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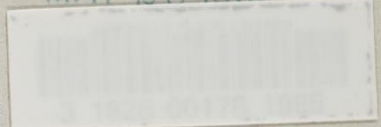
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JANESVILLE PUBLIC SCHOOLS 1977-1980

PART III

Compiled by

Marian Nickol

(Former English and Journalism Teacher)
(1957-66)

Topics

Introduction

New Administrative Positions

Retirement of Superintendent Fred A. Holt

New Superintendents

Survey of Needs of Schools

Back to Basics Emphasis

Schools and Population

Public Relations

Employees - Remuneration

Janesville Education Association

Other Employees

Miscellaneous Personnel Policies

Employees - Pensions

Teaching Methods of Instruction

Social Studies

Humanities

Home Economics

Reading

Language

Science

Mathematics

Music

Speech/Language

Pre-Kindergarten Special Needs

Industrial Arts House Building

Individually Guided Education

Mini-Courses

School District of Janesville

Janesville, Wisconsin

1981

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C O N T E N T S

<u>Topics</u>	<u>Page</u>
Introduction	1
New Administrative Positions	2
Retirement of Superintendent Fred R. Holt.	3
New Superintendent of Schools, Dr. Donald Mrdjenovich.	4
Survey of Needs of Schools	6
Back to Basics Emphasis.	9
Schools and Population	11
Public Relations	14
Employees - Remuneration	
Janesville Education Association	16
Other Employees.	17
Miscellaneous Personnel Policies	17
Employees - Point System for Teachers.	18
Teaching Methods of Interest	
Social Studies	19
Humanities	19
Home Economics	19
Reading.	19
Language	19
Science.	19
Mathematics.	20
Music.	20
Speech/Language.	20
Pre-Kindergarten Special Needs	20
Industrial Arts House Building	20
Individually Guided Education.	21
Mini-Courses	21

<u>Topics</u>	<u>Page</u>
Career Choices	21
School-Within-a-School	21
Special Education	
Pregnant Girls	22
Child Find	22
Early Childhood and Older Students	22
English as a Second Language Program	23
Gifted and Talented Students	25
Vocational Education	28
Summer School.	30
Physical Education	31
Athletics.	32
Open Campus.	33
Alcohol and Drug Abuse	34
Vandalism.	35
Student Discipline	36
Recognition of Staff Members	37
Grading and Testing of Students.	39
Student Activities	40
Student Honors	42
Volunteer and Parental Involvement	43
Miscellaneous	
Building Improvements.	45
Word Processing.	45
Recreation Department.	45
School Items	46
Administrative Policies.	46
Quotes	47

<u>Topics</u>	<u>Page</u>
Acronyms	49
Administrative Changes, 1977-78 - 1980-81.	50
Support Staff Changes, 1977-78 - 1980-81	51
Retirements, 1977-78 - 1980-81	52
School Board Members, 1977-78 - 1980-81.	53
Teachers Salary Schedules, 1977-78 - 1980-81	54
Statistics	
Budgets, 1977-78 - 1980-81	55
Per Pupil Cost, Operations, 1976-77 - 1980-81.	55
Enrollments, 3rd Friday, 1976-77 - 1980-81	55
Federal Programs	56
Bibliography	57

Dr. Donald Brojanovich, who was appointed Superintendent of Schools in 1978, stated, "Currently, and for the next five years, we will be working with ten top instructional priorities here in Jonesville."

The School Board's top priority was that of an improved program of staff evaluation. According to the input from the parents and teachers, their top priority was a desire for uniform and effective discipline at the secondary school level.

During those four years, as student population declined, many decisions had to be made in closing outlying schools and shifting students to best full inner city schools.

The history has been divided into categories to best enable the reader to find material needed.

INTRODUCTION

Janesville's fine philosophy of education continued during this period, with special input from the administration, teachers, students, and parents.

The trend toward a return to the basics with emphasis on "good old writing, reading and arithmetic" continued. Among the administration's top priorities was emphasis on basic skills so that students would be better able to cope with the demands of everyday living.

Dr. Donald Mrdjenovich, who was appointed Superintendent of Schools in 1978, stated, "Currently, and for the next five years, we will be working with ten top instructional priorities here in Janesville."

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During those four years, as student population declined, many decisions had to be made in closing outlying schools and shifting students to best fill inner city schools.

The history has been divided into categories to best enable the reader to find material needed.

NEW ADMINISTRATIVE POSITIONS

In the fall of 1978 the Management Report prepared by Robert Sampson in June of 1971 was rescinded by the School Board. This allowed Superintendent Mrdjnovich to reorganize the administrative line and staff structure.

In September 1978 this reorganization was announced and became effective with the 1979-80 school year. Unlike the former staff structure which consisted of a Director of Elementary Education, Director of Secondary Education, Budget Director, Director of Pupil Services, and Director of Recreation, the Superintendent instituted a structural chart expanding the existing operation. The posts which were recommended and approved were:

1. Director of Instruction
2. Director of Business Affairs
3. Director of Personnel
4. Director of Special Education
5. Director of Pupil Personnel Services, Research,
and Evaluation
6. Director of Recreation

It needs to be noted that the Director of Recreation was never a part of the administrative "cabinet," and that the Recreation Department was transferred to the City's jurisdiction in Jan. 1979.

On implementation, Robert Bauer became Director of Instruction; William Young remained Director of Business Affairs; Kathryn Miller became Director of Personnel; Gary Bersell, Director of Special Education; and Ralph Mitby's retirement in June of 1978 left open the position of Director of Pupil Personnel Services.

The above group would serve in an advisory capacity to the Superintendent and not as a decision-making body.

RETIREMENT OF SUPERINTENDENT FRED R. HOLT

At the end of the school year in June 1978, Superintendent Fred R. Holt retired after 19 years of service to the Janesville School District.

A Gazette editorial aptly stated, "He has served the community well, maintaining an atmosphere as free of conflict as it is humanly possible so that students could benefit to the maximum extent. He has been receptive to education's new ideas. He has provided the school board with studies and information required for intelligent consideration of their many problems."

Holt acknowledged the support the public had shown him throughout his years in Janesville and especially the staff members whom he claims "have made me look good, too."

In looking ahead to the next five or ten years, Holt cited declining enrollments in Janesville and the consequential effect on staffing, curriculum, accountability to parents, and programs to help the average child as issues which will need to be examined.

There would be "no rocking chair for Fred Holt." In January of 1979 he was awarded the Administrator of the Year award for 1978 by the Wisconsin School Library Media Association.

He stated that we need to do some sorting out of priorities, and that he was confident that "the Janesville Public Schools will continue to meet the challenges and demands of society as best it can with the resources available, because it is my observation over the years that Janesville enjoys an excellent reputation in the field of public education." He concluded that "Society has placed many bundles at the doorstep of public education."

NEW SUPERINTENDENT OF SCHOOLS, DR. DONALD MRDJENOVICH

The transition from Fred Holt, who retired after 19 years, as Superintendent of Schools, to Dr. Donald Mrdjenovich serving in this position was accomplished smoothly.

Dr. Mrdjenovich was formerly the administrator of the Watertown School District and was hired to succeed Fred Holt at the beginning of the 1978-79 school year. He has an impressive list of degrees and accomplishments and was chosen from a field of 82 candidates.

He was described as an astute and conscientious academician, ranking among the best, if not the best, in Wisconsin.

Some of his theories on education are as follows.

In August of 1978 commenting on "Schools No Longer Growth Industry," he said:

"For the first time in modern history, elementary and secondary education is not, in numerical terms, a growth industry. We in Janesville will probably count about 500 fewer students than we did last year at this time.

We used to limit our services to children between the ages of 5 and 18 who could benefit from a rather standard and limited curriculum. Now those responsibilities have been expanded to all students between the ages of 3 and 21 if they have any handicapping conditions, and we are expected to meet the needs of all students."

He stated that we need to do some sorting out of priorities, and that he was confident that "the Janesville Public Schools will continue to meet the challenge and demands of society as best it can with the resources available, because it is my observation over the years that Janesville enjoys an excellent reputation in the field of public education." He concluded that "Society has placed many bundles at the doorstep of public education."

In 1979 after a year as Superintendent here, he stated that "Emphasizing basic skills so students will be better able to cope with the demands of everyday living is also among the top priority items." He felt that "dealing with declining enrollments will be our greatest challenge."

In 1980 in regarding the year ahead, he said:

"Looking uphill once again we see new challenges and opportunities awaiting. As members of the newly formed Wisconsin School Evaluation Consortium, we will implement procedures and policies designed to improve and maintain the quality of our curriculum. We will watch with interest progress of Parker High School as it implements a more traditional school schedule and hope that the new advisor-advisee program at Craig brings the staff, students, and parents closer together."

SURVEY OF NEEDS OF SCHOOLS

A two year study by the Needs Assessment Committee was presented to the Board in January of 1978, gathered from questionnaires sent to senior high students, citizens and teachers. Needs stressed included:

1. more effective and uniform discipline at senior, junior high and elementary grades.
2. an effective evaluation of teachers and administrators.
3. provisions for the gifted students needs.
4. development of reading skills for junior high students.

Other opinions garnered from the questionnaire were the need for providing skills for students in everyday living and post graduation; increased guidance and counseling for career-oriented students as well as potential dropouts; increased knowledge of basic skills among junior and senior high students; more effective communication between parents and teachers; additional instruction on the effects of smoking, alcohol and drugs; meeting needs of gifted, emotionally disturbed, learning disabled, and average students; providing a knowledgeable and creative teaching staff, and equal educational opportunities at both high schools.

High school students were very emphatic on all of these needs. Open campus was not approved by the majority of citizens and teachers as they felt it connotes poor discipline. All three groups felt minimum standards of achievement should be required for students to advance to the next grade level as well as to receive a high school diploma.

Nearly one-half of the adult respondents favored a traditional schedule, while students favored their respective schedules -- rotating and mod-flex.

The Board decided this report should not be used as a mandate, but studied and considered in future plans.

One problem the Board faced was the fact that the responsibilities for educating students have been expanded to all students between the ages of 3 and 21, if they have any handicapping conditions.

Superintendent Mrdjenovich stated in August of 1978, "Society has placed many bundles on the doorstep of public education. Perhaps the time has come to give a bit more loving care to those we have already taken in and to be more selective before we add another mouth to feed; that is, if we have a choice." "For the first time in modern history, elementary and secondary education is not, in numerical terms, a growth 'industry'."

In November of 1978 the School Board authorized the administration to analyze the concerns expressed in the Needs Assessment Survey and to come up with a formal plan of action.

However, in reviewing the priorities, Board members contended a number of on-going attempts were underway to meet the needs of gifted students, set up an evaluation system of teachers and administrators, and provide skills for everyday living.

To continue these advisements on needs and their implementation, a Long Range Planning Committee was set up in July of 1979 to further study criteria and needs.

To find solutions to the schools needs Janesville became a member of the Wisconsin School Evaluation Consortium in September 1979. This involved a six year plan to review all phases of curriculum and would be chaired by Dr. Mrdjenovich.

He stated, "We will take a look at what we're offering and determine if there are any gaps in the curriculum, things that aren't being taught and/or repeated, whether there's good articulation from elementary through senior high subjects, how kids are scoring on tests, and whether something is not being emphasized."

This new liaison with other schools in the state was to aid the Janesville district in checking and implementing its own program and fulfilling its needs.

Applied by John Ashenfelter, a senior high teacher at Craig, the Board voted to apply for a grant for a teacher advisement program for Craig. This program would allow one teacher to eighteen students as its ratio.

At Parker High, under the mod-flex system initiated in 1962, students could program their time as they saw fit. However, in November of 1979 the School Board voted to go back to the earlier system of the traditional seven period day. This would be effective with the 1980-81 school year.

Said Parker Principal William Reis:

"There is more concern with conservative values such as greater discipline and control, more rigor in curriculum and greater accountability. . . . In the 1960's when mod-flex became in vogue, there was more concern in society to broaden the curriculum and respond to the unsettled nature of college and high school campuses with new and hopefully attractive learning

BACK TO BASICS EMPHASIS

In 1978 the School Board stated, "the curriculum within the Janesville school system needs continuing and regular review." In transition the system now appeared to be moving toward a more traditional program.

As to the students, Parker High's new principal William Reis stated in 1979, "Today's students are changing. In some ways the high school student today is becoming more serious and recognizes that there are few places he can become successful without a high school diploma."

In earlier years, students were together with advisors in groups each day. In order to again meet the need for closer supervision and based on information supplied by John Ashenfelter, a senior high teacher at Craig, the Board voted to apply for a grant for a teacher advisement program for Craig. This program would allow one teacher to eighteen students as its ratio.

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models. However, society has calmed considerably since the late '60s and early '70s, and schools are reflecting this change by adjusting their expectations of students."

Proposed recommendations on open campus, which were approved by the Board, were more stringent than earlier policies. Now only juniors and seniors who met special qualifications were eligible.

Though parents still questioned if reading and writing skills were being neglected, during American Education Week in November of 1979, once again the schools emphasized the old idea that "learning begins at home."

With declining enrollments, yet growth of the city population as a whole (census in 1980 - 50,000), many decisions had to be made by the School Board to fully utilize each school's capacities. Each suggested change created a flurry of parent opposition. "Why should I have to drive my child way across town instead of letting her walk a few blocks to the nearest school?"

Students were bussed free if they lived outside the city limits and over two miles from school; this entailed one-sixth of the student population. In accordance with a 1977 state law, the School Board's policy was that "if municipal transportation was available to students, schools did not have to provide transportation except in rare occasions when elementary students lived two miles or more from the schools they attend."

Options were created for families within specified areas to attend either Craig or Parker Senior High Schools and at the junior high level either Franklin or Marshall. Elementary changes were made, such as the transfer of some Jefferson and Harrison students to Monroe.

SCHOOLS AND POPULATION

In the four year period of 1977 through 1980 there were:

Two senior high schools -

Craig and Parker

Three junior high schools -

Edison, Franklin, and Marshall

Thirteen elementary schools -

Adams, *Happy Hollow, Harrison, *Hill Crest, Jackson, Jefferson, Lincoln, Madison, Monroe, *Rock, Van Buren, Washington, and Wilson

*Happy Hollow, Hill Crest, and Rock Schools were all small schools located in the outlying sections of the school district.

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Options were created for families within specified areas to attend either Craig or Parker Senior High Schools and at the junior high level either Franklin or Marshall. Elementary changes were made, such as the transfer of some Jefferson and Harrison students to Monroe.

Also, there was an attempt to curb pupil-teacher ratios twenty-five to one.

At the beginning of the fall term in 1978 there was a decline over the previous year of 525 students, giving the district an enrollment of 12,302. In 1979 the district lost 9.6%, or 1,259, of its student enrollment since the 1972-72 school year. The enrollment in 1979 was 11,874. In 1980, due to additional decline, the enrollment was 11,800.

In January of 1980 the School Board's Boundary Line Committee recommended that 15% of the following year's seventh grade population attend Franklin Junior High rather than Marshall Junior High, or approximately 111 students from the 2,600 junior high school group.

In September of 1979 the LaPrairie School for Handicapped Children closed and Lincoln School served the multihandicapped and Adams School served the early childhood program. Beneficial reasons for this were the safety factors and the contact with others in the regular classrooms. A happy benefit is that of other elementary students playing with and therein teaching the handicapped that they belonged.

All declining enrollments had to be taken into consideration in budgeting as revenue from state and federal sources decline in direct proportion to enrollment. As costs continue to rise, additional pressure is placed on the taxpayers.

In the summer of 1980 there began the long and heavy arguments over the possible closing of all three outlying schools. The declining enrollments of Rock, Hill Crest and Happy Hollow

meant these schools had to be absorbed into the schools within the city. What were rumors since 1974 were to become a definite fact in the spring of 1981.

In 1976 in an effort to better inform citizens and staff about the district, subjects of concern were discussed in periodic newsletters in the Gazette which reached at least 15,000 area homes. However, the newsletter "From the School Desk" first appeared in the Gazette in November of 1978.

These articles were prepared by Howard Gage, Public Information Coordinator. Topics and dates covered were as follows:

- 11/78 New Elementary Boundary Line Proposal
- 12/78 Scheduling
- 3/79 Juvenile Code
- 4/79 Summer School
- 5/79 Open Campus Public Hearing
- 9/79 Instrumental Music
- 9/79 School Attendance
- 11/79 American Education Week
- 12/79 Foreign Language
- 1/80 Declining Enrollments
- 2/80 Kindergarten Registration
- 4/80 Summer School
- 9/80 Help Your Child Discover Music
- 9/80 School Attendance and Absence Procedures
- 11/80 American Education Week - Partners in Education

The Gazette published a Review of the School System's Year in the annual progress issue each year.

"School of the Month" promotion which was instigated in March of 1979 provided Board members with an opportunity to rub elbows with local school staffs and meet each other on a more personal basis. Each school had its turn. Teachers and students went all out to strut their stuff.

PUBLIC RELATIONS

The Janesville School District expanded the public relations information program in 1976 in an effort to better inform citizens and staff about the district. Subjects of concern were discussed in periodic newsletters in the Gazette which reached at least 15,000 area homes. However, the newsletter "From the School Desk" first appeared in the Gazette in November of 1978.

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Thus, over a three year period, all schools in Janesville would be similarly recognized and the district would continue to highlight a particular school or curriculum area each month.

In 1977 the public schools and the Gazette created "Adventures in Education" which would celebrate American Education Week annually. Students created ads for local merchants which were published in the paper during American Education Week.

In November of 1980, as part of the promotion of American Education Week, Mr. Gage appeared as a host for the WCLO radio station's "Good Morning Show."

The "Schools News and Views" radio program, which began in the early 60's, also continued with Mr. Gage as host every week.

During the school year, beginning in 1979, a television program on Channel 2, Total TV, called "Round and About the Schools," was shown during half-time of the rebroadcast of high school sporting events on Saturday afternoons.

Mr. Gage also had a weekly show through the schools cable television channel going directly to each school. This was called "Before the Bell" and was part of an effort to keep staff employees well informed as to happenings in the district.

EMPLOYEES - REMUNERATION

Janesville Education Association

As the J.E.A. (Janesville Education Association) became ever stronger and more demanding, the Board's role became increasingly difficult in satisfying them.

In 1978 the J.E.A.'s role was to represent the rights of approximately 700 teachers in negotiations with the School Board. In January of 1978 the J.E.A.'s representative stated that "We've had excellent labor and management relationships; we've worked hard and Janesville was the forerunner of open negotiations."

Up to this time the J.E.A. had gained the status of a model organization throughout the state -- without a strike even hinted. However, they were always concerned over the Board's handling of staff reductions and evaluation procedures to be used in all schools in judging teacher performance.

In 1978, in seeking a two year pact, the negotiations went on into 1979 and their 18th week, and then into arbitration regarding pay and leave days.

To add to this melee, in the spring of 1979, teacher cuts began as a result of student decline, which was projected as a loss of 785 students. In October of 1979 the contenders were forced for the first time to use Senate Bill 15 to initiate arbitration with the Wisconsin Employment Relations Committee (WERC). The Board had an attorney reviewing the decision of the arbitrator.

With teachers marching in peaceful demonstration outside the board room, the School Board accepted the J.E.A. package in February of 1980 after a 17 month contract battle.

With this decision the new salary schedule became retro-active to July 1979, the agreement providing for a 17.52% increase over a two-year period.

Superintendent Mrdjenovich was complimented for his support throughout the interim contract period. In spite of teacher and parent peaceful demonstrations, the J.E.A. and the School Board could now, with good feelings between them again, resume talks on the next contract with proposals for 1981-83.

Other Employees

In July of 1979 maintenance, custodial and cafeteria employees received a 10% wage increase for the 1979-80 school year and again in July 1980 for the school year 1980-81.

In 1980 homebound teachers received \$6.50 to \$8.00 per hour and substitute teachers received \$34.00 (limited availability) or \$38.50 (unlimited) per day.

Miscellaneous Personnel Policies

In 1979 unemployment compensation became effective for teachers laid off -- \$135 weekly for 34 weeks.

EMPLOYEES - POINT SYSTEM FOR TEACHERS

Under the staff reduction point system, a teacher earns two points for two successive years in the Janesville system and the points go up to 29 for 15 successive years and then two points are added for each year beyond the 15.

The level of training provides a teacher with one point for a bachelor's degree, five points for a bachelor's degree plus 24 credits, six points for a master's degree and up to eleven points for a master's degree plus 30 credits.

Individual evaluation provides from 0 to 5 points, with an additional point added for extra-curricular activity.

Janesville is one of the few schools in Wisconsin to include teacher evaluation in relation to lay-offs.

Home Economics

- In Foods I at Craig, boys set up a restaurant dinner.

Reading

- At the kindergarten level the SWRL (Southwestern Reading Laboratory) program was used to teach how to sight words, the phonic elements and comprehension.

- Reading was promoted for pleasure with "fun stuff."

- Another elementary course called its program "The Monster" and aroused interest.

- In 1979 Edwin Tinner was appointed Reading/Language Arts Coordinator for K-12. This was a new position in the district.

Language

- Studied Greek in elementary form.

- English compositions were still checked by lay readers.

Science

- Students made trips to the Outdoor Laboratory and enjoyed sensory experiences.

TEACHING METHODS OF INTEREST

As long as there has been a teacher and a student, new methods to convey information have been sought. Accordingly, the school system attempted innovations in teaching:

- Social Studies - Many classes held mock elections; in Roads to Learning, secondary students had field trips to both the United Nations and Washington, D.C.;
- classes simulated Apartheid dominated countries;
 - unit studies were held on local government;
 - a Parker High class had a mock simulation of a Supreme Court actual case concerning reverse discrimination;
 - a combined psychology and social studies class worked with the aged at Rock County's Health Care Center.

- Humanities - Continued in an attempt to study man by combining the disciplines of history, art, English and philosophy as they relate to social science.

- Home Economics - In Foods I at Craig, boys set up a restaurant dinner.

- Reading - At the kindergarten level the SWRL (Southwestern Reading Laboratory) program was used to teach how to sight words, the phonic elements and comprehension.

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 - In 1979 Edwin Timmer was appointed Reading/Language Arts Coordinator for K-12. This was a new position in the district.

- Language - Studied Greek in elementary form;
- English compositions were still checked by lay readers.

- Science - Students made treks to the Outdoor Laboratory and enjoyed sensory experiences.

Mathematics

- Jackson School had a Math Learning Center with six objectives using such things as Puzzle Math, Math Activity Boxes, and Digiters.
- Jackson Elementary School also had a consumer class learning "How to Use Money."
- Calculators became thinking skill supplements to basic math. Students must be masters of calculators and must know basic math. The calculators were not to be used in tests.
- Parker held an "Introduction to Nucleonics" course. The course included an introduction to nucleonics and the selection and identification of radiation, its effects; protection from radiation, its effects; physics; vocational opportunities in nucleonics; industrial applications and applied biology.

Music

- A year old program, to be continued, provided fundamentals of music appreciation; training in beginning guitar, piano and recorder; and study of music theory. This was very popular.

Speech/Language- Therapy classes were held.

Pre-Kindergarten

Special Needs

- Classes aimed at children who need improvement in the areas of perception, motor, auditory, and visual skills; also aimed at those who need assistance in oral language development and math concepts.

Industrial Arts

House Building

- In 1977 Craig applied for federal funding to build a house. Finally on February 15, 1978 the Board voted to permit the project. A bank loan was secured and was to be paid back by the sale of the house upon its completion. Approximately 24-28 students were involved in the building of the house through the buildings trade course. A local builder donated a lot and the ground was broken in August of 1979.

Other students were involved in its construction, interior decorating, industrial arts, art, agribusiness, money management and business education.

The house was completed by June 1980. As it was not sold through the bidding process as set up by the district, a realtor was hired and the house was sold for \$49,000. This covered the expenses and a second house building project was planned for the 1980-81 school year.

Individually
Guided
Education

- Instituted in 1972 system-wide (K-12), the plan was to accommodate differing needs of individual students. In theory, while providing a basic program for all students, extra assistance would be given to students encountering difficulties. (See Basics) Use of this program by each school was optional.

Mini-Courses

- Marshall Junior High continued its mid-term special short courses in such subjects as curling, cross country skiing, astronomy, etc. 1977 was the first time parents could attend.

Career Choices

- In 1977 the position of Coordinator for Vocational Education and Federal Programs was established.

School-Within-
a-School

- The Board voted for a program at Parker Senior High that would allow poorly motivated students to have special help and stimulation.

Although some students may be above average in abilities, they may still encounter difficulty in learning.

The program was federally funded and the enrollment was established at 40-50 students. It was hoped that this would lead to improved attendance and better behavior around the school for those in the program.

The program had a counselor, work coordinator and three certified instructors geared towards the potential drop-out.

SPECIAL EDUCATION

Pregnant Girls

Special Education during 1977 through 1980 included work with pregnant girls, which was considered as a handicapped condition. No longer considered as homebound students, classes were held at the Y.W.C.A. for 20-21 girls each year in a half-day program. Many girls were thus able to complete their high school educations.

Child Find

A project of the Special Education Department in 1978-79 was Child Find, which enlisted the help of volunteers to search for handicapped children who needed help but were not entered in classes. Ethel Wegner, Project Coordinator, said the results convinced the department that they were finding and helping most of the children who needed help.

Early Childhood and Older Students

The above and other work with handicapped children was made possible by Federal Act P.L. 94-143 of 1975. This federal legislation involved both the state and local governments in guaranteeing a free and appropriate education for all handicapped persons ages 3 through 21. By November of 1980, Gary Bersell, Director of Special Education, reported that eight percent of the student population was being served by special education programs.

In fact, in 1979 the Board voted to add 13.5 additional special education instructors as there were 860 students involved.

Mr. Bersell stated, "Special education remains the one area where staff increases are expected even in the light of decreasing enrollment in the whole school system."

In 1980 LaPrairie School, which served the youngest handicapped students, closed and the children were moved into the city school system. (See Schools and Population)

The handicapped students are served by specially trained teachers as well as by psychologists, speech/language clinicians, and physical therapists.

English as a Second Language Program

The first migration of families from South East Asia occurred in late 1975. At that time approximately 14 non-English speaking Vietnamese students came to Janesville under the sponsorship of various churches and were enrolled in the Janesville schools. Most of their time was spent in the regular classroom, but they were provided with a small amount of help from the Title I program and special language tutoring was provided.

During the 1977-78 and 1978-79 school years no special help was available to limited English speaking children attending school in Janesville. A second migration of Indochinese (including Cambodian, Laotian, and Vietnamese families) occurred during the summer of 1979 and as a result a teacher was again hired to provide special language tutoring on a limited basis. An additional teacher was later hired to provide tutoring at Adams, Roosevelt and Jefferson Schools.

In October of 1980 the district was serving 21 students whom were severely to mildly limited in their ability to speak

English. Concerns from the principals and teachers prompted the Superintendent to request that the Director of Instruction appoint a special committee to review the status of services to these students. As a result of recommendations from the English as a Second Language Planning Committee, a program manual entitled "Guidelines for English as a Second Language Programs" was developed. The manual outlined plans for identifying limited English speaking students, evaluation procedures, and defined the content, scope, and sequence of the curriculum. This was implemented during the second semester of the 1980-81 school year.

In December 1980 the Board of Education approved the hiring of a full-time and a part-time English as a Second Language teacher beginning in January 1981. Mrs. Ethel Wegner was given responsibility for coordination of the Total English as a Second Language Program in the district.

An evaluation of the program was conducted by John Kinnett of Sheboygan and Dr. Frank Grittner of the Department of Public Instruction in May 1981. The recommendation from this report was to be reviewed and implemented during the 1981-82 school year during which time about 30 limited English Speaking Students would be served.

He grasps and retains knowledge;
He conveys ideas effectively;
He shows skill in abstract thinking;
He uses a variety of resources;
He has initiative and inventive power;
He exhibits power to work independently.

GIFTED AND TALENTED STUDENTS

Since all children have needs to be responded to in maximizing their potentials, the time came to recognize the many gifted students in the Janesville school system.

In May of 1978 an organizational meeting to form a chapter of the Wisconsin Council for the Gifted and Talented was held. In the fall of 1978, under the federal funded program of Title IV, a special course was set up in Nucleonics at Parker Senior High.

In the fall of 1979 Chris Sny was appointed to the position of Gifted and Talented Coordinator. He also served in the role of Social Studies Coordinator. Programs in mathematics were set up at Edison, Marshall and Franklin, using formulas instead of sentences to challenge facts presented to the students.

In October of 1980 materials for gifted and talented were given to the Janesville Public Library under the Title IV-B program of the Federal Elementary and Secondary Education Act.

Also under this grant, Potentially Ablest Learners (P.A.L.) were initiated into problem mathematics solving in real life situations.

Procedures to identify the gifted student, who might even be a potential dropout were set up. Counselors, administrators, and teachers were to be aware of characteristics of the gifted child such as:

- He grasps and retains knowledge;
- He conveys ideas effectively;
- He shows skill in abstract thinking;
- He uses wide variety of resources;
- He has creative and inventive power;
- He exhibits power to work independently;

He assumes and discharges responsibilities;
He adjusts easily to new situations; and
He has physical competency.

Many plans to adapt special work for the gifted children were made for the year 1980-81. The following statements were presented by the Coordinator of Gifted/Talented on October 4, 1979:

1. District guidelines prepared in Summer 1978 and approved by the Board of Education, provide a firm foundation for the development of a K-12 program.
2. The timeline providing for a five year development of a gifted program schedules Fall, 1979 for teacher inservice on the identification process.
3. An ongoing system of identification is scheduled to begin in January 1980 and continue through the spring semester to create a prospective pool of students for involvement in a gifted program for Fall 1980.
4. A Gifted and Talented Task Force consisting of elementary and secondary teaching staff, representing each building in the district, has been appointed. They will serve as building liaisons to implement identification of gifted students and aid in program development.
5. A course in program development will be taught through the services of the Guidance Institute for Talented Students, U.W. Madison during the spring 1980 semester. This course will be tailored to the needs of Janesville Public Schools.
6. The program developed will incorporate the use of CEMREL math materials, already purchased, at the secondary level. These materials are highly conceptual and constitute a resource for distinctly different program that will challenge gifted students. The State Department of Public Instruction has indicated interest in our use of CEMREL math materials as a possible model for other state programs.
7. During the identification process, a multi-dimensional screening matrix will be used to evaluate the nominated candidates. All parents, staff, and administrators are invited to nominate candidates based on a behavioral checklist recommendation form.
8. A gifted and talented identification committee will meet periodically in each building for the purpose of screening records of nominated students. This

local committee will consist of the building principal, building teachers and the building task force representative, to insure local input for each school program.

9. The program we develop will be on a basis of open entry as well as open exit to insure a flow of prospective students into the program. It is expected that the pursuit of academic excellence fostered by this program will carry over to all staff through inservice and to all curricular areas.

10. The general goal of our gifted education program will be to begin serving the unique needs of the approximately 3-5 percent of our school population that require distinctly differentiated curriculum in order to develop to their greatest potential.

The objectives were as follows:

1. Instructional Managers curriculum review for all five schools.
2. Follow-up studies of graduates from the two senior high schools.
3. Public Relations and Advisory Committees in the secondary schools.
4. Tightened security of shop areas in all secondary schools.
5. Improved maintenance of equipment in all secondary schools, with emphasis at Marshall Junior High and Craig Senior High.
6. A formal shop safety plan for the secondary schools.
7. Establish a Future Business Leaders of America Club at the senior high schools.
8. Research to determine future funding for the "School-Within-a-School" program at Parker.
9. Implement an Advisement program at Craig.
10. Study the feasibility of offering a night school program at the senior highs for those experiencing difficulty in the regular programs.
11. Improve communication with post-secondary staffs at Blackhawk Technical Institute.
12. Establish an Advisory Committee for Home Economics at the secondary schools.

VOCATIONAL EDUCATION

In January of 1980 a 17 member task force for evaluation of vocational education in secondary schools commended the district for providing excellent facilities for its vocational program; i.e., agriculture, business and office education, distributive education, home economics, and industrial education.

In May 1980 Duane Buss, Vocational Education Coordinator, presented a 19 point package for future objectives in the department, which was passed by the Board.

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11. Improve communication with post-secondary staffs at Blackhawk Technical Institute.
12. Establish an Advisory Committee for Home Economics at the secondary schools.

13. Staff visits from the secondary schools to other schools to study vocational programs and innovations. Travel and substitute pay would be provided.
14. Materials for group counseling for career information purposes for secondary schools.
15. Guidance video-tapes to be provided for all secondary schools.
16. Materials for career resource centers in all secondary schools.
17. Staff visits to statewide technical schools to view updated equipment and curriculum; teachers from the two senior highs would be involved.
18. Joint departmental meetings by all secondary schools.
19. Establish Vocational Industrial Clubs of America in the two senior highs.

SUMMER SCHOOL

No more had the schools closed their yearly programs than the six week's summer school offerings lured many students back. For instance 1,379 enrolled in 1978 when offerings included elementary reading, arithmetic, foreign languages, typing, special education, instrumental music, and driver education.

In both 1979 and 1980 over 2,000 children enrolled. In 1980 165 courses were slated to be taught. The very young were not forgotten as about 100 children attended a six week's course entitled "Getting Ready for Kindergarten."

PHYSICAL EDUCATION

An adaptive physical education program for special education students was introduced at Craig.

Opportunities became available for coed classes under the federal amendment to the Educational Amendments Act which outlawed discrimination in education.

The Board of Education opted to continue the two weeks drownproofing program offered to third graders.

and field sports.

Not found workable was the idea of ninth grade eligibility for exceptionally talented students in athletics to participate at the senior high level.

The following are highlights of "wins" for this period:

1977-78 - Craig Cougars went to the state basketball tournament

Parker Vikings won the state championship in baseball

Big 8 Championships were won by:

Craig Girls Tennis

Craig Boys Baseball

Craig Boys Track

1978-79 - Big 8 Championships were won by:

Craig Boys Football

Craig Boys Wrestling

Craig Boys Track

Craig Girls Gymnastics

Craig Girls Basketball

Craig Girls Tennis

Parker Boys Wrestling

Parker Boys Golf

Craig Boys Basketball, after tying for the Big 8 Championship with Madison LaFollette, was second in the State Boys Tournament.

ATHLETICS

Under a federal amendment to the Educational Amendments Act, discrimination in education was outlawed, wherein women athletes became basically equal, though not in some contact sports. Coed teams were possibilities.

Dale Barry, Athletic Director, said, "We have basically equal programs for both boys and girls." There became abundant opportunities for girls to participate in tennis, volleyball, swimming, cross country, basketball, gymnastics, softball, track and field sports.

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Parker Boys Golf

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OPEN CAMPUS

Open campus gave responsible juniors and seniors the privilege of using their free school hours as they wished, even enabling some of them to leave the campuses.

Some Craig parents objected to this in 1977 citing the fact that the students schedules rotated each day causing the time of release to vary. To some it became equated with poor discipline outside the two high schools.

Accountability changes were made at Parker in 1977: Students had to have C averages, no "F" grades, must have regular attendance; be good citizens; and have parental permission.

In 1979 the privilege of open campus was not extended to sophomores at all, as it had been to some in the beginning.

Also in May of 1979 at a public hearing the original concept that it was designed to provide juniors and seniors with freedom and responsibility was attacked. In spite of such comments as:

"It can be a good thing, but it should be considered a privilege and is not for everyone.

More emphasis should be placed on the fact that this is a parent responsibility and not the school's responsibility.

It is neither constructive or academic."

the consensus of opinion was to continue with open campus.

ALCOHOL AND DRUG ABUSE

By 1978 two problems, alcohol and drug abuse, became more prevalent. Some schools reported drug incidents. The problem was a relatively new one for schools and much had to be studied and acted upon.

Fliers warning of drug prescription dangers were distributed. A committee on alcohol and drug abuse was active. The question came up repeatedly as to raising the legal age from 18 to 19 for the consumption of alcoholic beverages. A board policy enforced that no soliciting or sale of drugs or alcoholic beverages was to take place at the schools or on the grounds.

Identification cards (ID's) were in use by students to state their ages. Drug Abuse and Reduction Through Education (DARTE) emphasized drug abuse prevention.

Another way to fight the problem was through speeches to students by crusaders against the abuse of drugs and alcohol -- an ex-policeman stated the hard facts, as did an ex-detective.

Perhaps the most effective weapon was the formation of a pilot Peer Assistance Program to assist students in counseling relative to drug and alcohol problems. A pilot program was also formed for the employees of the district -- Employee Assistance Program.

In Wisconsin Statutes for 1979, the Children's Code was revised with ten separate pieces of legislation providing jurisdiction over young people alleged to have violated civil laws or ordinances.

VANDALISM

Vandalism by students became increasingly more of a problem. The City Council had to deal with destruction on overcrowded buses. Schools were broken into, robbed and vandalized several times a year. Roosevelt School was burglarized three times in one year. Craig Senior High once suffered \$1,500 worth of damage.

As a Gazette editorial remarked, "Vandalism is a disease that has affected wide areas" -- this included the schools. Parking lots were often dumping grounds; some believed that students improperly used open campus privileges.

William A. Young, Director of Business Affairs, stated in 1979, "Fifty percent of the repair orders from the schools are related to vandalism."

In August of 1980 it was thought that except for glass breakage, vandalism was at its lowest level in ten years. How then to accept a burglary at Parker Senior High with damage at \$12,000 in December of 1980.

Although many acts of burglary and vandalism were not student oriented, parents and police were alerted to this growing problem. It seemed the worst when a newspaper headline said, "Vandals Fell School Trees" -- ten recently planted trees at Edison Junior High were knocked down with motor vehicles.

In 1979 burglar alarms were placed in schools.

STUDENT DISCIPLINE

That stronger discipline was required in the whole school system was indicated in a survey made in January 1978.

For example, at this time the Roosevelt School Principal talked to parents and stated, "This is the first time I have ever had to call an entire group of parents for a special meeting on discipline problems."

A teacher at Roosevelt said, "We have reached the stage of frustration with lack of respect for authority and lack of self-motivation in students." More parent cooperation was called for.

At this time the Gazette ran a series of feature articles on problems with discipline and attempts to form definite policies.

An excerpt stated, "The most prevalent discipline problems today range from truancy, skipping class, tardiness, classroom disruption, disrespect toward teachers, smoking and leaving school without permission, to theft, failure to turn in required school work, profanity use, sale of drugs, and fighting."

Superintendent Mrdjenovich stated, "The impact of discipline has been the result of a few disruptive students who are depriving other students of 'the right to learn'."

The administration decided that corporal punishment was not the solution, rather withholding of privileges and, in grave situations of infringement of school rules, the use of suspension or expulsion.

RECOGNITION OF STAFF MEMBERS

Some of the outstanding distinctions of the school district's staff were as follows:

Bob Morgan, Parker Senior High Basketball Coach, was elected to the UW-Eau Claire Sports Hall of Fame.

Gwen Daluge, Parker Home Economics Instructor, was elected State Chairperson to the Wisconsin Home Economics Association.

Robert O. Cook, Adams Principal, was elected President of the Wisconsin Council of School Administrators.

Charlene Krause, Instructor of Handicapped at LaPrairie School, was elected President of the Wisconsin Federation of the Council for Exceptional Children.

Robert M. Bauer, Director of Instruction, was named to the Academy of Fellows by the Institute for Development of Educational Activities.

Jan Hoffman, Monroe Elementary Teacher, had his work with teacher-made science kits, called "Shoe Box Science," published by Instructor Magazine.

Michael Dean, Unit Leader at Monroe, was appointed to the State Superintendent's Advisory Committee for Gifted and Talented Students.

William McBay, Craig Principal, became a member for the region's Standing Committee on Curriculum for the National Association of Secondary School Principals.

Arlene Silness, Latin Instructor at Parker/Franklin, was named the Janesville Education Association's Teacher of the Year.

Lanny Knickerbocker, Harrison Teacher, was named to the Executive Committee of UW-Whitewater College's Educational Advisory Council for Professional Education.

Gwen Daluge, Parker Home Economics Teacher, was again honored when named as the 1979 Wisconsin Home Economics Teacher of the Year.

Steve Redenius, Agribusiness Teacher at Parker, was named Outstanding Young Teacher in Wisconsin Agribusiness Education.

Sally Cullen, French Instructor at Marshall, addressed the teachers' convention of the Wisconsin Association of Foreign Language Teachers.

Charlene Krause, Teacher of Multihandicapped, received the State Leadership Award in her field.

Ethel Wegner, Program Coordinator for the Multihandicapped and Early Childhood Programs, became Director-at-Large and Historian of the Wisconsin Federation of Council for Exceptional Children and received an award.

Lorraine Mengert, Elementary Art Teacher, received the Wisconsin Art Education Association President's Award.

Donna Davis, Edison Home Economics Instructional Manager, was named to the Board of Forecast Home Economics Magazine published nationally for home economics students.

John Eyster, Parker Social Studies Teacher, was the recipient of a Valley Forge Teacher's Medal from the Freedom Foundation; he was also appointed to a three year term on the National Advisory Committee on Religion in the Schools by the National Council for Social Studies.

Howard Gage, Public Information Coordinator, was named President-elect of the Wisconsin School Public Relations Association.

William Reis, Parker Team Leader in the Social Studies Department, was awarded the Janesville Jaycee's Outstanding Young Educator Award for 1980.

Robert Bauer, Director of Instruction, again was honored in being selected as a member of the Institute for the Development of Education Activities Academy of Fellows, the oldest continuing inservice program for school administrators in the nation.

Frank Douglas, Social Studies Teacher at Craig, world traveler and lecturer, was winner of the 1979-80 Teaching Award from the Wisconsin Council for Geographic Education for his 53-page resource booklet entitled "Wonderful Wisconsin," designed as part of a teaching unit for sophomores.

John Ashenfelter, Craig Science Instructor, received an award of appreciation from the American Lung Association for his contribution to "Students Teaching Students" on tobacco smoking's harmful effects.

Mike Griffin, Parker Social Studies Teacher and coordinator of the United Nations and Middle East Seminar, attended a conference on Human Rights in Tel Aviv, Israel.

Sue McCarville, Media Supervisor at Harrison, was nominated as Teacher of the Year and was the Janesville Education Association's choice for "Wisconsin Teacher of the Year" in the special services division.

GRADING AND TESTING OF STUDENTS

Implemented in 1976, the School Board maintained a weighted grading system for secondary students in 1978. This determined the worth of grades according to the levels of courses taken by students.

As to testing systems, Janesville schools continued to use tests of the Scholastic Testing Service, Inc. In these achievement tests given throughout the schools, Janesville ranked above the norm in 1979. However, the results showed there was still a need for additional emphasis on reading skills.

The "above the norm" results continued in 1980. Eleventh graders, who were college bound, continued to take the Preliminary Scholastic Aptitude Test (PSAT), the American College Test (ACT), and the Scholastic Aptitude Test (SAT).

STUDENT ACTIVITIES

Dramas at both high schools became very sophisticated and almost professional, such as the presentation of "The Night Thoreau Spent in Jail." The Language Club enjoyed such activities as a French Club Discotheque, Spanish Club Gypsies for a Day, and the Latin Club Roman Banquet.

The Craig Drama Club held Thespian Follies. The art students held exhibits. Orchestras, band and choirs excelled in concerts. One thousand students performed in an all-city Band-O-Rama. A Fife and Drum Corp was new and supported by the Board.

There were annual Homecoming Dances and Proms were still popular.

Debate Clubs argued on such weighty topics as "Resolved that the federal government should guarantee a comprehensive program of medical care to all citizens of the United States."

At both Board of Education and City Library Board meetings, representatives from each senior high school were involved. Although they had no voting privileges, these students were invaluable in expressing student needs.

Students attended many conferences such as members of the Distributive Education Clubs of America (DECA) attending a Career Conference where they were enrolled in marketing and salesmanship. There four students earned the right to go on to a national conference.

In studying politics a Parker Student Congress sponsored a forum for debate by four adult politicians presenting their views on major Democratic and Republican contenders for the Wisconsin primary race.

Students attended the annual Washington Seminar Field Study in Washington, D. C., studying the government in detail.

As regular students intermingled with handicapped students there was a better understanding. So much so that Parker students helped raise the \$2,000 needed to send a student to the World Olympics for the Physically Handicapped in Holland.

Drum Corps gave chaplains a charge "on the beads."

Future Farmers of America (FFA) practiced their agricultural skills and won in competition.

Both Craig and Parker yearbooks and newspapers continued to win national honors from the National Scholastic Press Association.

Latin contests were won by classical students at Wisconsin Junior Classical League Conventions.

Social Studies students, representing the Soviet Union at JW-Platteville Model United Nations competition, were nominated as one of five outstanding delegations.

Many organizations honored students in many fields. For example, the Daughters of the American Revolution honored six area senior students as "Good Citizens of the Year."

A new competitor in contests were members of Distributive Education Clubs of America (DECA), consisting of both Craig and Parker students who won a state competition and sent four members on to the national level. The Janesville club became the Wisconsin Chapter of the year. As a result of their training on the job they competed in such fields as Apparel and Accessories, General Merchandising, Petroleum, Food Marketing and Services, Finance and Credit, and Competent Employee.

STUDENT HONORS

Non athletic, but many were the honors won in other class-based or extra-curricular activities by both senior high schools.

Craig Pompon and Cheerleaders cavorted. There were Voice of Democracy and Forensic winners in the speech field. Bands, orchestras and choirs played and sang themselves into fame.

Drama Clubs gave thespians a chance "on the boards."

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VOLUNTEER AND PARENTAL INVOLVEMENT

"Back to School Nights" were continued allowing parents the opportunity to meet teachers and become acquainted with classes and courses offered to their children.

The Parent Teacher Organizations (PTO) and the Central Parents Advisory Committee provided communication between parents and the district.

Parents raised money for the individual schools through such means as potlucks, carnivals, and white elephant sales.

As many as 600 volunteers assisted somewhere in the Janesville school district in 1977. Superintendent Fred Holt stated:

"We do not look on volunteers as a means for saving the district money. Volunteers provide enrichment and expand the learning opportunities for children. We advocate the use of volunteers to compliment and enhance the role of the professional educator rather than supplant or undermine that role."

An example in 1977 was the Grandparent Program which introduced older people into the elementary school system, thus explaining their life styles to each other.

Examples of outside help by organizations were:

The Public Library had a poster contest for Library Week. The Police Department presented a bicycle safety program.

The Janesville Gazette made up a video-tape entitled "Ad-Ventures in Education" relative to display advertising. They also printed ads created by elementary students for local merchants in a special contest.

The Gazette also funded books at the Public Library on communication, advertising and journalism.

GMAD replaced Driver Education simulators.

In 1979 the Childrens Arts Council, a non-profit organization, proposed to broaden students cultural awareness. The Council brought in programs of drama, music, and other arts.

In 1980 twenty-two businesses opened their doors to high school students in a program called "Shadowing Education Experience." This was designed to familiarize students with the working world and its professions.

In 1981 an addition was made to Craig Senior High School. This was the first time since the 30's that federal money was available for a school building project in Janesville.

Also a federal grant and the Janesville and Tallman Foundation grants were set up for the improvement of the Craig High School Auditorium.

Other school improvements were made through the four years including renovations at the Educational Services Center.

Although there was speculation as to special needs for Marshall Junior High, the insurance company found only five specific remedial requirements. These were made.

Word Processing

The Personnel Office and the Special Education Office had word processing equipment installed. This allowed information to be stored and recalled at a later date. The advantage of these machines is the ability to get out information and data, thus saving both time and personnel.

Recreation Department

After the many years that the Recreation Department was under the Board of Education's supervision, in October of 1978 by a close vote, the City was asked to take over this department. The main argument was that the recreational programs were more service-oriented than people-oriented.

MISCELLANEOUS

Building Improvements

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School Items

In 1978 career information was available through computers at Craig and Parker. Over 1,200 occupations were listed.

Energy conservation was instituted. Thermostats were set at 65 degrees in the winter except in the elementary schools. There was a drive to conserve electricity.

Kindergarteners had early enrollment.

Student handbooks were given to students informing them of school policies.

With the abolishment of the City nursing services, a change was made. The district now purchased services through the Rock County Health Department and was billed for nursing care on an hourly basis.

An attempt to start a school laundry was defeated and the laundry continued to be contracted.

Administrative Policies

1978

Soliciting of funds and sales by students during school hours was curtailed.

Free lunches and milk were again approved for needy children.

Immunizations against polio, diphtheria and measles, usually done before entering kindergarten, were required of all students.

A position paper prohibited use of corporal punishment in handling discipline matters with school children.

The school year was to consist of 180 days actually taught.

1979

The retirement age was set at 70 years for all employees, although after ten years with the district early retirement could be taken at age 62.

A pupil advisement program was budgeted.

Attendance responsibility was up to parents and students. Notes from parents were still required.

Teachers were to have a task force choose suitable inservice program topics of their own choice; i.e., disruptive classroom behavior, teachers' legal rights, staff self-renewal, etc.

An Employee Assistance Program (EAP) would provide assistance with personal problems.

By contract elementary and secondary teachers were required to attend up to 18 inservice meetings per school year.

Student records were destroyed by law after one year unless requested they be retained.

North Central Association remained the accreditation system for the schools.

Quotes

Teachers

"Teachers need flexibility to use tools. The personality of a teacher is important." (Basics) (At a workshop)

"Teaching is a very personal affair, encouraging the young student by helping the child to develop his latent talents, infusing in the meantime some of the virtues that help young people develop into stalwart citizens." -- from Gazette editorial

"Education is a major job, but it holds more promise than any other and more rewards." -- from Gazette editorial, 10/23/79

Students

"Children are human beings and human beings are important and precious commodities." -- from a talk on education, 10/26/79.

School Operation

"The amount of money involved in the capitalization, administration and operation of the Janesville Public Schools elevates the system into the ranks of major business. In terms of the social responsibilities assumed and the number of people served directly by the schools' facilities, they are unequalled as a community social force." -- Gazette Editorial, 3/20/80

Humor

"Student report cards (sheets) were in error. The computer goofed up the grades." -- 2/5/79.

Howard Gage, Public Information Coordinator, dramatized Frances Willard Day (139 years ago) as part of his program by pretending to call her on the phone. Fran told Howie that she died in 1898. He replied, "Oh, I'm sorry to hear that." -- 9/29/79.

And in Closing --

Joseph Forrestal stated, "As president of the school board I believe there's a greater interest in education and student behavior. There appears to be a swing back in time because of the economy. Students are bearing down, unlike the '60's, and we're seeing less vandalism. I view it as a renewal of the educational spirit. Placement of Janesville graduates in high caliber further learning institutions indicates the local district has a good record." -- from "View of Good Year for Schools" -- 8/23/80 - Gazette

ACRONYMS

ACT	American College Test
AEW	American Education Week
AFS	American Field Service
CAC	Children's Arts Council
DARTE	Drug Abuse and Reduction Through Education
DECA	Distributive Education Clubs of American
EAP	Employee Assistance Program
ESL	English as a Second Language
FFA	Future Farmers of America
GMAD	General Motors Assembly Division
ICE	Industrial Cooperative Education
IGE	Individually Guided Education
PAL	Potentially Ablest Learners
PSAT	Preliminary Scholastic Aptitude Test
PTO	Parent Teachers Organization
SAP	Students Assistance Program or School Age Parents
SAT	Scholastic Aptitude Test
WECEP	Work Experience and Career Exploration Program

ADMINISTRATIVE CHANGES

1977-78 - 1980-81

- 1977-78 Richard Iglar, Principal, Franklin Jr. High - 1/78
William Reis, Acting Asst. Principal,
Parker Senior High - 1/78
Mrs. Diane Buss, Principal of Happy Hollow,
Hill Crest, and Rock Elementary Schools
- 8/77
Dean Ringger, Principal, Jackson Elementary - 8/77
Dwane Kamla, Principal, Washington Elementary
School - 8/77 (had served as principal of
the 3 outlying schools)
- 1978-79 Donald Mrdjenovich, Superintendent of Schools - 7/78
Gary L. Bersell, Director of Special Edu-
cation - 9/78 (had been Coordinator)
William Reis, Asst. Principal, Parker Sr. High - 8/78
Gerald Noblitt, Director of Pupil Personnel
Services - 1/79
- 1979-80 Robert Bauer - Director of Instruction - 7/79
(had served as Director of Secondary Ed.)
William Reis - Principal, Parker Senior High - 7/79
(had served as Assistant Principal at Parker)
James Rickabaugh - Assistant Principal,
Parker Senior High School - 8/79
Charles Volin - Curriculum Supervisor - 8/79
- 1980-81 James Rickabaugh - Director of Pupil Personnel
Services - 8/80
Jon Cousins - Assistant Principal, Parker
Senior High - 8/80
Richard Mason - Principal, Adams Elementary - 8/80
Norman Graper - assigned additional role as
Principal of Happy Hollow Elementary - 8/80-6/81
Dwane Kamla - assigned additional role as
Principal of Hill Crest Elementary - 8/80-6/81
Jack Hackett - assigned additional role as
Principal of Rock Elementary - 8/80-6/81
Kathryn E. Miller - Director of Personnel - 7/80
(had been Personnel Officer)

SUPPORT STAFF CHANGES

1977-78 - 1980-81

- 1977-78 John Belfield was hired as full-time Physical
 Therapist - 3/78
- June 1978 Ethel Wegner appointed Child Find Specialist - 8/77
- 1978-79 No changes
- 1979-80 Ethel Wegner was appointed Program Support
 Supvr. - 8/79
- Edwin Timmer was appointed as Reading/ Language
 Arts Coordinator - 8/79 (the position of
 Reading Coordinator was mandated by the
 State in 1978.)
- June 1980 Chris Sny was appointed Social Studies/Gifted
 and Talented Coordinator - 8/79
- 1980-81 Baird Stouffer was appointed as Purchasing/
 Transportation Coordinator - 7/80
- June 1978 Thomas Balliet was appointed as an additional
 Program Support Supervisor - 8/79
- June 1979 Marie Glasgow was appointed Administrative
 Assistant/Board Clerk - 7/80
- June 1980 Joseph DeBauche was appointed as a third
 Social Worker - 7/80
- June 1981 None

RETIREMENTS

1977-78 - 1980-81

Administrators

1977-78

June 1978	Fred R. Holt, Superintendent of Schools Ralph O. Mitby, Director of Pupil Services David E. Williams, Principal, Jackson Elementary School
June 1979	Hugh Horswill, Principal, Parker Senior High L. L. Loofboro, Director of Elementary Education
June 1980	None
June 1981	None

Support Staff

1979-80

June 1978	Mildred Yahnke, Elementary Reading Consultant
June 1979	Fran Achen, Assistant A-V Coordinator
June 1980	Doris M. Anderson, Administrative Assistant/ Board Clerk
June 1981	None

SCHOOL BOARD MEMBERS

1977-78 - 1980-81

1977-78

Robert Collins, President
Keith Collins, Vice-Pres.
Judith Bostian
L. T. Caulfield
Karen Elmer

Joseph Forrestal
Robert Henning
Albert Hough
Jeffrey Thomas

1978-79

Robert Collins, President
Keith Collins, Vice-Pres.
Judith Bostian
L. T. Caulfield
Karen Elmer

Joseph Forrestal
Robert Henning
Albert Hough
Jeffrey Thomas

1979-80

Robert Collins, President
Joseph Forrestal, Vice-Pres.
Judith Bostian
Karen Elmer
Robert Henning

Janice Hoopes
Albert Hough
Jeffrey Thomas
William Wood

1980-81

Joseph Forrestal, President
Robert Henning, Vice-Pres.
Judith Bostian
Robert Collins
Janice Hoopes

Albert Hough
Gary Pergande
Jeffrey Thomas
William Wood

*In 1977-78 40 credits was top, not a Ph.D.

TEACHERS SALARY SCHEDULES, 1977-78

<u>Year</u>	<u>B.A. with No Experience</u>	<u>B.A. with 12 years Exp. & 24 credits</u>	<u>Longevity</u>
77-78	\$ 9,800.	\$16,382.	12 yrs. exp., \$250
78-79	10,192.	17,002	12 yrs. exp., \$250
79-80	11,200.	18,682.	14 yrs. exp., \$280.
80-81	11,760.	19,620.	15 yrs. exp., \$280.

Per Pupil Cost, Operations

<u>Year</u>	<u>M. A. with No. Exp.</u>	<u>M. A. with 13 Yrs. 30 Cred.</u>	<u>M. A. with 13 Yrs. Ph.D.</u>	<u>Longevity</u>
77-78	\$11,136.	\$18,615.	\$18,963.*	12 yrs. exp., \$350.
78-79	11,580.	19,320.	19,682.	12 yrs. exp., \$400.
79-80	12,730.	21,234	21,634.	14 yrs. exp., \$450.
80-81	13,363.	22,295.	22,713.	15 yrs. exp., \$490.

3rd Friday in September

*In 1977-78 40 credits was top, not a Ph.D.

STATISTICS

School District Budgets

The following School District Budgets were approved during the period 1977-78 through 1980-81 school years:

1977-78	\$21,750,000.
1978-79	\$23,269,225.
1979-80	\$24,196,279.
1980-81	\$26,627,272.

Per Pupil Cost, Operations

1976-77	\$ 1,294.00
1977-78	\$ 1,448.00
1978-79	\$ 1,631.00
1979-80	\$ 1,837.00
1980-81	\$ 2,039.00

Total Enrollments
3rd Friday in September

1976-77	13,163
1977-78	12,806
1978-79	12,161
1979-80	11,400
1980-81	11,084

FEDERAL PROGRAMS

The following programs received federal support at sometime during the period of 1977-78 through the 1980-81 school years:

- Agribusiness (Craig and Parker)
- Auto Technology (Craig and Parker)
- Distributive Education (Craig and Parker)
- Job Placement (Craig and Parker)
- Office Education (Craig and Parker)
- Work Experience and Career Exploration Program
(Edison, Franklin, and Marshall)
- School-Within-a-School (Parker)
- Building Trades (Craig)
- SWISS Simulation Workshop
- Secondary Self-Evaluation
- Industrial Cooperative Education (Craig and Parker)
- Title I - Educationally Disadvantaged (included Pre-Kgn.)
- Title IV-B - Gifted and Talented Programs
- Title VI-B - Special Education: Individual Education Planning
Child Find

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by Bernice Cadman

Janesville Public Schools - 1959-76, by Cecelia Howe

Janesville Gazette articles, 1977-80

Minutes of the Janesville Board of Education, 1977-80

Administration Files and Pamphlets

