastering composition, debate, intrapersonal communications, public speaking, stage craft, study techniques, traditional transformational grammar, writing about sports, American novels, poetry, Shakespeare, world literature, acting and play production, minority literature and modern literature.

As might be expected, the hottest item was in the science curriculum where the struggle to include sex instruction persisted. A task force on Human Growth and Development finally recommended that teaching about the human reproductive system be included in the 8th grade science curriculum in 1975-76. However, the teachers' role in guiding students to make moral decisions was to be directed toward discussion of locally accepted mores.



Other changes in science offerings resulted from a cooperative college-school science program directed by Whitewater State University, introduced to the Janesville schools in 1968. A National Science Foundation Award of \$23,034 in 1971 financed other innovations including changes in requirements for graduation.

Visual aids had been a classroom adjunct for many years in Janesville; so the advent of television presented no problem of acceptance, just the usual budgetary distress. On a trial basis, a TV set was installed at Washington School November 19, 1962, using Madison Educational Channel 21 as a source. By 1966 Lowell Wilson, a science teacher at Craig for over 20 years, had been assigned the task of surveying the use of films in schools and urged to come up with a more efficient system. Although by this time the school had 250 films in its library, effective routing was difficult, but TV was to "save the day." Using television, films could be transmitted to classroom screens at a cost of \$1.01 per student per year, according to Lowell Wilson, who had become Audio-Visual Director for the schools.

The real tribute to both visual aids and the Wilson multi-unit plan was a 1974 grant from Sears Roebuck Foundation to finance a three-year project to aid in the education of teachers who would work in IGE schools. Under this grant, Mrs. Mary Baban was granted a 1-1/2 year leave of absence to work at the University of Wisconsin's Research and Development Center producing a film to show not only the teaching of reading, but how reading is used all through the day.

The beginning-of-the end for study halls can be dated January, 1964, when mandatory first and seventh hour study halls were discontinued for students with such schedules, and lay persons were hired to take charge of remaining study periods. This change somewhat facilitated the introduction of a Distributive Education Course (1967), which gave credit to high school seniors who might leave school to report for on-the-job training, while receiving instruction in marketing and services on regular school time. Federal funding paid for part of teacher salaries as well as materials used in training.

Both Parker and Craig have provided a Cooperative Office Occupation Program (COOP) (1974), by which students alternated in-school instruction with actual employment involving the students' career hopes. The employer became a partner with the school in selecting and training students for effective job performance and in some cases students were retained in permanent jobs after graduation.

Related topically, but not organization-wise, was another career-oriented project, Career Education, which also was federally funded and limited to pilot programs in three schools: Madison Elementary, Franklin Junior High and Parker Senior High School (1974). Career resource centers were used to assist individuals in making a choice of career, but emphasis differed at each of the three locations involved: Madison Resource Center concentrated on first steps in career exploration and showed many film strips, while the Franklin program encouraged students to think of careers in terms of their own personality traits; at Parker, values and attitudes were finally translated into career decisions, with 20 to 25 students daily using the Parker Resource Center in the IMC. Expansion of this program was recently (February 1976) made possible through Title III federal funds which granted \$7,600 to these schools for the purchase of career type materials such as film, cassette and written materials.



Perhaps the increase in highway accidents was partly responsible, but whatever the cause, the public seemed willing in 1960 to let the schools assume responsibility for teaching their children to drive. Janesville was ready, for in that year Russell Hutter (now head of the DPI Driver Education Department) had organized a training course at the senior high school. Norman Gesteland expanded the summer school plan, the success of which was recognized in a special DPI commendation (October 1966). After 1969 driver education became practically a required course when state legislation made it mandatory that all persons under 18 must take the course to qualify for a driver's test.

About 95% of Craig and Parker students have qualified to drive by this route, which cost taxpayers \$17 per student in 1975. A \$5 course fee and special aids of \$40 per student, derived from license fees, greatly reduced the tax burden. Training began in the classroom with a study of traffic laws, anatomy of a car, the psychology of driving and drivers, and laws affecting drivers, followed by practice with simulators, which duplicated the cockpit of a car, complete with controls. Driving situations as they appeared through a windshield were projected on film so student reactions could be monitored, then criticized.

With this phase completed, drivers moved into real automobiles to learn parking and passing procedures and turning situations, such as skids and blow-outs. The 90 cars used in 1975 were donated for the length of each course by local dealers and were returned at the end of 90 days to be sold as used cars.

Much of the driving was done on a range at each high school where parking stalls, crosswalks, intersections and driveways were painted on the asphalt. Instruction ended with a night ride during which a simulated accident was discovered, an experience which demonstrated how they might fare if students didn't apply their training.

Before 1960, a summer session was at least a dream to parents and administrators. Lack of both funds and air conditioning had made it a faded vision. At the instigation of the new administration, the Board of Education appointed a committee early that year; questionnaires went out to parents to help guide the scheduling of needed classes and by April 12, 1960, enrollments reached 1,836. Revenue derived from a \$10 fee per subject hour helped defray the cost of 30 to 40 teachers. Obvious need for this extension of the school year was reflected in the 1965 enrollment of 3,000, which increased to 4,000 in 1967 with 103 on the professional staff. Budget cuts in 1969 resulted in dropping most summer instructional programs, and recession prevented their restoration (1976).

When Title I summer program was cancelled in 1975, it left the summer session with curtailed instruction. Title I was directed at children in families which fell below a minimum income level set by the federal government and it had benefited 520 Janesville children. In spite of cuts, about 1,200 students completed the six-week session, and administrators managed to retain special help courses for the handicapped and educable mentally retarded.

Education of educable mentally handicapped children had been in effect in Janesville since 1921, but subsequent programs created a maze of inter-related county-city-state involvements almost too complicated to untangle. In the time span of this compilation, however, progress was made in the fulfillment



of the schools' obligation. In October, 1959, the Board officially approved a joint venture with Rock County in the providing of a program for trainable retarded Rock County children, operated through the Rock County Superintendent's office. By May, 1961, Kenneth McRoberts was given the title of Special Education Coordinator, a position now held by Gary Bersell (1976).

Aided by federal funds, a new "mainstreaming program" was started in 1971. This channeled as many special education students as possible into nine neighborhood schools at a cost of \$250,000, 70% state-financed. Federal grants under Title VI were available for one year after which the local district was expected to assume costs for continuation. Typical of training offered to special education pupils was the Parker High School work program in which as many as 26 were working part-time in sheltered jobs such as busing or dishwashing in restaurants.

An outstanding project for special education and an official project of the Janesville School Board was federally sponsored with funds allotted under the Vocational Education Act of 1971. A one-acre garden on the southwest side of Janesville was operated by then 9th graders in the special education program. Picked up at home by a rented bus, they worked for \$1.10 an hour in this garden plot donated for use by Franklin Austin. Also on Highway 11 was an adjoining orchard which provided added experience and profits, too. A roadside stand on Highway 26 was manned by the students, who did all of the retail processes necessary to sell the apples and vegetables they had raised.

Under additional legislation, Chapter 115, Wisconsin Statutes required each public school district to guarantee tax-supported classroom education for all children regardless of their physical, mental or emotional handicaps. After this, handicapped children age 7-16 must attend school even to age 18 if an alternative vocational school is unavailable after age 16. Three-year-olds had a right to go to school, too, with 21 the upper age limit under a 70% state-financed operation.

In this shared city-county-state arrangement, the Cooperative Educational Services Agency (CESA), created in 1965, enhanced this venture by providing materials from its IMC to be used by teachers of special education and the handicapped. Maintenance for visual aids equipment and special workshops were services helpful to the city school budgets.

An enlightened project at Parker (1972) seems worthy of mention because it represented a pleasant human relations angle in education of the handicapped. A model apartment was set up to teach some of the housekeeping processes, workshop duties and other domestic routines, with Parker students not members of the special education class serving as teacher aides, thus receiving experience in this type of education.

Janesville has always been reasonably close to wooded areas, yet relatively few had access to these privately owned forests until 1960 when Robert Cook (Adams Elementary Principal) promoted a new nature study adventure for school children. Indian Trails Scout Camp was leased from the Sinnissippi Scout Council for the study of outdoor life so elementary classes could spend entire days in the forest studying the labeled trees and shrubs and hiking on well-marked nature trails.



This venture was so well received that the Board of Education sanctioned further development of a Janesville Schools Outdoor Laboratory (JSOL). By 1968 a desirable 85-acre site had been located north of County Trunk A, about 3/4-mile west of the city limits. Funding for the site purchase was derived from the Federal Land and Water Conservation Act, the Tallman Trust, private contributors, Mark and J. P. Cullen, the Janesville Foundation, plus \$15,000 from the City of Janesville.

Development was contingent on various donations, all reflecting public appreciation and enthusiasm: Adams PTA donated \$100 honoring their principal in May, 1959; the local Lions Club contributed \$7,600 for the construction of 30' X 40' classroom shelter; Craig High School seniors made fence posts to mark the boundary lines. The parking area was installed in 1969, through the donation of a memorial fund honoring August Vollmar, deceased biology teacher and great out-of-doors enthusiast. Additional memorials to Louis Knipp, the deceased husband of Grace Knipp, Lincoln Elementary principal, provided a well and pump, while elementary principals contributed a Taylor Weather Station (1973) in memory of Elden Iverson, deceased Washington School principal.

Donated improvements continued to enhance JSOL and keep winter visitors warm: a fireplace in the classroom shelter was made possible by a gift of the JEA Credit Union (1971). Parker High School construction class erected a storage building and Carpenters' Union Local 836 provided park benches in 1974, the same year that a trail map and forest rules display was presented by the Carl Sandgren family in memory of Mrs. Sandgren.

Harold Haag was appointed the first JSOL director in 1969, just prior to designation of the area as a wildlife refuge by the Wisconsin Department of Natural Resources. In the 1972-73 school year alone, over 9,000 Janesville students used JSOL facilities, while hundreds of families and individuals visited the forest for just sheer enjoyment.

Where to start and what to include in a limited account of athletic highlights is frustrating, for the publicity accorded these activities was much greater than for less competitive areas. Constant progress followed the appointment of Ken Kitelinger as athletic director in 1953; the City's interscholastic sports moved from six to eleven at senior high level in the Big 8 Conference, with five boys' sports in the junior high.

Crowning glory came for the athletic department in 1971 when Parker won the State Basketball Tournament, and fire trucks met the victors at the city limits to join 6,000 fans in a downtown celebration. In the same year, Craig Cougars won Big Eight basketball, track and tennis championships, while Parker took the baseball honors. Girls finally broke into the competition when, at JEA instigation, an interscholastic program for them was added in 1973; tennis, volleyball, swimming, track and basketball were the initial sports.



Retirement for Ken Kitelinger came in 1973, and Dale Barry was appointed to succeed him; in 1975 the athletic department moved from the old library building on South Main Street to new quarters in the Educational Services Center on South Franklin.

When the new Municipal Ice Arena opened in 1974, ice hockey was added to available sports, and Parker won the Big Eight wrestling championship in 1973 and 1976. That competitive sports for girls had been successful was indicated in the addition of junior high volleyball, swim and track for 1974-75, plus girls' gymnastics in the senior high schools. Added 1975 championships gave Parker conference honors in track, while Craig repeated its Big Eight Sports title previously won in 1970-71 and 1972-73.

As far back as 1944, a year-round recreation program had been suggested to the Board of Education by City Manager Henry Traxler; so in February, 1946, a city-wide program was approved and placed under Board control with Pat Dawson in charge. Several attempts were made to transfer this partly adult activity to City Council responsibility, but it remained where it began.

In many ways in advance of other communities, the Recreation Department inaugurated its Golden Agers Program in 1956 with the inclusion of \$1,600 in the budget for that purpose. A survey had shown that there were 1,400 persons over 65 in the city; to provide a directed program for their leisure, "Crossroads" was established in the old library building.

For three years in succession, honors went to the summer recreation projects-- 1963, 1964, 1965. Freedom Foundation at Valley Forge awarded the George Washington Honor Medal for an innovative county government development in which children actually played the roles of county officials. Community acceptance was reflected in the contrast between the 1958 budget of \$68,780 and the 1976 request for \$151,915 to finance 17 summer playgrounds. City youngsters have enjoyed and profited from the games, crafts and sports offered during the idle summer months.

Concern over the "decadence of youth" seems to be constant in any appraisal of life-patterns, but rising above the negative reactions is a trend toward community service on the part of organized school groups, evident in the 60's and 70's. Only a few of these noteworthy but typical contributions can be listed here:

1. Craig History Club members donated 1,000 labor hours helping open and close the Tallman House. They scraped paint, mailed brochures, catalogued artifacts, and raised \$265 at a jam session to donate for restorations there (1974).
2. Parker Fidelis Club volunteered at the Rock County Health Care Center to provide bingo parties once a month both there and at Rock Haven (1973). These girls furnished prizes from their treasury and paid all expenses in connection with their parties. They also had pen pal projects in which each girl committed herself to a patient for a year, sending letters and cards to give patients some community contact.



3. More than half of the 700 pupils attending Lincoln Elementary School donated used or new toys to be distributed by the Salvation Army to needy families for Christmas. Lincoln Student Council sponsored the project (1975).
4. Youth Teaching Youth was a Craig project with 54 seniors volunteering to help at one of the seven elementary schools in the Craig area (1974). In addition to assisting pupils with individual problems, YTY helped those who have been out of school in getting caught up.
5. 50 Van Buren pupils fanned out across a quarter-acre of land behind the school and planted prairie flowers, hopeful that they would bloom for the bicentennial spring.
6. Future Farmers of America has an energetic community service program evident in both high schools. A partial list of their contributions would include:

Provision of litter barrels for Craig Campus (1971).  
 Clean-up project of Springbrook area (1972).  
 Tree planting in Rock River Parkway south of the city (1971-72).  
 Parker FFA distributed 700 cartons of sand and salt mixture to local service stations, free to the motorist (1974).  
 Construction of 40 clothes trees for donation to Mercy Hospital pediatrics ward (1974).  
 Building ice skate racks for Janesville Ice Arena.  
 Building of hobby horses for Mercy Hospital pediatrics ward.  
 Construction of picnic tables for Rock County Parks Commission.  
 Planting trees at Tallman restorations.  
 Affording opportunity for 200 students from 3 elementary schools to visit area farms (1975).  
 Establishing a 1,000 square-foot community garden plot adjacent to Norwood Mills.  
 Conducting a home safety survey involving 150 homes.

In recognition of these services, Parker and Craig FFA chapters were 2 of 10 state chapters to receive the prestigious State Gold Community Service Award (1975). Parker FFA was rated number one chapter in the state for community service activities and was presented with a citation from Governor Lucey at a recent convention (1975).

Not only were school activities extending into greater community involvement in the 1960's - 1970's, but the Board of Education began to seek citizen membership on such special committees as the Curriculum Committee chaired by Mrs. Dorothy Gilbertsen (1960). Some of their recommendations later realized included:

1. Acquisition of a school psychologist.
2. Providing remedial reading teachers in elementary schools.
3. Adoption of seven-period day in senior high schools.
4. Greater recognition of academic honors.
5. Exploration of instructional use of television.
6. Expansion of driver education.
7. Over-all coordinator as Director of Pupil Services.



This inclusion of non-board members proved successful in subsequent cases; so in February, 1969, a citizens' advisory committee on secondary curriculum involved 25 persons. Their report issued in November, 1970, requested:

1. More flexibility in selecting courses for all secondary school students.
2. Continued study of modular-flexible scheduling program with emphasis on individualized instruction.
3. Instituting a comprehensive reading program.
4. Placing junior and senior years of required English on a non-sequential elective semester basis.
5. Decreasing the number of required English courses and stressing English skills in all classes.

Citizen opinion was again sought through a privately financed survey arranged by a Public Information Task Force in October, 1971. Problem areas of communications were pin-pointed in two areas: citizens felt that they lacked adequate understanding of the educational program and that they wanted a voice and active involvement in the affairs of the Janesville Public Schools (September, 1972). Actually, an effort had been made in this direction when Mrs. Jane Dunk (1967), Mrs. Mari Elliott (1968), and Mrs. Ethel Arentsen (1969) had functioned as public relations persons in producing radio programs and press releases. This service expanded in October, 1972, with the appointment of Terry Book as Coordinator of Personnel and Public Information.

Broader community participation resulted from the 1974 task force on ways to improve secondary subject selections. This committee was composed of the director of secondary education, 3 parents, 2 counselors, 4 students and 2 senior high principals. Its recommendations were to change graduation requirements in social studies and science and to add a pre-testing program prior to the 10th grade entrance.

Democratization of the educational process was not to be limited to adult citizens having a voice in policy determination, for in April, 1973, Craig High School students requested non-voting representation on the Board. This was honored at a May, 1973, meeting when Mardi Axtell was seated as a non-voting student member to receive the same materials as the press, given press releases and invited to participate in ad hoc committees and task forces. Parker was represented on this same basis in September when Bill Graf became a member. Mary Forrestal followed Mardi Axtell as the Craig representative. Edgar Zirba is the current student Board member from Craig.

Great rejoicing by both teachers and students must have followed the recommendation of a committee of school principals that secondary level final examinations be ended as of December, 1970, with teachers given an option to determine when and how their examinations would be given. Prior to this, teachers with an average class load of 150 had one day to mark finals counting as 20% of a student's grade.



Not exactly democratic, but typical of student demands to be heard, was a "sit down" demonstration at Craig on February 5, 1971, when about one-fourth of the 1,927 students remained in the gymnasium after an assembly. Their protest was directed against a long-standing regulation which assigned everyone to study halls for their free periods, rather than allowing them independent choice in the use of such time.

After meeting with a student delegation, Craig Principal William T. McBay agreed to set up another task force comprised of four students, four faculty and four citizens, which presented an acceptable policy: "Any student except first semester sophomores may attend study hall, use the library, go to the "J" room or leave the building during those hours in which he has no scheduled class, if he has parental or guardian permission. Such permission must be given in person, in writing and witnessed." Such a permit would be filed at the beginning of the 1st semester and would be valid for one year. Wide acceptance followed, with 85% of the seniors and 70% of the juniors signed up for open campus.

Rod French summed up student reaction in a Gazette article on February 9, 1971: "The feeling is that now unless the schools teach a student to teach himself to be independent and to work without being pushed, in the long run they have taught him very little."

Acronyms had been injected into news copy in the New Deal era and seem to have reached educational parlance in the 1960's when their use marked the beginnings of a strange new vocabulary. Among these terms was START, a 1964 proposal suggested by Mrs. Fred Westphal, now deceased. The letters stood for Scholarships for Technical and Recognized Training and it would provide grants to non-college-bound students desiring some specialized training beyond the high school. Funds were to be derived from private sources and could be used at any number of schools on the governor's approved list. In 1965, 65% of local high school graduates did not go on to a four-year college, but through START they could obtain help in entering such fields as accounting, automation, beauty culture, nursing, medical assistant, IBM operators or dental assistants, to name just a few. Since its founding in 1964, grants totaling \$80,765 have been made to 498 students (1974).

Fashions come and go in education as in all fields. A popular departure of the period was introduced in Janesville in the Marshall Junior High School (1970) when a faculty committee proposed mini-courses. To accommodate them, the school year had to be changed from the traditional two semesters to a 4-1-4 arrangement, enabling students to take regular courses during the first and last four months of the year, with a one-month interim, during which the no-credit special interest courses could be enjoyed. Faculty members volunteered to teach courses of their choice, often displaying talents not evident in the classroom.



Each student took eight courses, four academic, three vocational or fine arts and one recreational. Forty-eight chose teaching and reported every day to St. John Vianney Parochial School and Wilson Elementary School to teach first and second graders reading on a one-to-one basis. Throughout the entire course emphasis was placed on informality with heavy use of visual media and discussions with guest speakers.

Are our schools really free? Most parents thought not when in 1960 Janesville adopted a fee system K-12, seemingly contrary to the Wisconsin Constitution, which states in part, "that public schools shall be free, without charge for tuition, to all children." By 1967 an advisory opinion had been issued by the Attorney General relative to the charging of fees by public schools: "the word free as used in the Wisconsin Constitution was intended by the framers to mean "open to all" rather than "without cost." Thus, a school district might charge only such incidental fees as are authorized by statute: fees for text books, lunches, admission fees for lectures, entertainment and school exercises." In 1975-1976 Janesville school fees were:

Kindergarten	\$1.65	Junior High	\$17.00
Grades 1-2-3	\$6.80	Senior High	\$21.00
Grades 4-5-6	\$8.85		

After looking at even a segment of local school offerings, it would appear that there was more to do right here than any student or teacher could encompass, yet both were venturing to foreign experiences. John Holcomb, now a Parker mathematics teacher, went to Auckland, New Zealand, as a 1965-66 exchange teacher, only the second for Janesville in fifty years. Foreign language students were paying their own expenses to spend summers in Spain, France, Britain or to tour Europe under teacher direction.

American Field Service (AFS) made it possible from 1960 on for local high school students to attend school abroad where they lived in private homes. Host country nationals came to Janesville under the same arrangement, financed in part by an \$850 contribution from the local AFS chapter, which earned the amount through special projects. Since the program began, 63 local homes have shared their lives with AFS students from 38 countries and 27 Janesville students have experienced life in new and different environments.

Americans Abroad, also an AFS program, sponsored summer experiences abroad for Janesville students who lived in private homes and took part in family activities.

Spring holiday trips to Washington, D.C. and New York have been available locally since 1936 and are continued at student expense now in both junior and senior high schools. A new dimension was added to this travel experience in Parker's ISS program in 1974: a seminar on federal government in which a student could spend a week in Washington, D.C. studying a chosen



area under teacher direction. Interviews with government personnel were arranged months in advance. Research could be done at the Library of Congress, and the essay on the whole experience could be written on return. Discussions with Senators Proxmire and Nelson and Congressman Les Aspin usually highlighted the trip, for which some students could get scholarships granted by U.A.W. Local 95 and Janesville Rotary Club.

Few can recall the beginnings of the milk-lunch program, for in a limited way it was operating before 1925, when children could buy a carton of milk for 2 cents, and the only hot lunches available were prepared and served at Janesville Junior-Senior High School. In 1944 a half-pint carton cost 1-1/2 cents, with the federal government paying the remaining 2 cents. Surplus foods were made available in the 1960's but could be utilized only at the high school. The hiring of a full-time non-teacher cafeteria manager facilitated the ultimate extension of the hot lunch program to all schools.

Controversies over the elementary program always seemed to center on who should go home or who might stay for lunch in elementary schools. This ended in 1971 when all Wisconsin school districts were informed that they must provide a hot lunch during the 1971-72 school year in order to continue receiving federal food surplus and federal subsidies. Having a choice between losing \$50,000 in federal grants and extending the hot lunch program, the Board of Education voted (August 1971) to institute a hot lunch program in half the city's grade schools in 1972-73.

This arrangement was gradually expanded until 1975, when all children could obtain a hot lunch, with free milk and meals for those unable to pay, all under the national school lunch and special milk program. Family size and income were used to establish eligibility: three family members with income of \$4,250, twelve family members with income of \$12,810.

During the 1974-75 year, 604 children were eligible for the free lunch and milk, or 5% of the total Janesville enrollment. At the same time a hot lunch for senior citizens was made available at Marshall, Franklin and Edison Junior High Schools as well as Craig and Parker, at 65 cents per meal.

Constant search for some variation in the traditional seven-period day adopted in 1961 at the secondary level, brought two of the new-type school time allotments to Janesville. Craig tried the rotating schedule in 1971, followed by Parker's modular-flexible plan (1973).

The Craig plan allowed all periods to rotate through the school day; thus on the first day of the new schedule, students had periods 1 through 7, and on the second day period 2 came first, with period 1 the last in the afternoon. Advantages claimed were decreased monotony and a chance for all classes to meet some of the time in the morning, when teachers and students were more alert.

More complicated was the Parker modular-flexible schedule, commonly referred to as "mod-flex," which allowed the school day to be broken up into varying time segments. Instead of the traditional day, which had seven periods of 55 minutes each, the mod-flex school day consisted of 15 periods of



varying lengths. Those enthusiastic about this idea claimed that greater flexibility was provided in the scheduling of classes, time blocks, freedom for students and staff, and greater use of the building, its material and staff resources. School still began at 8:00 and ended at 3:30, but within the time schedule were three major time blocks, each containing 135 minutes with 5 periods of time, two of 15 minutes, one of 45 minutes and two of 30 minutes. This arrangement could mean that a student might be in one class for 15 minutes or 55 minutes or even up to 135 minutes or any other combination of time. The advantages claimed for this plan included:

1. Teachers were not teaching as long as under the traditional system, but would meet more students and have free time for individual instruction.
2. Wider subject selection was available to students.
3. Teachers had preparation time during the day to meet with students.
4. All parts of the building were open to all students nearly all the time.

After a year of operation, parental protest against the use of student free time resulted in a petition signed by 1,481 persons and presented to the Board of Education. In reply, the Parker administration declared that since the intent of mod-flex scheduling was to distribute responsibility among parents, students and school, a new attendance policy would translate this responsibility into accountability for students. Hereafter, teachers were to fill out a form letter after several absences were reported, and on each occasion the letter would be sent to parents. A task force assigned to study the Parker situation reported, and following Board acceptance of its recommendations, these changes were instituted:

1. All sophomores were assigned to a fully structured day as an adjustment period.
2. All parents of 11th and 12th grade students who desired unstructured time for their children could go to the school and sign their approval for this privilege.
3. All sophomores were assigned to study halls during their open periods during all time blocks of the day.
4. An attendance policy which tied grades to attendance and kept parents informed of student absences warranted further development.

Until 1961, a rather de-centralized guidance program had been functioning in the Janesville schools; intelligence testing and grouping had been part of the junior-senior school curriculum since the early 1920's, attendance was enforced by a "truant officer," and a school nurse divided her services among all levels. Other needed guidance services were rendered by elementary teachers and secondary homeroom advisers who held voluntary conferences in after-school hours.

Beginnings of the present Pupil Services Department were in 1956 when the acting guidance director in junior and senior high school, Ralph Mitby, had a titular change from Guidance Director to Director of Child Study and Services which changed again in 1967 to Director of Pupil Services, the nomenclature still in use (1976).



Personnel expansion was necessary, since only one school psychologist had joined the staff in 1960, when Clifford O'Beirne shared his time with the public schools and Rock County Guidance Center. Objectives were clarified to:

1. Discover individual needs of each child; attempt to adapt the educational program to meet these needs.
2. Provide for children who require special programs and services because of handicaps: physical, mental, emotional, social.
3. Provide leadership and assistance in the adjustments necessary to living in a changing environment.
4. Share in promoting changes of laws, institutions and social structures which affect the child.

At this time (1976), the pupil services personnel, whose work is coordinated by the director, Ralph Mitby, consists of five elementary counselors, fourteen secondary counselors, six speech and hearing consultants, four psychologists, one social worker, one special education coordinator, one physical therapist, one special services officer, four Rock County nurses and six City of Janesville nurses when working within the school district on a part-time basis.

Administrative reorganization became imperative as early as 1959 because of the appointment of new administrators and supervisors, the addition of new territory and schools to the district, increases in enrollment, new staff members and the shift from teaching principals to full-time principals. Cooperating with the University of Wisconsin's Improvement Program, a study of decision points and staff functions was initiated under the direction of Dr. Glen Eye and Dr. Lanore Netzer, who did research on it for three years.

All members of the teaching, supervisory and administrative staff were involved in the study. Questionnaires, check lists and interviews provided needed information, while major points of difference were subjected to discussion and resolution by the Administrative Supervisory Council. The completed project, Allocation of Administrative Functions, was ready for publication in late 1963 and would assist teachers, supervisors and administrators in working more effectively and with greater sense of security in realizing who was responsible for certain decisions and staff functions.

Further examination of this need for reorganization had begun in September, 1968, when Robert Sampson, a behavioral scientist, presented the findings from a preliminary study made by his firm. Suggested means of improving the schools' structural system included:

1. Make the school system comparable to a business-industry set-up, where a plant manager controls his own plant, a more decentralized theme which would minimize reporting to a central system.
2. Give principals administrative authority which would bring them closer to their own problems.



After a year-long (1969-70) study at a cost of \$8,501.50, these basic recommendations were accepted by the Board:

1. The School Board should act as a governing body, restricting itself to making only major decisions such as course of direction and budget. It should be provided with significant choices in these areas by the Superintendent and his staff. Board members should strive to work as a group and not individually to become involved in school matters.
2. The Superintendent and his newly formed cabinet of key people, i.e., administrative staff members, are to provide the Board with staff leadership to enable the Board to make major decisions.
3. The school staff, including principals, assistant principals and supervisory personnel, should be trusted as management people working for the Board.
4. The plan-budget feedback system is to be installed so every key person and teacher is included in planning for the most effective and economical operation possible.
5. An organized system for decision-making is to be established through a single "line of command," then delegated as far as possible. As an illustration, with the principals in full charge of their schools, they will hire and fire teachers and other employees within the employment practices and statutory regulations.
6. The conscious development of School Board and top management working together is imperative.

One of the structural changes effected by the Sampson Report (1971) was the replacement of junior and senior high school department chairmen, in some cases, with instructional managers. In departments not thus organized, supervision was diverted to division managers who directed the affairs sometimes of three areas.

Another significant study for the Janesville Board of Education was made in 1969-70 by Cooperative Educational Research and Sciences (CERS) of the University of Wisconsin. This was a second example of an extensive involvement of the school system with the University School of Education in an effort to aid administrators in making important decisions. A manual entitled Educational Development in the Janesville Public Schools--A Plan, was published in June, 1970. Answers were sought on the impact that changes in the district's graded organization would have on existing attendance units and a definite expansion schedule suggested:

1. Rent or construct three residence-type structures to be used for kindergarten and first year only.
2. Plan and construct an educational services building to contain offices, conference rooms, a district-wide resource center for personnel, maintenance shops and storage space. Estimated cost: \$525,000.



3. Add 21,000 square feet to Craig Senior High School. Estimated cost: \$350,000.00.
4. Be prepared for further growth by acquiring two additional elementary sites of ten acres each in the northwestern and southwestern sections of the city.

The chart showing the Administrative Reorganization Plan is included in the addenda.

Meanwhile, whatever became of the administration and its housing problems? When Janesville High School moved to its new Randall Avenue building in 1955, administrative offices remained on the first floor, south end, of the "old" South Main Street structure, which was soon bulging at the seams. Wisecracks abounded when the necessary move transferred the offices to the Garfield School at 315 South Jackson Street, which had been the "retarded school" for so many years. After eleven years of alternate freezing, roasting and constant fire hazards for the staff, the site was abandoned. The Jackson Street building and lot sold for \$4,000 in 1974. The renamed Educational Services Center moved to the former Buick Garage at 115 South Franklin Street (1971).

With a three-year lease and a yearly rental of \$30,000, the larger quarters accommodated an expanded staff of 65 to 70, compared with the 33 which represented the Garfield limit. Under consideration in 1970 was the possibility of constructing a new administration center on the south Craig campus, since the site was already owned, but the City Council rejected the \$400,000 request.

Fortunately an alternative arose when a new state-wide reorganization for vocational education demanded that VTA districts must provide a new central facility with standards higher than could be met by the existing Beloit and Janesville facilities. Coincidentally the \$375,000 figure discussed as a possible cost for a new building equaled the appraised value of the Janesville Vocational School; so the next move made the 527 South Franklin Street location available. In July, 1971, City Manager Bailey indicated that the municipality would relinquish all use of the Vocational School building, which was ready for occupancy by the Educational Services Center in September, 1975.

Militancy was getting results for students in the 1960's and 70's; so it was inevitable that teachers join a nation-wide drive for increased salaries and improved working conditions. Since 1932, when it was organized, the Janesville Education Association had been trying to achieve financial security for teachers but had met with only moderate success. Originally organized to facilitate communication among teachers, it ultimately produced a salary committee which had not succeeded in four years, 1932-36, to achieve the restoration of a depression salary cut. Such mild effrontery was frowned on by both administration and Board which were accustomed to humble gratitude for the \$25-\$75 annual increases of that time.



Although they didn't yet know the Women's Lib Movement, females in the profession initiated a hot controversy in their 1950's effort to remove the \$400 salary differential enjoyed by men, regardless of credentials. This had been whittled down to \$200 in 1958-59 and dropped completely in 1962, only to be replaced by a dependency clause referred to as a "fertility bonus" by embattled single females. An additional \$200 could be allowed to either sex having dependents legally claimed for federal withholding purposes. This, too, was dropped in 1968.

An upward salary climb resulted from World War II teacher shortages, but the real boost came through the enactment of Wisconsin Statute 111.32 (1964), which stated: "the term 'labor organization' shall include any collective bargaining unit composed of employees." Collective bargaining was defined in 111.70 (1964), as "the unit determined by the commission to be appropriate for the purpose of collective bargaining." As a result of these statutes, the JEA was certified by the Wisconsin Employment Relations Commission as the bargaining representative for employees, but teachers could not be forced to join. Fair share legislation gave the JEA the right to petition the WERC for a referendum to determine whether the JEA could represent all employees, whether members or not, and require that they pay a fair share in the costs of representation, that amount to be determined by the JEA.

Acceptance by teachers could be measured in the results of an April, 1973, referendum conducted by representatives of the Wisconsin Employment Relations Commission, in which 455 of the 641 JEA members voted: 365 for "fair share," 90 against. Payroll deductions began in October, 1973. Probably the most dynamic move made by the JEA in its drive to inform the public of teacher needs was its willingness to become the first teacher union in Wisconsin to engage in open negotiations (1969).

Teacher strikes were widespread in the early 70's, but Janesville avoided such crises through negotiations involving mediation, fact-finding, even arbitration in grievance settlement. The 1975-1977 agreement between the Board and JEA reflected progress in teacher security, including in addition to salary increases these "fringe benefits":

1. Hospital and surgical care - insurance premiums paid by the Board.
2. Catastrophic insurance - insurance premiums paid by the Board.
3. Dental care plan (not to exceed \$400 annually) - insurance premiums paid by the Board.
4. Emergency medical insurance - insurance premiums paid by the Board.
5. Income protection insurance for sick leave beyond the 130 days maximum allowed.
6. State Group Life Insurance - 32% of premium paid by the Board.
7. Cost of living adjustment - \$300 maximum for 1975-76 - \$750 maximum for 1976-77.



8. State Teachers' Retirement - Board pays State Teachers' Retirement Fund 5% for 1975-76 in addition to employer contributions.
9. Preparation time for elementary teachers - 1 hour per week in two 30-minute segments.

Altercation did not completely dominate the scene during these years, for both teachers and students were achieving recognitions too numerous to list. From available records, this list reveals some of the teacher distinctions:

- 1959 Irene Hoyt was elected WEA President.
- 1965 Superintendent Fred Holt was elected President of the Wisconsin School District Administrators.
- 1969 Pat Dawson received the third Freedoms Foundation Award for the recreation summer programs related to government.
- 1970 Bernard Staller, Parker, won the Wisconsin New Holland Award for innovative programs in agri-business career orientation.
- Mrs. Roger Streich, Franklin Junior High, Carol Award winner awarded by Janesville Jaycettes to outstanding young educator.
- Ruth Ann Potts, Franklin Junior High, was chosen by the NEA International Relations Committee to teach in Ethiopia as a member of the Overseas Teaching Corps summer program.
- 1971 Russell Carter, Craig Senior High, won the Andrew T. Weaver Award as Outstanding High School Speech Teacher in Wisconsin.
- Bernard Staller, Parker Senior High, was named Wisconsin's Outstanding Young Agri-Business Teacher of the Year.
- 1972 Bob Suter, Craig Senior High, was named Big Eight Football Coach of the Year by sports writers.
- Charlene Krause, Special Education, was the winner of the Carol Award, given by Janesville Jaycettes to an outstanding young educator.
- Stan DuFrane, Craig Senior High, was voted Big Eight Basketball Coach of the Year by sports writers in Big Eight cities.
- David Williams, Jackson School Principal, was elected President of the Janesville Public Library Board.
- William O'Brien, Craig Senior High, was named Wisconsin's Outstanding Speech Teacher at the annual convention of Wisconsin Speech Communications Association.



Frank Douglas, Craig Senior High, was chosen State Merit Award Teacher by the National Council for Geographic Education.

1973 Edna Anderson, Roosevelt School Principal, was elected President of the local Zonta Club.

Harold Haag, JSOL, was selected as Conservation Educator of the Year for Rock County.

1974 Kay Welch, Physical Education, received one of two State Honor Awards for Health, Physical Education and Recreation.

Lewis Loofboro, Director of Elementary Education, was elected to the Milton College Hall of Fame.

1975 Grace Knipp, retired former Lincoln School Principal, was chosen by the YWCA as Woman of Distinction in Education.

Georgia Christner, Parker Senior High, named Outstanding Wisconsin Home Economics Teacher of the Year.

Michael Dean, Monroe School, was chosen by the Jaycees as the City's Outstanding Young Educator.

1976 Janet Bruss, Edison Junior High, was chosen by the Jaycettes as Outstanding Young Woman Educator of the Year.

Needless to say, many career teachers retired in these years, too many to list. However, some outstanding administrators should be included as persons contributing to the school system's stability during 1959-1976.

Vernon E. Klontz retired in 1958 after thirty years in administrative capacity, first as Janesville High School Principal, 1928-35, and then as Superintendent of Schools. Under his leadership, Craig High School was completed, as well as Jefferson and Lincoln Elementary Schools.

Pat Dawson left in 1969 after many contributions as football coach, Athletic Director and Director of Recreation. Under his leadership, the adult center, Crossroads, was established.

In the same year Ken Bick retired after 40 years of educational activity. Completely identified with the local school system, he had graduated from the old brick high school on South High Street, now a parking lot, then came back to his home town to teach mathematics at the "new" South Main Street Junior-Senior High School. After a stint as vice-principal there, he became principal, 1946-55, moved to the new Randall Avenue school in 1955 and left Craig in 1969 to retire.

Ida Hubbard, with 39 years of service, bowed out in 1970. Although known as "the school nurse," she was really a city Health Department employee who spent most of her time in school service.



Ray Brussat, due for a 1972 retirement, advanced through several steps after he came to Janesville as a junior high social studies teacher in 1936. When K. F. Bick moved from vice-principal to head the Janesville High School in 1946, Ray Brussat took that post and became principal of the junior high when the senior high moved out in 1955. The new Franklin Junior High needed his leadership when it opened in 1962, and he remained there until his retirement.

Another administrator left the Janesville elementary schools in 1975 when Grace Knipp retired as principal at Lincoln, which she had headed since 1959.

The nation's bicentennial is a natural time for summarizing and looking back, but regarding educational progress it is necessary to limit this process to relatively short periods, such as the years involved in this brief compilation. So much has happened! Every change seems monumental, but limits had to be established. Therefore representative areas were chosen, with no attempt consciously made to evaluate new programs.

These were years of controversial change when some parents extolled the results of a more relaxed school atmosphere, and taxpayers groaned at increases in the costs. Certainly education had become more fun for children who could retreat to fur-lined bathtubs in which to find a secluded reading spot, or perhaps rate a respite in a retired dental chair which is a prestige spot in one elementary school. Youngsters are motivated by reading almost anywhere, even in a rowboat. Arithmetic is more fun in a little general store while waiting on a customer, or in a play post office like in the Village Square project at Washington School.

Alarming habits, like drug and liquor use, even down to the junior high level, made those in control overlook the superficialities of dress. Relatively a few years before, girls were allowed to wear shorts and slacks in the school buildings only after hours to decorate the gym for a prom, and now they became everyday garb. Women teachers wore pantsuits to school and smoked in faculty lounges, provided in all buildings. They appeared in the mini-skirts of the times, when twenty years earlier they endangered their jobs by exhibiting their kneecaps.

On a more constructive side, the teacher role and image had definitely changed, well stated in a Gazette story of December 19, 1974, which described Dr. Jack Zei's reaction to a month he spent teaching at Edison Junior High School: "Now, however, the aloof authority of a teacher has mellowed to an active participation. 'Today,' Zei notes, 'a teacher helps in the learning process. He is a facilitator.' The seven-year secondary education director here calls the changed role of teachers 'more demanding and taking more skill. A teacher has to have the skill of unlocking doors.' . . . . Zei notices that the students 'will respond best when exposed to more variety in teaching.' . . . . Another departure in classroom practice from the 1950's, according to Zei, is the readiness of most students to accept individual help. Teachers bent over to help students in the past but a greater student expectation for personal treatment exists now, he said."



By 1976 the local "revolution" had involved non-Board of Education citizens in a wide capacity in matters educational. Students were voicing their feelings and being heard. Service to the community by students' activities expressed their transition to adult responsibilities. The University of Wisconsin had chosen the Janesville Schools to operate literally as a laboratory for the introduction of advanced ideas such as the multi-unit school, and the Federal Government became a partner by funding many innovations of these years, 1959-1976.

Certainly these years have produced so many improvements achieved in such quick succession that it taxes the imagination to project the course of the "revolution" into the tricentennial years!

Administrative Services 1959-1976

Public Schools - Janesville Area

\* \* \* \* \*

Building Programs 1959-1976

High School - Janesville 1959-1976

High School - Janesville - Building Program 1959-1976

Operational Budgets 1959-1976

Per Pupil Costs 1959-1976

School Enrollment 1959-1976

Salary Schedules 1959-1976

Bibliography



ADDENDA

Acronyms

Administrative Positions: 1959-1976

Public Schools' Reorganization Plan

Building Programs 1955-1972

High School Graduates 1959-1975

High School Graduates - training beyond high school 1963-1976

Operational Budgets 1959-1976

Per Pupil Costs 1959-1976

School Enrollments 1959-1976

Salary Schedules 1958-1977

Bibliography



ACRONYMS

AFS	American Field Service
CESA	Cooperative Educational Services Agency
COLA	Cost of Living Allowance
COOP	Cooperative Office Occupation Program
DECA	Distributive Education Clubs of America
DPI	Department of Public Instruction
EMR	Educable Mentally Retarded
ESEA	Elementary and Secondary Education Act
FFA	Future Farmers of America
HASPEG	History, Anthropology, Sociology, Political Science, Economics, Geography
HEW	Department of Health, Education and Welfare
IGE	Individually Guided Education
IMC	Instructional Materials Center
ISS	Integrated Social Studies
JSOL	Janesville Schools Outdoor Laboratory
NDEA	National Defense Education Act
POSS	Process of the Social Scientist
R & D	Wisconsin Research and Development Center
VTAE	Vocational Technical and Adult Education
WERC	Wisconsin Employment Relations Commission
YTY	Youth Teaching Youth



ADMINISTRATIVE STAFF OF JANESVILLE PUBLIC SCHOOLS: 1959-60

Central Administrative Staff

Fred Holt	Superintendent of Schools
Robb Shanks	Director of Instruction
Margaret Chenoweth	Grade Supervisor
William Young	Supervisor of Buildings, Grounds, Purchases, and Safety

School Administrators

Kenneth Bick	Principal, Senior High School
Hugh Horswill	Assistant Principal, Senior High School
Ray Brussat	Principal, Junior High School
Grant Thayer	Assistant Principal, Junior High School
Beatrice Goss	Principal, Adams Elementary School
Cynthia Keene	Principal, Grant Elementary School
Irene Hoyt	Principal, Jefferson Elementary School
Grace Knipp	Principal, Lincoln Elementary School
Edna Anderson	Principal, Roosevelt Elementary School
Elden Iverson	Principal, Washington Elementary School
David Williams	Principal, Wilson Elementary School

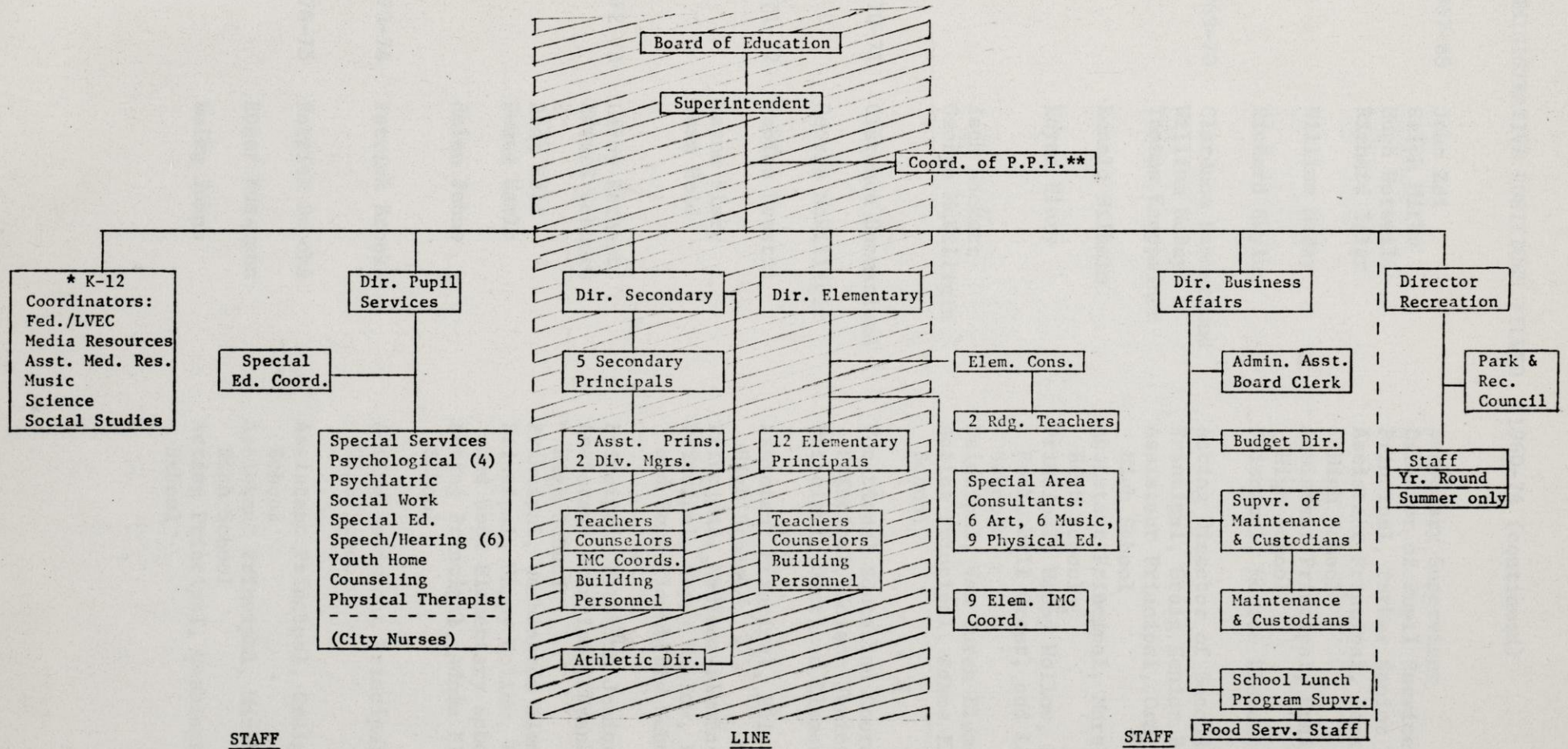
ADMINISTRATIVE POSITIONS FILLED: 1960-76

1960-61	Robert Cook	Principal, Adams Elementary School
1962-63	Ray Brussat	Principal, Franklin Junior High School
	Leroy Rathert	Assistant Principal, Franklin Junior High School
	Grant Thayer	Principal, Marshall Junior High School
	Robert Bauer	Assistant Principal, Marshall Junior High School
	Cynthia Keene	Principal of Franklin 6th grade in addition to her assignment at Grant Elementary School
1963-64	Lewis Loofboro	Elementary Supervisor
	Robert Bauer	Principal, Marshall Junior High School
	Clarence Hammarlund	Assistant Principal, Marshall Junior High School
1965-66	Norman Graper	Principal, Wilson Elementary School
	Cynthia Keene	Principal, Madison Elementary School
	David Williams	Principal, Jackson Elementary School



JANESVILLE PUBLIC SCHOOLS REORGANIZATION PLAN

Revised in 1975



\* The Coordinators are also responsible to the Director of Elementary Education and the Director of Secondary Education  
 \*\* Coordinator of Personnel and Public Information



ADMINISTRATIVE POSITIONS FILLED: 1960-76 (continued)

1967-68	John Zei	Secondary Supervisor
	Ralph Mitby	Director of Pupil Services
	Hugh Horswill	Principal, Parker Senior High School
	Richard Iglar	Assistant Principal, Parker Senior High School
	William McBay	Assistant Principal, Craig Senior High School
	Richard Skyles	Principal, Monroe Elementary School
1969-70	Clarence Hammarlund	Acting Director of Secondary Education
	William McBay	Principal, Craig Senior High School
	Thomas Kempainen	Assistant Principal, Craig Senior High School
	Ronald Wilhelm	Assistant Principal, Marshall Junior High School
	Wayne Flury	Principal, Happy Hollow, Blackhawk, Rock, Hill Crest, and La Prairie Schools
	Jack Hackett	Principal, Van Buren Elementary School
	George McKilligin	Acting Principal, Adams Elementary School
1970-71	Clarence Hammarlund	Vocational Education Coordinator and Principal, Edison Junior High School
	George McKilligin	Principal, Harrison Elementary School
1971-72	Fabian Prestil	Assistant Principal, Edison Junior High School
	Wayne Flury	Principal, Madison Elementary School
	Dean Held	Principal, Happy Hollow, Hill Crest, and Rock Elementary Schools
1972-73	Leroy Rathert	Principal, Franklin Junior High School
	Edward Connors	Assistant Principal, Franklin Junior High School
	Dean Held	Principal, Washington Elementary School
	Dwane Kamla	Principal, Happy Hollow, Hill Crest, and Rock Elementary Schools
	Helen Johns	Acting Principal, Adams Elementary School
1973-74	Patrick Brooks	Acting Assistant Principal, Craig Senior High School
1974-75	Patrick Brooks	Assistant Principal, Craig Senior High School
	Roger Kussmann	Assistant Principal, Marshall Junior High School
	Helen Johns	Acting Principal, Washington Elementary School



ADMINISTRATIVE POSITIONS FILLED: 1960-76 (continued)

1975-76	Robert Bauer	Director of Secondary Education
	Dan McAllister	Principal, Franklin Junior High School
	Roger Kussmann	Principal, Marshall Junior High School
	Don Dietz	Assistant Principal, Marshall Junior High School
	Helen Johns	Principal, Lincoln Elementary School
	Dale Krueger	Principal, Washington Elementary School

Franklin Junior High	1963	1200	2,612,025
Jackman Elementary	1960	700	457,150
Madison Elementary	1960	700	891,000
Neuroe Elementary	1960	700	1,001,920
Parke Senior High	1960	2000	6,030,630
Van Buren Elementary	1960	600-60	945,630
Harrison Elementary	1960	600	989,800
Sheldon Junior High	1961	1000	4,199,750
Additional and/or Reassignments			
Jefferson Elementary	1960		175,000
Lincoln Elementary	1960		95,000
Marshall Junior High	1960		213,000
Washington Elementary	1960		500,000
Arts and Crafts Elementary			
Olson Elementary			
Happy Valley Elementary	1960-61		174,000
Craig Senior High	1960		412,000
Miss Elementary	1960		198,200
Jefferson Elementary	1960		40,000
Lincoln Elementary	1960		60,000
Marshall Junior High	1960		61,000
			<u>523,333,317</u>



BUILDING PROGRAM 1955-1976

<u>School</u>	<u>Year Completed</u>	<u>Student Accommodation</u>	<u>Cost</u>
Craig Senior High	1955	1500	\$3,852,288
Jefferson Elementary	1958	700	825,000
Lincoln Elementary	1958	780	1,025,000
Franklin Junior High	1962	1200	2,612,025
Jackson Elementary	1965	700	857,180
Madison Elementary	1965	700	891,000
Monroe Elementary	1968	700	1,002,928
Parker Senior High	1968	2000	6,080,630
Van Buren Elementary	1969	650-800	945,820
Harrison Elementary	1970	650	989,800
Edison Junior High	1971	1500	4,199,750
Additions and/or Renovations:			
Jefferson Elementary	1962		175,000
Lincoln Elementary	1962		95,000
Marshall Junior High	1963		213,000
Washington Elementary	1968		808,000
Roosevelt Elementary			
Wilson Elementary			
Happy Hollow Elementary	1964-69		174,896
Craig Senior High	1976		412,000
Adams Elementary	1976		158,200
Jefferson Elementary	1976		69,850
Lincoln Elementary	1976		69,850
Marshall Junior High	1976		61,100
			<u>\$25,518,317</u>



HIGH SCHOOL GRADUATES 1959-1976

1958-59	378
1959-60	415
1960-61	496
1961-62	431
1962-63	457
1963-64	502
1964-65	643
1965-66	599
1966-67	694
1967-68	695
1968-69	755
1969-70	785
1970-71	785
1971-72	858
1972-73	917
1973-74	903
1974-75	875



Janesville Graduates Receiving Training Beyond High School 1963-1975

<u>Year</u>	<u>College - 4 Years</u>		<u>Training Less Than 4 Years</u>	
1963-64		31%		8%
1964-65		35%		10%
1965-66		40%		12%
1966-67		44%		14%
1967-68	Craig	48%	Craig	14%
	Parker	37%	Parker	13%
1968-69	Craig	56%	Craig	12%
	Parker	39%	Parker	24%
1969-70	Craig	42%	Craig	8.8%
	Parker	35%	Parker	16%
1970-71	Craig	52%	Craig	16%
	Parker	33%	Parker	30%
1971-72	Craig	44%	Craig	15%
	Parker	30%	Parker	25%
1972-73	Craig	41%	Craig	9%
	Parker	30%	Parker	19%
1973-74	Craig	38%	Craig	34.9%
	Parker	29%	Parker	10%



School Budgets (Operational) 1959-1976

1959-60	\$ 1,976,173
1960-61	2,271,929
1961-62	2,632,983
1962-63	2,912,981
1963-64	2,295,445
1964-65	3,857,354
1965-66	4,274,107
1966-67	4,911,462
1967-68	5,696,353
1968-69	6,733,250
1969-70	8,272,891
1970-71	9,421,413
1971-72	10,234,770
1972-73	10,724,160
1973-74	11,558,313
1974-75	13,650,216
1975-76	15,049,434
1976-77	16,500,000



Total Janesville School Enrollment 1959-1976

1959-60	6,475
1960-61	6,928
1961-62	7,330
1962-63	8,547
1963-64	9,084
1964-65	9,791
1965-66	10,501 -
1966-67	11,248
1967-68	11,908
1968-69	12,591
1969-70	12,533
1970-71	13,388
1971-72	13,591
1972-73	13,600
1973-74	13,655 ✓
1974-75	13,497
1975-76	13,464



Per Pupil Costs - 1959-1976

1959-1960	\$ 338
1960-1961	383
1961-1962	404
1962-1963	419
1963-1964	425
1964-1965	438
1965-1966	456
1966-1967	476
1967-1968	583
1968-1969	618
1969-1970	683
1970-1971	750
1971-1972	816
1972-1973	840
1973-1974	983
1974-1975	1,075



B.A. SALARY SCHEDULES: 1958 - 1977

School Year	BA Minimum:	No. of Credits	BA Maximum:		Additional Information
	BA @ 0 yrs.		No. of Years	Amount	
1958-59	\$ 4,100	24	16	\$ 6,350	Men were paid \$200 above schedule, through 9 yrs. experience; \$50 above schedule with 10 or more yrs.
1959-60	4,300	24	16	6,750	Men were paid \$200 above schedule, through 9 yrs. experience; nothing above schedule after 10 yrs.
1960-61	4,400	24	16	7,000	Same additional pay for men as in 1959-60.
1961-62	4,500	24	16	7,100	Same additional pay for men as above.
1962-63	4,700	24	15	7,200	Teachers with dependents* add \$200, through 9 yrs. experience.
1963-64	4,800	24	14	7,410	All teachers with dependents* received an additional \$200.
1964-65	4,900	30	14	7,620	Same dependency pay as above.
1965-66	5,100 (5,300)	30	14	7,960 (8,160)	Two salary schedules; extra \$200 built into each step for teachers claiming dependency*.
1966-67	5,200 (5,400)	30	14	8,312 (8,512)	Two salary schedules, as above.
1967-68	5,350 (5,550)	30	14	8,680 (8,880)	Two salary schedules, as above. (Last year of dependency pay.)
1968-69	6,100	24	12	10,264	
1969-70	6,700	24	12	11,188	
1970-71	7,200	24	12	11,916	
1971-72	7,350	24	12	12,310	
1972-73	7,350	24	12	12,310	**Longevity pay added: \$100 for teachers with BA who qualified.
(Adjusted 1/1/73.)	7,500	24	12	12,790	
1973-74	7,600	24	12	12,985	Longevity pay same as 1972-73.
1974-75	7,800	24	12	13,240	Longevity pay: \$100 or \$200.***
1975-76	8,600	24	12	14,390	Longevity pay: \$125 or \$250.***
1976-77	8,860	24	12	14,823	Longevity pay same as 1975-76.

"\*Dependents are defined as those who can be legally claimed for Federal Withholding purposes, with the exception that no dependency allowance may be claimed if husband/wife is employed and has a gross income exceeding \$1,000 per year."

\*\*Longevity pay was for teachers with 15 or more years of full-time experience in Janesville, who were at the top experience category and had BA + 24 or more credits.

\*\*\*A 20-year longevity category was added.

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M.A. SALARY SCHEDULES: 1958 - 1977

School Year	MA Minimum:	MA Maximum:			Additional Information
	MA @ 0 yrs.	No. of Credits	No. of Years	Amount	
1958-59	\$ 4,300	--	19	\$ 6,950	Men were paid \$200 above schedule, through 9 yrs. experience; \$50 above schedule with 10 or more yrs.
1959-60	4,600	--	19	7,500	Men were paid \$200 above schedule, through 9 yrs. experience; nothing above schedule after 10 yrs.
1960-61	4,700	30	19	8,100	Same additional pay for men as in 1959-60.
		Ph.D.	19	8,250	
1961-62	4,800	30	19	8,250	Same additional pay for men as above.
		Ph.D.	19	8,400	
1962-63	5,000	30	17	8,350	Teachers with dependents* add \$200, through 9 yrs. experience.
		Ph.D.	17	8,700	
1963-64	5,100	30	17	8,580	All teachers with dependents* received an additional \$200.
		Ph.D.	17	8,930	
1964-65	5,250	30	17	8,815	Same dependency pay as above.
		Ph.D.	17	9,165	
1965-66	5,500 (5,700)	30	17	9,150 (9,350)	Two salary schedules; extra \$200 built into each step for teachers claiming dependency.
		Ph.D.	17	9,500 (9,700)	
1966-67	5,600 (5,800)	30	17	9,683 (9,883)	Two salary schedules, as above.
		Ph.D.	17	10,008 (10,208)	
1967-68	5,750 (5,950)	30	17	10,155 (10,355)	Two salary schedules, as above. (Last year of dependency pay.)
		Ph.D.	17	10,430 (10,630)	
1968-69	6,850	24	13	11,740	
1969-70	7,450	24	13	12,691	
1970-71	8,060	24	13	13,114	
1971-72	8,265	24	13	13,580	
1972-73	8,265	24	13	13,580	**Longevity pay added: \$100 or \$150 for teachers who qualified.
(Adjusted 1/1/73.)	8,510	24	13	14,195	
1973-74	8,640	24	13	14,445	Longevity pay same as 1972-73.
1974-75	8,840	24	13	14,705	Longevity pay from \$100-\$300.***
1975-76	9,760	30	13	16,520	Longevity pay from \$125-\$400.***
	11,260	Ph.D.	13	16,820	
1976-77	10,054	30	13	17,015	Longevity pay same as 1975-76.
	11,598	Ph.D.	13	17,324	

"\*Dependents are defined as those who can be legally claimed for Federal Withholding purposes, with the exception that no dependency allowance may be claimed if husband/wife is employed and has a gross income exceeding \$1,000 per year."

\*\*Longevity pay was for teachers with 15 or more years of full-time experience in Janesville, who were at the top experience category and had BA + 24 or more credits.

\*\*\*A 20-year longevity category was added.

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