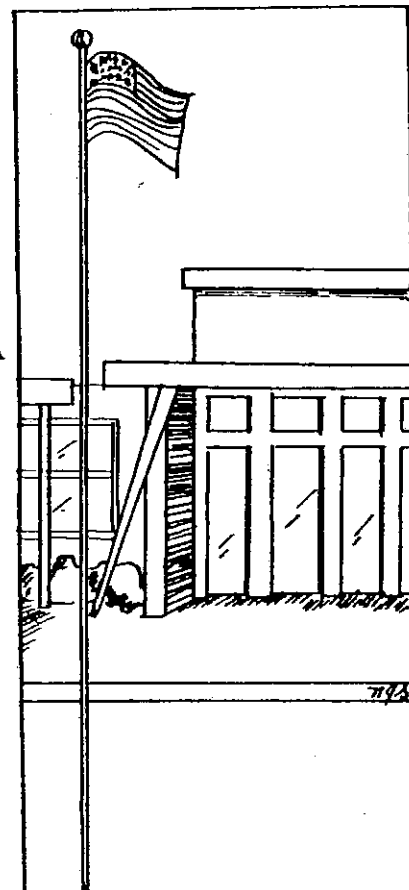


years of
Progress
in the



Pottsgrove Schools

POTTSGROVE'S



Jacob E. Doiley, Supervising Principal



Jean B. Kistler
Administrative Assistant for
Business

The Pottsgrove School System will observe its tenth year as a complete jointure July 2, 1966. At almost the same time another milestone in the history of the Pottsgroves will be reached. On July 1, 1966, in compliance with the Pennsylvania School Reorganization Act, the Pottsgrove School District will become a reality.

As we approach this ten year mark, we find ourselves reflecting on the progress that has been made. Perhaps this brief pause might also afford us an opportunity to evaluate ourselves and to think about the future of the Pottsgrove School District.

The early history of the member districts of the Pottsgrove School System reveals that the three independent townships educated its youth in ten one-room schools.

Lower Pottsgrove Elementary School was constructed in 1931 to replace six of the one-room buildings previously utilized. It was in 1931 that Sanatoga School No. 1, Sanatoga School No. 2, Ringing Hill School, Center School, Franklin School, and the Jacksonville School were closed.

Prior to the year 1929 Upper Pottsgrove pupils attended classes in the Cedar Grove and Chestnut Grove Schools. These were replaced by the present Upper Pottsgrove building.

In 1940 construction began on the building now known as the West Pottsgrove Elementary School. Originally intended to house only the high school students, the program was expanded to include both elementary and secondary students when fire destroyed the combined high school and elementary building on February 6, 1942.

In 1932 and 1937 the Washington School and Madison School respectively were closed.

For a number of years the West Pottsgrove Township maintained an elementary school of eight grades and a two-year high school. In 1931 a four-year junior high school was organized. A six-year junior-senior high school was formed in 1942 with the eleventh grade being added to the program of studies in September of that year. Therefore the first class to be graduated from the West Pottsgrove High School was the Class of 1944.

Students who lived in the Lower and Upper Pottsgrove Townships pursued a secondary education in the Pottstown Schools until September, 1955, when the seventh grade students attended the West Pottsgrove High School.

A complete jointure, including grades one through twelve and known as the Pottsgrove School System, was formed on July 2, 1956, by the Lower, Upper, and West Pottsgrove School Districts. The first class to be graduated from the Pottsgrove High School was the Class of 1957.

The new Pottsgrove High School building located on Kauffman Road, Route 18, was first occupied in September, 1958. Ringing Rocks Elementary School, the newest building in the system, was opened to students in September, 1962.

In 1960 the West Pottsgrove building was renovated, and an addition to the Lower Pottsgrove building was completed in 1962.

HISTORY

Plans have been approved for a \$1.2 million expansion program which will take place at the high school. The program includes the conversion of existing areas into office and administrative space, an art classroom, and a guidance office.

The plans provide for an additional classroom wing, a new library, and a remedial and corrective gymnasium. The capacity of the cafeteria will be increased.

Fifteen new teacher stations are included in the plans. Five regular classrooms, one double classroom, one split classroom, two special education classrooms, one health classroom, a driver education room, an earth-space laboratory, one industrial arts room, and a language laboratory comprise this complex.

The Ringing Rocks building will also be the scene of a \$290,000 addition. This includes six classrooms, a kindergarten room and additional storage.

New buildings and additions to buildings became a necessity as the school population soared. The following statistics are a significant part of Pottsgrove history.

	Professional Staff	Enrollment	Graduates
1956-57	57	1,340	18
1957-58	64	1,491	25
1958-59	78	1,667	28
1959-60	88	1,912	54
1960-61	94	2,043	88
1961-62	97	2,106	92
1962-63	105	2,196	99
1963-64	106	2,280	103
1964-65	112	2,366	136
1965-66	114	2,449*	166*

*April 1, 1966

In spite of increased enrollment, additional staff, expanded facilities, and new instructional materials, the Pottsgroves have consistently provided quality education at one of the lowest per pupil costs of any complete school system in Montgomery County.

Two new administrative positions were created during the past decade. The position of high school vice principal was filled September 1, 1960, while the assistant elementary principal position was filled July 1, 1963.

Student teachers from Ursinus College were brought into the schools in 1965. They were placed under the guidance of experienced teachers.

Curriculum changes are brought about by changes in the community and the needs of students served by a school. The curriculum is also influenced by society's interest in foreign lands, their peoples, and their culture. Emphasis on science and mathematics, for example, was brought about by space exploration. Courses may also be revised as new vocational goals or aims of the students become apparent.

Curriculum changes have certainly been a part of Pottsgrove School System in the past decade. The significant changes made in this period of time are described under the respective instructional areas of the elementary and secondary curriculum.



Jessie H. Rosenberry
Secondary Principal



William W. Means
Elementary Principal



Richard J. Rodel
Vice Principal
Secondary



Thomas Valinoto
Assistant Principal
Elementary

* OUR PHILOSOPHY

We believe, in our democratic society, each individual is of a unique worth and is possessed of certain inalienable rights, among which is the opportunity for the fullest possible development in becoming a healthy, socially conscious, morally upright, and rationally behaving citizen. We believe the public school is obligated to provide each child with as much education as he can achieve in order to meet these ends.

We believe in a school curriculum that is of sufficient breadth, depth, and flexibility to meet individual needs, provide for the mastery of the fundamental skills of learning and communication, and establish a pattern of independent and critical thinking. It should further adjust learning experiences to ability levels through the utilization of the many approved grouping methods, promote the attitudes of both self-discipline and respect for authority, develop cultural values—including the spiritual and the aesthetic, and prepare for both present and future life experiences.

We believe that teachers, themselves, determine to a great extent the success or failure of a school program. Therefore, we believe that teachers representative of the best in intellectual capacity, psychological understanding, ethical principle, and social awareness should be placed in charge of classrooms. Through the development of mutual confidence and respect, teachers do well to begin with a child where he is and then guide him to his greatest potential. The utilization and evaluation of the best in teaching methodology and the clarification and application of standards of excellence in all phases of the school program are essential aspects of the successful teaching function.

We believe an educational philosophy should be a living, dynamic force in school and community life—that it should be under constant re-evaluation and coordination so as to best meet individual and community needs in a society that is making urgent and unprecedented demands for its continued existence.

*Excerpts from the official statements of philosophy of both the Elementary and High School of the Pottsgrove School System.

AUTHORITY



First Row—George L. Yocum, Gerald G. Richards, Fred G. Stein; Second Row—George W. Needhammer, and John C. Saylor.

BOARD OF EDUCATION



Seated—Gerald G. Kochel, *Michael J. Petrick, *W. Forrest Ginder, Robert C. Petrillo, John L. Morello, John R. LaPish; Standing—Jacob E. Dailey, Norman Lepperd, Steve Stavrou, W. Drexel Pierce, Leroy H. Prutzman, Charles H. Bernhart, Joseph C. Czeiner, Michael S. Jacobs and Jean B. Kistler.

*Served continuously since the inception of the jointure.

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LOWER POTTS GROVE



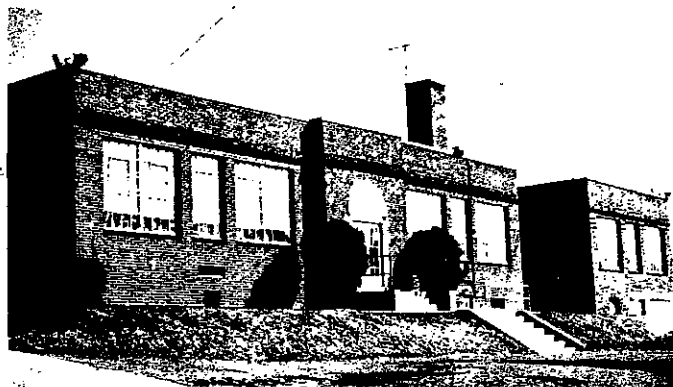
WEST POTTS GROVE



RINGING ROCKS



UPPER POTTS GROVE



ELEMENTARY STORY

The Pottsgrove Elementary Schools provide a fundamental program of instruction which is designed to meet the individual needs of all youths during their formative years. This well-balanced program lays the ground work for the more varied and sequential program offered at the junior high level.

This curriculum, exceeding the mandates of the Pennsylvania Department of Public Instruction, reflects the foresight of the school districts. Provision for a system of central libraries and offerings in physical education were developed well in advance of the dates on which the state made them compulsory. The elementary system has also pioneered in the fields of aural-oral language and modern mathematics.

Ability grouping within the classroom provides for significant individual differences in the learning patterns of pupils. Although the textbook serves as a guide for learning, it is strongly supplemented by resource speakers, films, and field trips taken to actual areas being studied. Enrichment materials cater to the interest of the more able pupils.

To furnish pupils with developmental experiences outside the classroom, Safety Patrols are organized and operated in each building. At the Annual Safety Parade and Rally, the Pottsgrove patrols were awarded three of the nine certificates presented to outstanding groups.

Pottsgrove's elementary schools are among the few in Pennsylvania that are improving instruction through the use of the evaluative technique. Utilizing the Boston Elementary Evaluative Criteria, every staff member was involved in three years of self-evaluation, improvements, and re-evaluation.

A quotation from the Report of the Visiting Evaluation Committee reads, "The Members of the Visiting Committee wish to commend the Pottsgrove School System for its pioneering in the field of Elementary School Evaluation. Comparatively few districts in the Commonwealth of Pennsylvania have conducted "complete" elementary evaluations. The Committee recognizes that the attempt to improve the program through the process of self-evaluation is, and of itself, commendable."

LIBRARIES

The Pottsgrove Schools have been pioneers in the area of elementary school libraries. Each building has a central library which operates as an instructional materials center. Housed in these centers are books, periodicals, encyclopedias, pamphlets, pictures, and audio-visual aids.

These libraries are under the direction of a certified librarian. To supplement the professional services of the librarian, lay personnel are trained in routine duties. They volunteer several hours of work each week. Student assistants also help to provide additional services.

The central libraries did not supplant the classroom libraries but serve to supplement these collections.

Library instruction, beginning in grade four, assures a workable knowledge of these resources. All classes are scheduled for frequent visits to the centers.

It is worthy to note that in the elementary libraries, Pottsgrove has four times the number of volumes per pupil as are mandated by state minimums. Pottsgrove has 5.8 volumes per pupil as compared to the state's mandated 1.5. Totally, the centers have 6,950 volumes, 71 magazines, 20 sets of encyclopedias, and 461 filmstrips. Additional films and filmstrips are procured through membership in the Montgomery County Film Library.

The summer library program conducted at the Pottsgrove High School includes reading materials for pupils of elementary school age, as well as materials for secondary students and adults. To provide this service, one of the elementary collections is moved to the high school.

That the Pottsgrove libraries are reflecting unusually high standards became evident when they were selected as one of the four Pennsylvania school library systems to represent the state in a national competition in 1963.



LANGUAGE ARTS

The language arts program is designed to insure competent use of all communication skills. To this end, an abundance of composition work is offered at all levels. The skill subjects of spelling and writing are correlated with each of the other curriculum areas. The basic types of activities carried out are functional, developmental, and recreational. Every opportunity to apply these skills and abilities to the pupil's every day life is promoted.

Our basic program of reading instruction is unique, supplemented during the first three grades with an unusually strong program in phonetics. Following a year of experimentation, "The Phonetic Keys to Reading" was incorporated into the curriculum in 1961. An additional program in the intermediate grades has given greater emphasis to other reading skills.

Realizing that not every child learns to read by the use of the phonetic principles, Pottsgrove provides two complete series of supplemental reading programs. Additional materials are also available in every building, enabling the classroom teacher to meet pupil reading levels other than that of grade assignment.

A summer program of Developmental Reading was initiated during the 1964-65 school year. This program, which is in session during the months of June and July, involves ten faculty members and approximately 150 pupils.





SCIENCE - MATHEMATICS

In a decade filled with Sputniks, modern math, and nuclear experimentation, major curricular revisions have been the trend. Offerings in elementary mathematics and science reflect this pattern.

An intensive two-year program of classroom exploratory work, supported by staff in-service sessions, has resulted in the introduction of a pilot program in Modern Math. Following experimentation with primary classes during the 1963-64 term, the program was expanded to include nine additional classes in 1964-65.

A favorable evaluation of the results by the teachers fostered a need for orientation for all elementary personnel. Twelve sessions under the leadership of Dr. Albert F. Filano, West Chester State College, gave all staff members a workable knowledge of vocabulary, symbols, concepts, and procedures essential to this new field.

In the area of science, the Pottsgrove program provides for the development of competencies and appreciations in discovering the methods and phenomena of science.

The scientific offerings are related to the life experiences of children in the natural, physical, and applied areas of the subject.

Our approach might well be entitled the "Discovery" method. Pupils are given the opportunity to experiment, to discover, to construct, and to demonstrate individual projects, as opposed to the read and recite procedure. A wide variety of scientific equipment is provided by the school district so that this approach can be followed.

Combined efforts in these related fields expose the child to modern day thinking in these two areas important not only to us as individuals but also to us as a nation.



ART - MUSIC

Art and music instruction are included in each child's schedule. In the field of art two certified specialists are responsible for the program. In addition to the work given to pupils by the specialists, the classroom teachers also direct seasonal projects.

Lettering, posters, charcoal, still-life, action figures, and murals are among the art forms developed within the classroom. To give recognition to the pupils who produce art projects, display cases and bulletin boards often are utilized to present their works to both student and parent groupings. Typical of such presentations are the PTA art show and the May Day Festival exhibit.

A comprehensive music program is directed by three music specialists. Vocal music is taught one period each week in all classrooms by the music teachers and four times a week by the classroom teachers. Serving the total elementary curriculum, music teachers work to correlate the music program with the various holidays, subject fields, and pupil interests.

Instrumental instruction has expanded over the years. This offering was further developed by the addition of a stringed instruments program in 1964. Small group and individual instruction are provided for children who play instruments. Today there are 40 beginning and advanced string players.

Musical organizations include a choral group in each building, a band with 55 members, a beginners' band of 30 members, and an elementary orchestra of 30 members. Two of these organizations, the beginners' band and the elementary orchestra, were developed within the past two years, and the chorus program was developed within the last three. All organized groups rehearse after school hours on a rotating schedule. A combined spring concert culminates the total effort.

Uniforms, secured in 1962, add to the professional presentation and color of the band.



SPECIAL EDUCATION

Students with special academic needs are offered a program of study designed to provide individualized work at varied levels. This ungraded pattern, enabling each pupil to proceed at his own pace, was established in 1958.

Over the ensuing years, the program was further expanded to include classes for both primary and intermediate pupils. The primary class was initiated in 1963. In order to achieve maximum development of the student's abilities, the teacher-pupil ratio in our two elementary groups has been maintained at one teacher to ten pupils.

To provide for reading readiness at the primary level, the teacher utilizes Rem-Lex materials for individualized instruction. At the intermediate level reading needs are satisfied by the use of the Initial Teaching Alphabet.

PHYSICAL EDUCATION

In line with the Physical Fitness Program advocated by the late President Kennedy, Pottsgrove Elementary Schools inaugurated an organized physical education program in 1962. This offering complies with the recommendations of the Department of Public Instruction.

A committee composed of elementary teachers and the high school physical education department developed the content for this program which was in operation prior to September, 1964. It was at this time that physical education on the elementary level was made compulsory.

Twenty minutes of organized physical activities are scheduled each day. These activities supplement the recess play periods.

A cooperative program with Ursinus College brought student teachers, majoring in the field of physical education, into our schools during the current year. These specialists, working with the classroom teachers, further implemented the existing activities.

In September, 1966, the physical education program will be further developed with the addition of an elementary physical education instructor to the staff. He will co-ordinate the program throughout the elementary buildings.



SOCIAL STUDIES

An expanded social studies curriculum has provided for the unit teaching approach. Through the acquisition of additional reference and supplemental text material in the spring of 1964, each classroom in grades four, five, and six was provided with material from six different publishers. With the usual basic texts, accumulated supplemental material, and the recent purchases noted here, each child is adequately afforded the opportunity to pursue this area in depth with a view to a broad basic content.

This curriculum is further enriched by films and filmstrips. Field trips to the Commercial Museum in Philadelphia expose pupils to authentic articles, interesting authoritative lectures, and a complete culmination of the classroom study. Pupils are given opportunity to further explore the content area by the use of tape recordings and picture collections housed in the instructional materials center. All these materials are correlated with the curriculum through the center.

An In-depth Study for all fifth grade pupils is projected for the forthcoming year. The topical concentration of this pilot study will be the southern United States.



SPANISH

Today's national and international commitments, as well as the scientific advances of this century, make the knowledge of a second language important to all individuals.

Since the development of aural-oral skills necessitate an extended time sequence, a premium is placed on learning a language during childhood when physiological and psychological factors promote the acquisition of the involved skills.

With this philosophy in mind, Conversational Spanish is taught to all children in grades four, five, and six. The program, committed to a vertical progression through the high school years, exposes each pupil to three periods a week of Spanish.

It is interesting to note that only 48 counties in Pennsylvania are listed as having such a program. Montgomery County has 12% of its elementary pupil population enrolled in modern foreign language instruction while Pottsgrove shows 39.5% of its elementary population in this program.





West Pottsgrove Junior High — Photographed 1931

POTTSGROVES O



Madison Building - Closed 1937



Chestnut Grove - Closed 1929

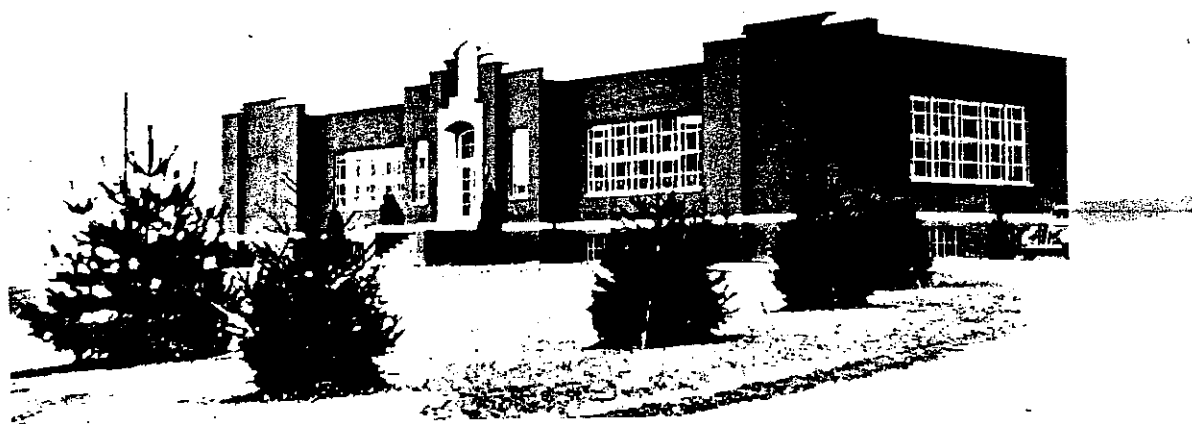


Cedar Grove - Closed 1929



Franklin School - Closed 1931

F Y E S T E R Y E A R



Lower Pottsgrove School - Photographed 1937



SECONDARY STORY

Pottsgrove High School offers a comprehensive program. The course of study in the junior high school is general in nature, whereas in the senior high school students are offered an opportunity to secure academic, technical, and vocational preparation.

The high school program is in compliance with all mandates of the Pennsylvania Department of Public Instruction and exceeds it in many areas. Five main tracks are offered to students: Academic, Business Education, General and Vocational Home Economics, Vocational Agriculture and Mechanics, and Industrial Arts. A general course is arranged for students whose needs are not met by following any one of the main tracks. Schedules are tailored to fit each individual. Vocational-Technical needs will be further met with the opening of the approved Western Montgomery County Vocational-Technical School, Area II.

Provisions are made for students to develop special abilities in art, music, and public speaking under the direction of competent faculty members. Additional interests which these students might have are satisfied by participation in various activities included in the co-curricular program.

The program for the most academically able students begins in the seventh grade with ability grouping, which allows for curriculum enrichment.

The development of the curriculum has been such that a number of Pottsgrove students have merited advanced placement in their freshman college program.

In November, 1962, Pottsgrove High School was evaluated by the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools. This evaluation resulted in the maximum initial accreditation of a three year period.

The following excerpt from the written report of the Visiting Committee expresses their feeling toward Pottsgrove High School: "The visiting committee unanimously agreed that Pottsgrove Junior-Senior High School is a very good school and has developed and implemented an educational program which meets the common and individual needs of the students it serves."

LIBRARY

When the doors to the library of the new Pottsgrove High School were opened in September, 1958, the resources were very limited. Shelving to accommodate 4,000 volumes had only 1,736 books placed on them. The volumes, most of them old and in poor condition, were brought from the former high school building.

A part-time librarian was in charge of the modern library which seated 100 pupils.

In 1961 with a greatly increased budget and a full-time librarian, the library program moved forward.

In 1963 a summer library program was initiated. To satisfy all age groups—pre-school, elementary, secondary, and adults—an elementary library collection supplemented the high school materials.

Additional shelving was added to accommodate the increased number of volumes. Among the materials housed in the library, are 10,000 volumes, 82 magazines, three daily newspapers, files of pamphlets on many subjects, career information, college catalogs, and audio-visual materials. It is now truly an instructional materials center.

Having outgrown the present facilities, the library will be moving into new quarters which will be known as the Jessie H. Rosenberry Library, as designated by the Board of School Directors on March 7, 1966.



GUIDANCE

The educational, occupational, and personal concerns of students establish the major counseling function of the guidance department.

Advisory relationships to administration and staff, parent conferences, sequential testing, college and occupational transcripts, record keeping, educational planning with community adults and alumni, group guidance classes, vocational and college conferences, and referral services to educational and community agencies represent some of the more substantial responsibilities of the guidance staff beyond student counseling.

During the past ten years the guidance department has expanded its program to include two fully certified counselors who provide guidance services for the entire year. The department also has directed its emphasis from group guidance to individual counseling.

The addition of a series of counselor-parent programs in the area of junior high orientation and ninth grade course selections, the scheduling of two Parent-Teacher Conference Days, and the development of a pupil-progress program have offered opportunity for increased home-school cooperation.

A federally funded Guidance-Mental-Health Team, adding a third member to the guidance staff and including an elementary program, is the latest projection of the department.





ART

A decade ago art was taught by one instructor to all junior high school students. Today the art department offers a larger and more varied program of art education.

Expanded facilities in the present high school building allow for a program which includes ceramics, jewelry, clay, weaving, printing, sculpture, oil painting, copper, and enameling.

The art department has grown to include two teachers instructing students in grades seven through twelve. A course in Related Arts is taught in conjunction with the home economics department and deals with art as it relates to home and family living.

A major art course is scheduled for the next school term. With the addition of this course, the art program will more completely meet the needs of students who plan a career in the field of fine or commercial art.

Art Appreciation and Art Research, taught in depth at the eleventh grade level, are initially explored in terms of individual projects in other courses.

MUSIC

The music department is offering a program designed to develop in all students a deeper appreciation of music and, in the musically talented, a more excellent performance. In addition to private and sectional instruction available to interested students, all seventh and eighth grade students are scheduled for music instruction. Music appreciation electives are offered in the senior high school. Next year a music major will be offered to eleventh grade academic students.

From a staff of one full-time and one part-time teachers in 1956, the department has grown to a three-member staff. A summer music program, started in 1955, now includes rehearsals for all hands and music theory instruction.

The 65 member junior chorus, 65 member senior chorus, the three concert bands, two marching bands, and two stage bands of today contrast significantly with the performing groups of 1956: a 30 member junior high chorus, a 30 member senior chorus, one 30 member concert band, one marching band for grades 5-12, and one stage band. Gowns were purchased in 1962 and have added to the professional presentation of the senior choir.

Members of these groups perform with choruses, bands, and orchestras on area, district, and state levels. They participate in exchange programs with area schools and march in local parades. In 1965 the concert and dance bands performed at the World's Fair in New York.

Through the combined efforts of the School Board and the Music League, new band uniforms are being purchased.

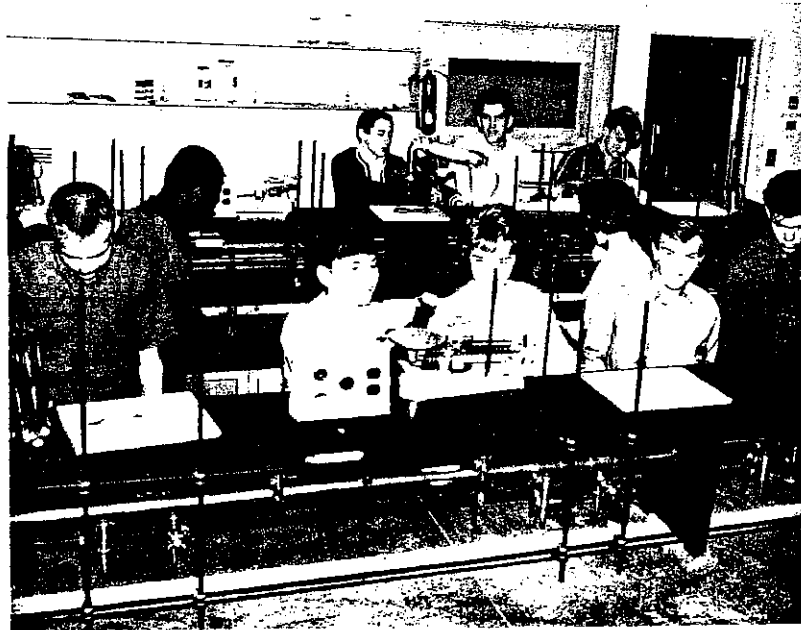


SCIENCE

The ever increasing interest in the sciences has necessitated broadening course offerings in number and scope in our school. Ten years ago, there was one teacher who taught chemistry, physics, biology, and general science. Students enrolled in all classes at that time numbered 287. At present there are 697 pupils participating in the science program administered by five teachers.

Advances in science increasingly challenge methods of instruction and require constant up-dating of the course content. Improved laboratory equipment, visual aids, field trips, and lectures by visiting specialist serve to broaden the concepts of science for our students.

Required courses for all students include general science and biology. For college-bound students the following additional courses are required: earth and space science, chemistry, and physics. Physical science is offered as an elective for those students in the industrial arts and homemaking curriculums. Elective courses in advanced biology and advanced chemistry are available for the more competent students.



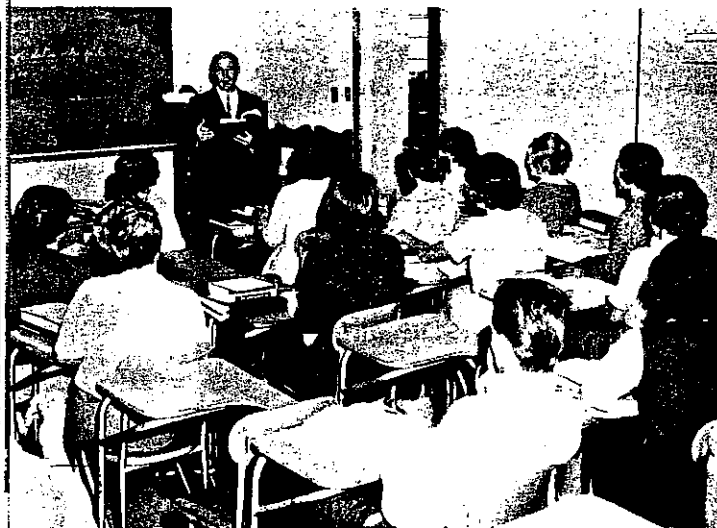
MATHEMATICS

Perhaps no other subject has received more public attention in recent years than mathematics. Both the content of the text material and the technique of presentation have changed. Mathematics teachers have kept pace with the changing mathematics curriculum by attending in-service, summer, and academic year institutes.

A modern mathematics program is available to students in grades seven through twelve. This program incorporates many of the recent recommendations of the Commission on Mathematics of the College Entrance Examination Board, the School Mathematics Study Group, and other groups interested in the improvement of mathematics teaching and learning. The primary objective is to meet the needs of the students and to prepare them for either terminal or higher education. College preparatory students have an opportunity to take courses ranging from elementary algebra to analytic geometry, fundamentals of analysis, and an introduction to calculus.

Mathematics is no longer taught as a book of rules or laws. Modern mathematics is presented as a process of deductive reasoning with emphasis placed on structure, method, and understanding.

The mathematics staff has increased from three staff members to six.



SOCIAL STUDIES

The social studies department has expanded and improved its curriculum to meet the problems of the present day world.

During 1961-62 a new course in World Cultures was presented with the major emphasis on the peoples and cultures of the non-western world. This replaced the previously required tenth grade course of World History. This course has now been extended to a one and one-half year sequence.

The ninth grade course in Pennsylvania History has been incorporated into the eighth grade American History offering an opportunity for the presentation of a Civics/Government course during the first half of the ninth grade program.

During the 1963-64 school year seniors were offered an elective course in economics. In 1964-65 this course was made compulsory for graduation and is now taught to all seniors during the first semester. An elective course in sociology was offered to seniors during the same year.

Perhaps the biggest change in the social studies curriculum came during the 1964-65 year when a program of Team Teaching and Large Group Instruction was introduced into the eleventh grade American History course. This teaching arrangement has also been utilized in the tenth grade World Culture classes. So successful has this experiment been that we are presently planning to incorporate this method in both the tenth and eleventh grade classes during the 1966-67 school year.

ENGLISH

In the past decade the English department has implemented various changes in continually pursuing an improved program.

Innovations include new courses which may more adequately prepare students for contemporary challenges.

Vocabulary and Composition has been added to the curriculum to develop or enrich skills in both creative and critical thinking, writing, and speaking. Students enrolled in Vocabulary and Composition are those concentrating in the field of language.

Offered also for the language major is Advanced English which presents to the student the occasion to promote or strengthen an appreciation of the novel and the play.

In an effort to foster improved writing skills among all students, fewer pupils have been assigned to each teacher of English. Provisions have been made in the schedules of each staff member to allow time for correcting compositions.

In addition to cooperating with the school library in fostering a guided outside reading program, literature classes require readings which range from Dickens' Christmas Carol in seventh grade to Shakespeare's Macbeth in the twelfth grade.

Summer Reading for the College Bound, Developmental, Corrective, and Remedial Reading for the junior high, and Individual Instruction for any students requesting help are some of the advancements supplementing the progress of the reading program.

During a ten year period of time the department has grown from a staff of two full-time and one part-time teachers to seven full-time English instructors.



INDUSTRIAL ARTS

Basic skills in wood work, metal work, graphic arts, plastics, and leather are offered to junior high school boys. Advanced courses in the same fields are available to senior high school students.

Boys in seventh and eighth grade become acquainted with the various techniques, tools, machines, and methods. This exploratory background better prepares them to select further courses in this subject area.

Industrial arts as a sequential offering is available beginning at the ninth grade level. A student pursuing this course of study will gain skills essential to vocational success.

During the past ten years the industrial arts program has expanded its number of offerings to accord the students a more complete picture of this field. With the introduction of the foundry in the metal shop area, plastics in the wood-working area, and a course in Mechanical Drawing and Blue Print Reading, progress has been made toward a more comprehensive program.

This department draws upon the many resources of the community for much of the materials relative to industry and industrial products.

HOME ECONOMICS

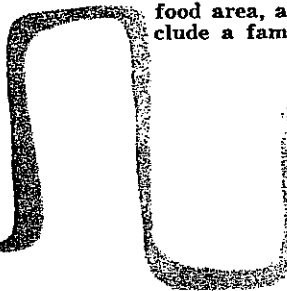
Basic courses in child care, food preparation, clothing, and homemaking are required of all junior high school girls.

Ninth grades are given the opportunity to elect further study in the departments of foods, clothing, and related arts.

Two electives have been offered in the senior high school. These include general home economics for boys and advanced clothing for girls. Another elective which will be offered next year is tailoring.

Girls can elect a three-year sequential offering in home economics. Specialized work is given in child care and guidance, housing for the family, food for the family, family health and home safety, clothing, and personal, family, and community relationships.

The department has grown in staff number and facilities. Ten years ago one full-time and one part-time teachers taught the seventh and eighth grade girls and nine vocational students in one room. Today the assignment is handled by two full-time teachers in a modern three-room suite. The art department assumes the responsibility of teaching related arts courses. The three rooms include a clothing center, food area, and an all purpose room. Additional facilities include a family living center and a Dwyer kitchen.





AGRICULTURE

When we entered our present high school building at the beginning of the 1958-59 school year, a fifth course, Agriculture and Mechanics, was added to our curriculum. This course is designed to prepare students for careers in farming and in occupations related to the agricultural industry. It may be pursued as a terminal or college preparatory course.

After September 1967, the course in Agriculture will be available in the Western Montgomery County Vocational Technical School, Area II. Our limited and rather stationary number of students enrolled in Agriculture will be better accommodated in the more comprehensive program which the Montgomery Vocational-Technical School will offer.

DRIVER EDUCATION

Introduced to the high school curriculum in 1952-53, the highway safety and driver education course prepared 21 students. This program employed one part-time teacher and utilized one automobile.

At present all tenth-grade students receive 30 hours of classroom instruction in highway safety. Psycho-physical apparatus is used to check sight and physical coordination to further insure the safe-driving program. With this background students may elect the seven hours of actual highway driving. Upon completion of the course, a pupil is issued a certificate which enables parents to receive lowered automobile insurance premiums, and the student is able to secure his senior license at age 17.

Not only does this course serve to teach students to drive automobiles but also, places the emphasis on safe driving. It makes a valuable contribution to the highway safety of the community.



LANGUAGES

The language curriculum has expanded from an offering of one language with a two year sequence to a program of four languages with a projected maximum sequence of six years.

A decade ago two years of French were offered beginning in the eleventh grade. Latin was added in 1958-59, initiating a two-year sequence. In 1960-61 French I was offered in the tenth grade and capable students were allowed to take two languages, French I and Latin II simultaneously. During this same year German I was offered to eleventh graders.

In 1962-63 a four-year sequence in French allowed ninth grade students to choose between Latin I and French I. In September of 1964 we met the Elementary Aural-Oral Spanish Program at the seventh grade level. Two sections of conversational Spanish were incorporated into the seventh grade curriculum for two periods a week. At the present time we have our first French IV section completing a four-year sequence.

Students with a language aptitude and preference may elect a long sequence or a combination of several languages. With the addition to the building, these language majors will have access to language laboratory facilities.



BUSINESS EDUCATION

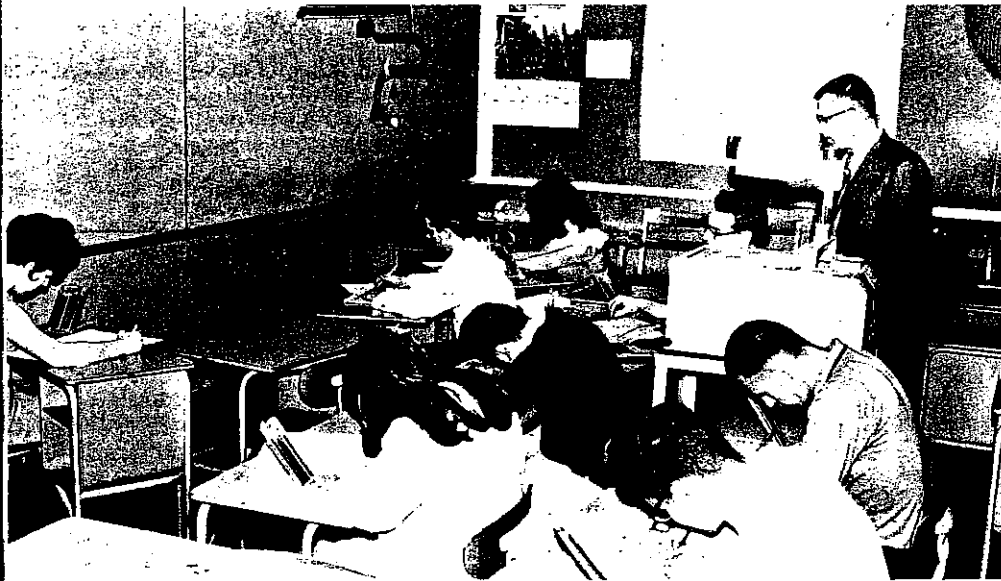
Business education has grown from a strictly secretarial offering to include a sequence of clerical courses. To meet the demands of this expanded program, the department has increased from one teacher to a staff of three teachers.

The secretarial course emphasizes stenography; the clerical course utilizes skills in the use of office machines. Both sequences incorporate basic business knowledges; such as, typewriting, book-keeping, salesmanship, business correspondence, and business mathematics. The offerings also include courses in advertising, business law, consumer education, and junior business training.

Qualified secretarial and clerical students are issued certificates of proficiency to certify their vocational competency.

An expanded work-experience program in which students are assigned as student secretaries to faculty members and the school offices gives students practical experiences.

Development of a closer relationship with area businesses and personnel managers has consistently placed competent students in local offices.



SPECIAL EDUCATION

A specialized curriculum, tailored to meet individual needs, offers experience in home and family living, health, democratic group living, and vocational areas to approximately eighteen students taught in an ungraded pattern.

These students whose needs are identified by careful evaluation are given small group and individual help in their academic subjects. They participate with other students in art, music, physical education, home economics, industrial arts, home-rooms, clubs, and assemblies.

This program offering is an outgrowth of a seventh grade special class which was conducted from 1958 to 1960.

In 1961 on the junior high school level, a special education class was established as a pre-vocational program. Provisions have been made to continue this offering on the senior high school level.

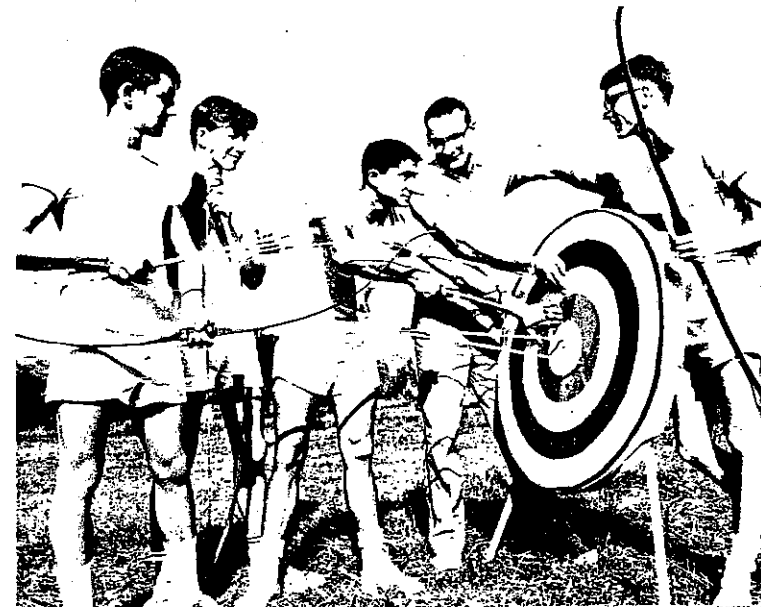
HEALTH - PHYS. EDUCATION

Health education has developed from a pattern of a one period per week offering on each grade level to a three period per week schedule for all students in grades nine and twelve.

Large group instruction, with the utilization of professionally competent specialists, and field trips, offering students a firsthand acquaintance with community facilities at Pennhurst State School and Norristown State Hospital, represent a significant innovation in this subject area.

Physical education, required in all grades, stresses physical fitness and the development of skills in large and small group sports. A revised course of study includes increased co-educational activities and individual sports. Co-educational volleyball, tennis, archery, table tennis, and badminton are among the recent additions.

Plans are being formulated to offer more comprehensive adaptive and remedial physical education activities to qualifying individuals.





CO-CURRICULAR ACTIVITIES

Co-curricular activities quite frequently are the part of the student's school life which motivates him to do better work in the academic disciplines.

Pottsgrove's co-curricular program is extensive in both depth and scope. The growth in number of offerings indicates a willingness on the part of the faculty members to sponsor these activities and on the part of the students to support them.

In the past ten years the athletic program, interscholastic and intramural, has been expanded. Wrestling, track, cross-country, golf, tennis, and volleyball have been added to the list of inter-scholastic sports which are now played with schools of the Ches-Mont League.

Musically, the offerings now include concert bands, stage bands, marching bands, and choruses on the junior and senior high levels. A brass ensemble makes frequent appearances.

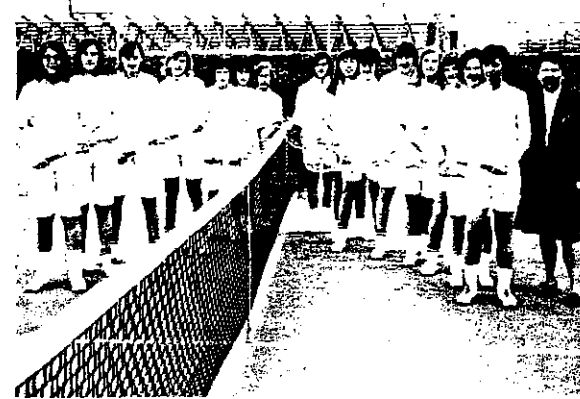
Since 1960 a printed school newspaper has been published seven times during the school year. This replaced the former paper which was mimeographed. The POTTSGROVIAN, the school yearbook, is now a bound volume. Maximi, a literary review, also displayed the creative works of students.

The Pottsgrove Chapter of the National Honor Society was established in 1959. Other groups associated with state and national organizations include the Student Council, Future Homemakers of America, Future Farmers of America, and Future Teachers of America.

Groups such as Future Nurses, Future Business Leaders, the Library Club provide programs of vocational interest. Avocational interests are satisfied in a well-rounded club program on both the junior and senior high school levels.

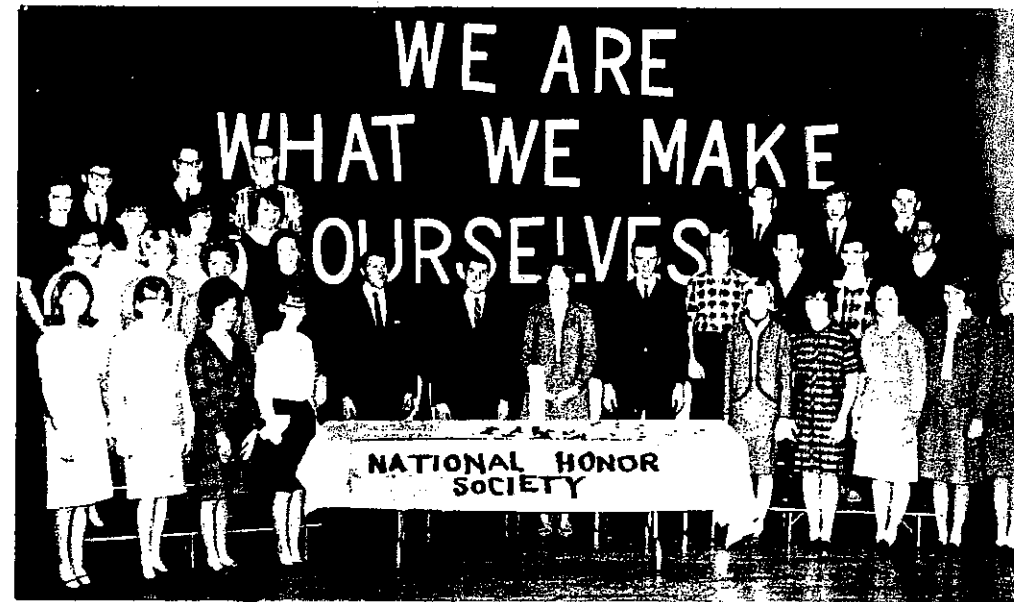
Dagrun Jensen, Pottsgrove's first foreign exchange student, spent the 1964-65 school year with us.

It was the express desire of her sponsors that she bring back to Moss, Norway, some insights gained from our co-curricular program to incorporate in the activities of their schools.





John M. Brown
State Orator



CO-CURRICULAR ACTIVITIES



Dagrun Jensen
Exchange Student



CAFETERIAS

The school hot lunch program available only to students of Lower and Upper Elementary Schools in 1958 has since been extended to all throughout the system. More than 1,450 student platters are now served daily in the system's five buildings.

The meals are prepared by a staff of 23 women under the supervision of a cafeteria manager. The manager coordinates and supervises the entire lunch program, including the planning of menus and the purchasing of supplies. A part-time clerk assists with the keeping of financial and statistical records.

The menus, prepared in the individual school kitchens, are planned around a basic pattern known as the Type "A" lunch. This pattern was formulated by the Government under the National School Lunch Act. Protein foods, fruit, vegetables, bread and butter, and milk comprise the menu which provides the student with one-third of his daily food requirements.

The self-supporting lunch program, in addition to receiving surplus foods, is also reimbursed by the Federal Government.

HEALTH SERVICES

The school health services staff has increased from one full and one part-time nurses to three full-time nurses who serve both the public and parochial schools in the districts. Two doctors and two dentists are also employed on a part-time basis.

During the last ten years there has been a change of emphasis regarding the method of satisfying the mandated dental and physical examinations. These examinations were done almost entirely by the school dentist or doctor. Today the student is encouraged to have his family physician or dentist do the required examinations and forward the information to the school. One-third or more of the required examinations are now fulfilled in this way. This procedure brings to the school more information about the student's health history and provides for continuity in his medical and dental care.

The school provides the following health services for all pupils who are attending public or private school in the district:

1. Emergency care is given to pupils who become ill or injured.
2. Medical examinations are administered on original entry into school, in the sixth grade, and in the eleventh grade.
3. Dental examinations are scheduled on original entry into school, in the third and seventh grades.
4. Vision screening tests are conducted annually by a nurse using the Snellen or Telebinocular testing equipment.
5. Hearing screening tests are given in kindergarten, ungraded, first, second, third, seventh, and eleventh grades, using an individual pure tone audiometer test.
6. Height and weight measurements are recorded at least once each year.
7. Medical and dental records containing all the information the school obtains concerning the health of the student are kept on file.
8. Tuberculin tests are done on all students in the tenth grade.



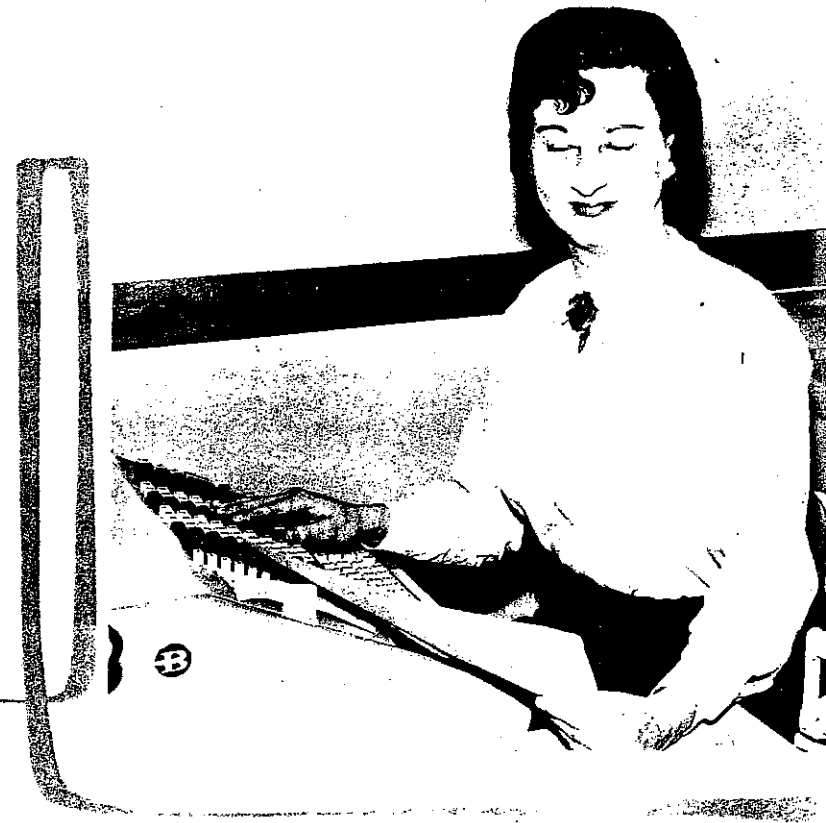
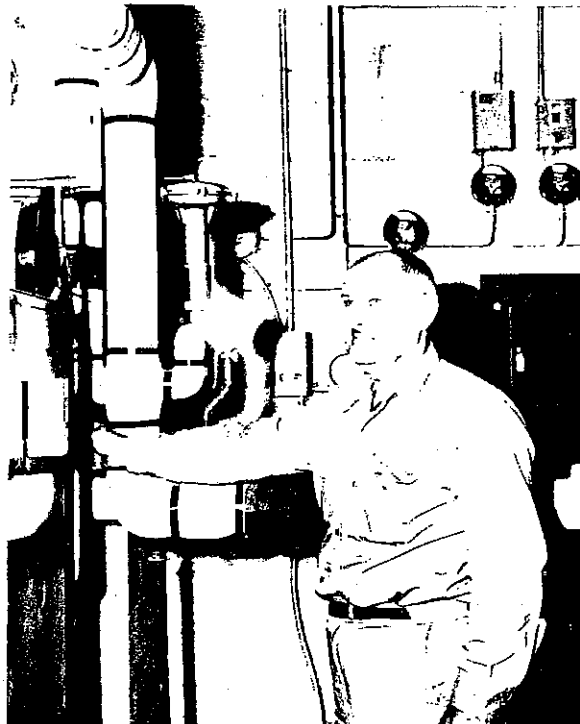
CLERICAL STAFF

One part-time and eight full-time clerks are employed to perform the necessary secretarial and clerical work in the various offices throughout the system.

In 1956 three staff members handled all the clerical responsibilities. Constant growth in pupil population, building requirements, and mandated business obligations made it imperative to enlarge the staff.

One person is assigned to the administrative office, two to the business office, three to the elementary buildings, two to the high school office, and a part-time employee is designated to do guidance and library work in the high school. One of the elementary clerks also does work for the cafeteria manager.

The position of business manager was first filled in 1962.



MAINTENANCE

The maintenance staff of eleven full-time and three part-time employees reflects the constant growth of the Pottsgrove System. In 1956 the district boasted only four full-time and one part-time custodians. During the intervening years, however, Pottsgrove High School and the Ringing Rocks Elementary School were constructed, more than doubling both building and grounds area. This additional space, in conjunction with burgeoning enrollments and vastly expanded curricular offerings, greatly increased the maintenance burden.

Duties assigned to these personnel include general cleaning, building operational obligations, cafeteria assistance, receiving, storing, and distribution of supplies, painting, minor repair work, snow removal, care of lawns and shrubbery, and hauling of supplies within the district.

One person, designated as district maintenance man, handles all major repair work not awarded to independent contractors.

TRANSPORTATION

Pupil transportation is an integral part of the school program. Ninety-five per cent of the pupil population is transported to the respective attendance centers in accordance with statutory requirements and Board policies designed to protect the health and safety of students.

Bus routes are carefully planned to efficiently service the educational program and minimize the travel time of students.

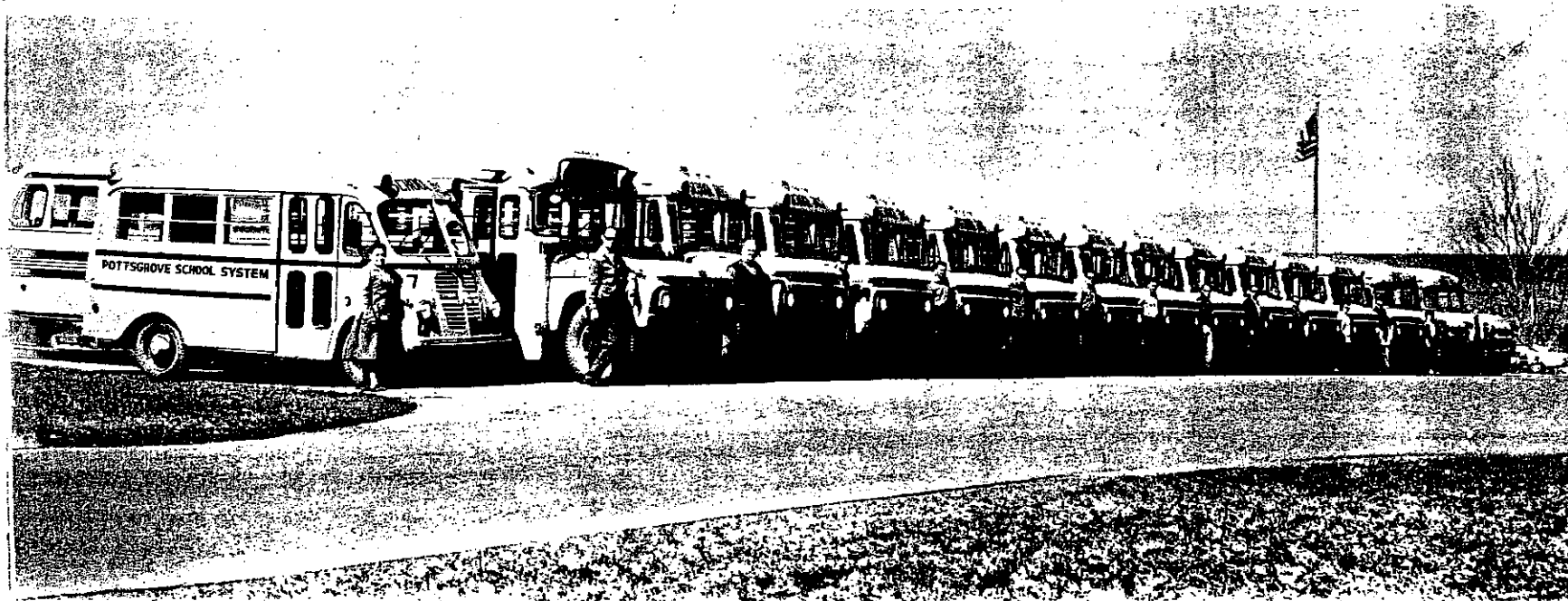
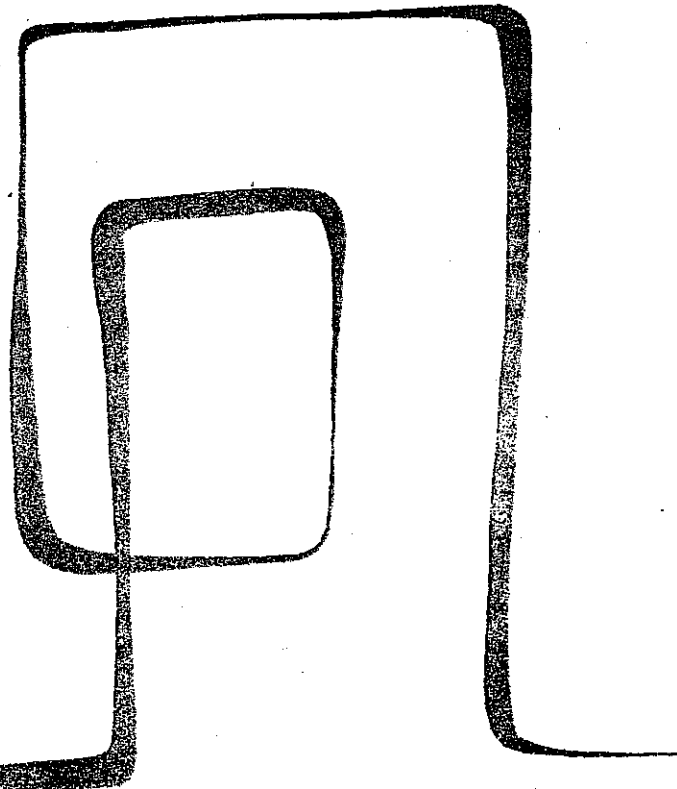
Eighteen trips are required to transport secondary school pupils while seventeen trips are necessary to take elementary students to and from school.

An activities bus, providing transportation for students engaged in an extensive co-curricular program, makes possible this significant aspect of student development.

The transportation program further provides facilities for educational field trips. In one year as many as 45 educational field trips enhanced the curriculum offerings.

The Pottsgrove School System owns and operates 14 regular buses and one special education bus. Plans include the purchase of two additional vehicles for the 1966-67 school term. In 1956 the district owned only four buses and contracted six.

In view of a doubled enrollment, the addition since 1956 of seven kindergarten classes and two special education classes, the transportation costs have been kept remarkably low.



A DECADE OF AC

	1956	1957	1958	1959	1960	1961
S T U D E N T	Valley Forge Area Band	District Band	Youth Appreciation Week Bowling Champions Inter-County Band State Band Homecoming Activities	Girls Hockey County Champions District Orchestra State Orchestra National Honor Society Chapter Organized Track Team Organized	Host to District Band Host to Valley Forge Area Band	F.H.A. awarded Red Rose Award F.F.A. Public Speaking Con- test Winner Girls Basketball I-C Co- Champions Boys JV Basketball Co- Champions, C-M League Berks-Lehigh-Montgomery F.F.A. Basketball Champions Optimist International Orator- ical Contest Zone Winner Montgomery County Science Fair First Place Winner National Science Foundation Summer Program Stipend for Students Wrestling Team Organized
F A C U L T Y	Secretary-Treasurer Mont- gomery County Sec- ondary Principals Associa- tion - Jessie H. Rosen- berry			National Science Founda- tion Stipend Award - Howard J. Moyer Secretary, Inter-County High School Athletic Association - Jessie H. Rosenberry		National Science Foundation Academic Year Institute - Howard J. Moyer National Science Foundation Summer Institute - Donald M. Hartman National Science Foundation Summer Institute - Clyde A. Dry
C U R R I C U L U M	<p>Outstanding accomplishments in student, faculty, and curriculum areas are indicated by years and have been listed in terms of our initial participation. Many of these Pottsgrove "firsts" have now become annual occurrences.</p> <p>I-C--Inter-County League C-M--Central-Montco League F.F.A.--Future Farmers of America F.H.A.--Future Homemakers of America</p>		Organization for Special Education Introduction to High School of Latin Addition of Agriculture to high school curriculum Expansion of high school curriculum with the com- pletion of new high school building		Introduction to high school curriculum of Advanced Chemistry Advanced Mathematics German Vocabulary and Composition	Introduction of Algebra I to Eighth grade, Earth and Space Science to Ninth grade and World Cultures to tenth grade Inauguration of central librar- ies in elementary schools Addition of Phonetic Keys to Reading and Aural-Oral Spanish on elementary level Development of a dual report- ing system for elementary student evaluation

COMPLISHMENTS

1962	1963	1964	1965	1966
<p>State Business Ed. Contest — Bloomsburg College — Placed in Top Ten</p> <p>Reading Nat. Office Mgt. Assn. Finalist</p> <p>F.H.A. State and National Chorus</p> <p>F.F.A. Public Speaking Contest Regional Winner</p> <p>F.F.A. Land Judging Contest Area Winner</p> <p>Girls Hockey I-C Champions</p> <p>Boys Basketball I-C Champions</p> <p>Baseball Co-Champions, C-M League</p> <p>Norristown Chapter Pa. Interscholastic Athletic Association Silver Whistle</p> <p>School Press Project, Montgomery Co. T.B. and Health Assn. — First Place</p> <p>Pa. School Press Assn. Second Place Paper, One Student Winner</p> <p>Soroptimist Essay Contest, First and Third Place Winners</p> <p>Delaware Valley Science Fair—Third Place Winner</p>	<p>Montgomery Co. Spelling Champion</p> <p>Business Law Contest, Bloomsburg State College—Third Place Winner</p> <p>F.F.A. Junior Dairy Show Regional Winner</p> <p>F.H.A. State Officer</p> <p>F.F.A. State Band</p> <p>Football I-C Co-Champions</p> <p>Football Champions, C-M League</p> <p>Royersford J-C Holiday Basketball Tournament Champions</p> <p>Pa. School Press Association First Place Paper, 2 Keystone Awards, 2 First Place Awards, 4 Second Place Awards to Students</p> <p>National Merit Scholarship Letters of Commendation, 2 Students</p> <p>National Merit Scholarship Finalists, 2 Students</p>	<p>Shorthand Contest Bloomsburg State College—First Place</p> <p>Reading National Office Management Association Contest, Outstanding Business Student</p> <p>F.H.A. State Essay Contest First Place</p> <p>Penna. State Farm Show Sew-It-With-Wool Contest First Place</p> <p>F.F.A. State Chorus</p> <p>Football I-C Champions</p> <p>Boys Basketball JV Champions, C-M League</p> <p>Baseball Champions C-M League</p> <p>Cavalcade of Bands—Class B Band and Band Front—First Place</p> <p>American Legion Oratorical Contest District Champion</p> <p>National magazines published articles written by Pottsgrove student</p>	<p>F.F.A. State Band</p> <p>National F.F.A. Band—2 of 10 Members from Pennsylvania</p> <p>Montgomery County Science Fair 1 Grand Award, 2 Third Place, 6 Honorable Mention</p> <p>Del. Valley Science Fair — First Place Winner (Scholarship Award), 2 Second Place</p> <p>State Daughters of American Revolution Good Citizenship Award, Sixth Place Winner of 575 entries</p> <p>First Exchange Student</p> <p>Host to Inter-County Band</p> <p>Conducted Cheerleading Clinic</p> <p>First Golf Team</p> <p>State Champion—Class B - 880 Relay</p> <p>Dist. One, Class B, High Hurdles Winner</p> <p>Annual AAA Safety Parade—Elementary Units 3 of 9 Certificates Awarded</p> <p>Concert and Dance Bands, World's Fair</p>	<p>American Legion Oratorical Contest State Oratorical Champion</p> <p>Students staged first Broadway Musical</p> <p>National Merit Scholarship Winner</p> <p>National Merit Finalist</p> <p>Kiwanis Club Musical Excellence Award, First Prize</p> <p>First Cross-Country Team</p> <p>First Tennis Team</p> <p>First Music League Awards Banquet</p> <p>District One, Class B, Track and Field Champions</p> <p>District One, Class B, High Hurdles Champion</p> <p>Member District One Golf Team, One Pottsgrove student, fifth placed winner of 120 entries</p>
<p>Honorary State FHA Degree - Mrs. Sara C. Rambo</p> <p>Junior Chamber of Commerce Area Man of the Year Award - Robert H. Schneider</p> <p>Vice President, Inter-County High School Athletic Association - Jessie H. Rosenberry</p>	<p>Valley Forge Freedom Foundation Award - Mrs. Mary Wanner</p> <p>President, Chester-Montgomery County Librarians' Assn. - Ronald K. Schafer</p> <p>Vice President, Southeastern District Music Educators Assn. - Thomas G. Roberts, Jr.</p> <p>State Dept. of Health Summer Institute - Mrs. Jacqueline N. Flamm and Gail H. Hesser</p> <p>President, Inter-County Athletic Assn. - Jessie H. Rosenberry</p>	<p>President, Montgomery County Elementary Principals Association - William W. Means</p> <p>President, Montgomery County Secondary Principals Association - Richard J. Radel</p> <p>Chairman, Workshop for School Librarians, Schoolmen's Week - Ronald K. Schafer</p>	<p>National Science Foundation Scholarship - William W. Means</p> <p>NDEA Summer Institute - Mrs. Shirley Bransfield</p> <p>Co-chairmen, Montgomery County School Administrators Workshop - William W. Means and Richard J. Radel</p> <p>President, Montgomery-Bucks Home Economics Association - Mrs. Sara C. Rambo</p>	<p>Chairman, Montgomery County Science Fair - Clyde A. Dry</p> <p>Chairman, Music Educators' Program, Schoolmen's Week - Thomas G. Roberts, Jr.</p>
<p>Institution of organized physical education program for elementary students</p> <p>Evaluation of high school program by Middle States Association of Colleges and Secondary Schools</p> <p>Addition of Advanced Biology to high school science program</p> <p>Completion and Opening of new Ringing Rocks Elementary Building</p>	<p>Establishment of Summer Library Program</p> <p>Representation of elementary libraries in national competition—one of four representing the state of Pennsylvania</p> <p>Introduction of pilot program in modern mathematics</p> <p>Division of ungraded classes into primary and intermediate groupings</p> <p>Addition of an elective in economics at twelfth grade level</p>	<p>Establishment of Summer School for high school students and a Developmental Reading Course on the elementary level</p> <p>Addition of stringed instrument program</p> <p>Evaluation of elementary program by visiting committee—one of few in state to conduct complete evaluation</p> <p>Organization of a Team Teaching Program and Large Group Instruction in high school</p> <p>Addition of an elective course in sociology as a twelfth grade offering</p>	<p>Inauguration of Student Teacher Program in cooperation with Ursinus College</p> <p>Expansion of high school summer school program.</p>	<p>Provisions for further curriculum development will follow completion of the building program at the High School and Ringing Rocks buildings. Construction scheduled for August 1966.</p>

