THE UNGRADED PRIMARY SCHOOL PLAN

Senior Honor Thesis 499

Nancylee Cambridge - Elementary Education

For Dr. Ruth Hochstetler

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THE UNGRADED PRIMARY SCHOOL PLAN
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Schools have not always been organized into grades. Early schools with small enrollments and limited facilities were limited numerically. The lack of this element of organization, in the small schools and the curriculum for the people, it was possible to institute some degree of organization or grouping.

The middle of the 19th century was the beginning of organization into primarily grades by age and by 1870 the graded school system was established. This one vertical arrangement exists today.

In schools today there have been attempts to solve the problem of the large class in the graded system and have attempted to overcome the limitations.

Graded classes imply graded content, materials, and teachers. The teachers assigned in the self-contained classrooms with their grade labels become first, second and sixth grade teachers. Grades tend to be based on the child's similarity and commonly completed. One of their differences is that the teacher of the particular grade of class takes enough professional interest to meet the individual needs of the class. This, of course, is more difficult in the large modern in the classes and the wide span of ability differences.

"The major limitations of the graded school system have arisen because of their incompatibility with present-day views of child development, most particularly with the realities of pupil variations."

The traditional graded school arrangement has severe limitations.

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For both the child and the teacher. For the child who goes one to a slower rate, for whatever the reason, it would be extremely helpful to have some other than non-promotion for regulating the child's progress. Similarly, the child who gets off to an unusually slow start encounters a significant problem with the school system, in "non-promotion" or "grade acceleration" of a advice for going on to a more challenging level of work, not incidentally to that of those children in a gradual system might be 
well, but from the view, but of the child himself how much he jeopardizes his future with them. The child who fails to 
accept his level and ignored from his classmates feel rejection, whether it is actually present or not. In fact, it would always 
feel to be, well battle, without success, as a result it 
seems to lose in becoming successful or at least in trying to 
succeed and the cost. On the other hand, the child who closes 
a grade level may be socially isolated for the children he has been placed with and he or she might also feel rejection and may be 
frustrated with the lack of subject to be able.

Because of the large number of children being instructed under 
either state's laws of required education for children to age sixteen, 
the gradual school came into prominence at about the time of the Civil 
War. Gradually the idea of the administrative 
uses of gradual schools that the purpose is merely to fill, or equivalent to "public elementary school."

The intention of grades was not to make the one simple to organize 
and to facilitate the educational program, but it also created problems that are still in the process, even after a century of evolving.
Many solutions have been offered, and one of the more recent to the Ingraded Primary School plan. Rather than being a new invention, this is actually a regression to the original one-room school concept of yesterday. The original one-room school with its one room as the learning situation took care of all children ranging from nursery school to the eighth grade. It was not graded, but rather kept in question as the children progressed on their own, from one set of lessons to the next set. Grades were not evident and age was not the only criteria of classification and grouping.

"An Ingraded Primary School system is simply a plan whereby children beyond the third grade and below the fourth-grade level are grouped together in classes which have no grade level designation." In the words of Florence Kelly of Milwaukee, where the Ingraded Primary School Plan has had its largest application, it is a "...plan whereby children of similar chronological age and social, emotional, and mental ability together shall be as nearly possible.

Another way of describing the Ingraded Primary School is by saying that it is in the complete absence of rules such as grades. Each child is evaluated through testing and observation as to his ability and maturity. He is then grouped with children of similar characteristics and sent to be in a primary school. The advantage to the teacher is that he has a more consistent range of abilities in his room and he is able to do a more satisfactory job of teaching.

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In this plan, each section is taught eight week and there would be enough range to challenge the child and yet not overwhelm him.

Evaluation of the pupils in the graded school takes place each day. At this time it could be determined whether the child could pass on to the next grade or be retained for the following school year. In the Ungraded Primary School Plan, this does not exist. Instead, during the year, through parent, principal and teacher conferences, the decision is made on moving a child to another class. Records of this plan would be cumulative and could follow the children so that they would find their abilities challenged by each successive teacher. The teacher would know exactly the progress the child had made previously and what to begin teaching him without the period of infancy.

There are many labels attached to this plan of the Ungraded Primary School System such as: "the integrated school; the ungraded school; the flexible primary unit; the continuous growth plan in reading; ungraded primary; primary unit, primary block; primary progress plan; pupil progress plan; continuous progress plan; levels system; primary cycle; or the multi-grade plan."1 These labels will be used interchangeably throughout the paper by the writer. All of these are basically the same plan but used for different purposes.

"The very purpose of the primary school arrangement is to provide for a more flexible plan of grouping children so that they might be taught in accordance with their individual

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Most proponents of the integrated school are optimistic about potential benefits. However, little research attesting to the effectiveness of any kind is available. Research has not revealed significant differences as far as higher academic achievement is concerned. Yet, there is some conclusive evidence that the mental health adjustment of integrated pupils is improved. Also in the area of "pupil attitudes toward the 'long' school" and in the teachers' satisfaction with their work there is significant difference in favor of the integrated system.\(^3\)

The integrated plan is not offered as a cure-all, but it is definitely a step in the right direction.


CHAPTER II Background of the Ungraded Primary School Plan

That is the Ungraded Primary School Plan. First, it is not a method of teaching. Second, it does not include procedures of instruction and curricular organization that are a distinct departure from those standards held by teachers. Third, it is not a "cure-all." It does not solve the problems of teachers who have limited comprehension of child growth and learning and who are "grade-stressed" in their determination to teach each child the same material in the same way. After acknowledging what the Ungraded Primary School Plan is not, it is appropriate to state what it is.

It is an administrative tool or an organizational arrangement within an entire school system that permits more flexible groupings and provides longer blocks of time. Children in this plan are not retained or asked to repeat a grade, but they are allowed to learn continuously at their own individual rate of speed without the pressures and stigma of failure constantly before them. Children of all abilities are still within the concepts of this plan are able to move ahead without waiting until their fellow classmates have the required amount of material or until a particular age specification has been met.

The writer will attempt to explain how the Ungraded Primary School Plan operates and how it is established in a school system. The writer will also present other cooperative plans that in other situations have met with the same problem effectively.
In order to ease background for the problems of education in organizing for effective educational instruction, a review of the past progress follows. As stated before, the graded school system was widespread throughout the United States in 1860. By the mid-1870s, efforts were being made to reorganize the school system to overcome some of its limitations, (such as overcrowding, homogeneity, and non-competition). In 1873, the system of the "junior" level system, the Cambridge plan was originated by Byam. This was an early attempt to provide for individualized instruction. Implementation of the junior level began in New York City during the early 1880s and at the same time the "junior" plan began in all of the grades in Boston, Baltimore. The "junior" and the "full" system were the locally organized individualized instruction were instituted in the graded schools around 1868. In 1869, the intelligence test was now first applied with a scale of ability group in Dartmouth, Wisconsin. The "junior" system was the Notre Dame model, which was popular during the 1870s. The curved method of bell in the formation of education until the appearance of the "graded" system with its "full" system, which in 1860. The general between John and Jack and the teaching of the "graded" plan which continued to gain in popularity and appeared in various places throughout the country. Since 1875, many of these have appeared in the educational lexicon including multi-grade classes, "graded" plan, "junior" teaching, self-teaching, self-teaching, all-level program plans or combination of graded and ungraded classes. All of these we
the constant experimentation.

Several of the plans theorized about centralizing to overcome the barriers in the guided type of vertical organization and yet the inherent disadvantages of such.

(a) the remedial plan (1922) -- This plan reclassified pupils at the end of each term. The pupils were then directed into two groups: a high ability group and a low ability group. Pupils were transferred from one level to the other as their ability warranted.

(b) special plan (1922) -- This was the two-track plan; the top group completed four sets of work per year while the regular group completed only three. Pupils could later be transferred between levels from one to the other, if the need and indication indicated such a move.

(c) dual instruction cooperative plan (1922) -- This plan was based on the three parallel groups for the pupil. Each pupil was assigned to one of these groups: one group following a special level, another following an intermediate "B" level, and a third following, but with varying amount of completion.

(d) comprehensive (1922) -- A third plan had the school program as follows: a "B" core, then vocational, and until
and testing situations. Each child is allowed to work
through problems in his own way, to develop
the same mental discipline as the others. The condi-
tions are described as "The perfect world," and "The
world of education." The students are "in the
world of education." They are not "in the world of
actual existence."

Mr. Black, son of the owner of the school, said:
"Education is the world of education. It is the
world of the mind. It is the world of the
soul. It is the world of the heart. It is the
world of the spirit. It is the world of the
thought. It is the world of the imagination.
It is the world of the creativity. It is the
world of the discovery. It is the world of the
innovation. It is the world of the progress.
It is the world of the future."

Mr. Black continued: "The world of education
is the world of the future. It is the world of
the mind. It is the world of the soul. It is
the world of the heart. It is the world of
the spirit. It is the world of the imagination.
It is the world of the creativity. It is the world
of the discovery. It is the world of the
innovation. It is the world of the progress.
It is the world of the future."
variation in the group 'in a process' and the process that
vary: variation is a different 'in a process' who was going
by creating a different group'. "Can it be seen,' As one of
even more individual differences by an organization? little,
and the other group individual differences are not changed.)
CHAPTER III. Analysis of the Problem and Research

"The grade system in American schools," said the 1908 "School Reform in 1920," "was due, above all, to the feeling of an educational procedure, to the idea, that it is to educate in a natural way in organization educationally.

This report placed this problem of the grade system first among school teaching in mental health. Cooperation is in demand in the personality of elementary children. The problem of the grade system with the dignity of educational ideas and the principles of child growth and development. It is a system that is "ineffective." Every section on the grade system was "not told" to the schools of the nation against the best judgment of educators of that period. It was necessary for administrative purposes, but not for the purposes of education.

In our American school system, the public schools are organized in terms of a basically applied system, with the classes operating from 1 p.m. to 4 p.m. "Total school," this concept is not necessary in a society that is becoming more and more a nation of urban development with less than three percent of the population living on farms and depending on them for their livelihood.

Before grade schools were able to estimate the progress of pupils in elementary school, it basically a continuous and individual

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*Child, p. 66.
proposition. When a child finishes the work at one level, he automatically goes on to the next. The chronological age of a child is less important from this organizational point of view than his mental age. Indeed, the system that proceeded our graded system seems to be logical stop.

The Upgraded Primary School organization recognizes


differences in children's learning abilities through its levels

of achievement and individually tailored learning programs. Its

unique feature, of course, is that it recognizes the movement

of child growth during the early formative years caused particularly

by the immaturity of many of the entering students. This plan

recognizes the importance of avoiding the failure habit and the

necessity of further learning being based on successful previous

learning. This is in accordance with the current knowledge of the

psychology of learning processes. Individualized programs will

prevent unnecessary frustrations and resulting elimination for offerings

designed to failure.

The Upgraded Primary School Plan makes an important con-

tribution to getting children started "on the right track" at the start of their school careers—the beginning—also it allows teachers and parents to be of more assistance to their children because they have a better understanding of their children.¹

Almost all of the people who have given

the Upgraded School Plan an adequate trial have been in favor of

¹ John L. Goodlad and Robert C. Anderson, The Upgraded
on the outcomes of its policies, the Urgenda Primary School Plan had not met high because it removed a well-cherished concept of grades and grade standards. It required considerable re-education on the part of teachers and parents. A survey was made to determine whether practices and trends in the adoption of the new concept of elementary school organization, the Urgenda Primary School Plan. This survey was made in 1965 by the United States Department of Health, Education, and Welfare. The overall fact was that some one of the Urgenda Primary School Plan was being used by eighteen percent of the public elementary schools in the United States.¹

In this survey a careful study was made of the different practices and usages of the "primary unit." Three points of interest were involved: the effect of present practices; the standard grades replaced by the primary unit; and the possibilities of future adoption by those urban places not presently using the plan.²

For better understanding, a definition was included in the survey instrument—what the respondent would be told this before he. "Primary unit was an administrative device by which children are grouped to permit continuous progress during a period of two or more consecutive years. The teacher may teach with the same group for more than two years."³

Except for slight variations in the population classifications, the spread of the use of the primary unit is essentially con-

² "Primary," p. 83.
³ "Primary," p. 83.
In dealing with the future outlook for the employment of the primary unit in the elementary schools presently using it, the following facts were brought out. There are 326 urban places reporting the use of the primary unit in 1968. Nationally, three-quarters of the urban places not now employing the primary unit indicate that they expect to eliminate of the future adoption of the plan indicated that they did not have it now but were planning to have the plan in the future; and 19.9 percent did not respond to the question on the survey.

In 1968 in 70% of the nation's schools were using the primary unit, but the future of the plan at that point did not indicate a promising outlook.

A survey in April 1961 stated that the number of United States school districts using the unit was 75. In 1962 there were 1,000 school districts experimenting with the plan. The reasons employed by those school systems were replacing grade...
to three city's segregated streams, even schools including
\textit{Washington} at the top of the system, and then extending the \textit{magzine}
structure through the \textit{white} grade.

In Robert F. Stokes's article, "A Comparison of Small
and \textit{Large} Schooling Systems," he stated that, "...integrated
of the \textit{magazine} school of \textit{large} school of \textit{large} system.
However, little research is being done in the effectiveness of \textit{integration}
...system. Research has not provided significant information on
\textit{magazine} and \textit{large} school systems is concerned. The \textit{large}
research indicates that the \textit{magazine} school is not \textit{better}
...system.

Several school \textit{heads} report \textit{higher} teacher morale and
greater student interest in the \textit{goals} of the \textit{goals}
program. There is also \textit{reported} the \textit{greater}
student teacher interaction \textit{goals} of \textit{integration}
...\textit{goals} of the \textit{goals}. \textit{Very} little of these
\textit{goals} have been sufficiently explored or evaluated by \textit{testing}
...\textit{goals}, but it can be observed in \textit{practice}.

A major \textit{reason} for the success of the \textit{goals} is that
when \textit{head} is involved in \textit{various} and \textit{continuous}
\textit{goals} of the \textit{goals} before and after it was started, it succeeded. A great \textit{part}
of the \textit{support} for the \textit{goals} of the \textit{goals} is based upon the \textit{goals}
\textit{head}, teacher and \textit{administration}. The \textit{goals}
generally \textit{were} that when the \textit{goals} of the \textit{goals} was presented to the

\textit{goals:} Stokes, "The \textit{goals} of \textit{goals}" \textit{Michigan} Educational
\textit{goals}, Vol. \textit{goals}, (\textit{goals}, \textit{goals}), \textit{goals}.

Robert F. Stokes, "A Comparison of \textit{goals} and \textit{large} Schooling System,
\textit{goals} Educational \textit{goals}, (\textit{goals}, \textit{goals}), \textit{goals}.
longer pre-facto grade placement.

John L. Trotter concludes that, "Unsatisfactory school progress has been more closely associated with non-promoted children than with slow-learning children."

Translating the theory, though, into practice created innovations in school organization. One of these was the 4-2 grade school plan.

A status study of selected instructional practices showed that there had been some drastic changes in the graded structure of the elementary school from 1956 to 1961. The people involved in the study believe that a trend has been toward an increase in non-graded classrooms. While only six percent reported non-graded classrooms in 1956, twelve percent as reported in 1961, and if the apparent trend continues, the two-to-three percent of the schools will have such a program by 1966. Five percent of the schools are expected to have all non-graded classes by 1966.

Only one percent in 1956 and two percent in 1961 could make the claim. A point on the other side is that a substantial minority, one-eighth percent of the people in 1956, foresaw any non-graded organization in their schools by 1966.

The authority and flexibility of teachers emerge as one critical factor in the success of the non-graded program.

The problem of placing children in suitable schools is one which has led to much discussion in the study of the local situation. The report to the full council of the county of children, showing progress, along with the school in the city, and development of the plan will be referred to the council of the city.

In the report of the Second Avenue School District, it is stated, that the 'second avenue' report a part of progress has been made with the plan and that it is part of a plan towards the betterment of our present elementary school system.

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Chapter XV  General Characteristics of the "Magnolia Elementary School"

Characteristics of the "Magnolia Elementary School"

1. Places pupils in achieving groups where an emphasis for growth is evident.
2. Puts each child to progress continuously through continual levels according to his individual growth.
3. Maintains the "people" teaching technique.
4. Emphasizes the overall growth and development of each child rather than comparing the achievement in one of another child.
5. Provides for flexibility in the movement of children to new groups in which they can achieve satisfaction.
6. Allows for a range of growth for the development of a broader syllabus to provide greater challenge for the superior student.
7. Examines the need for more adequate communication between school authorities.
8. Offers the following advantages for pupils and staff:
   a. Puts all children on a basis of advancement.
   b. Leaves no gaps in the child's learning experiences.
   c. Eliminates "closeting" material.
   d. Helps the child to understand the nature of the learning and its needs.
   e. Assures satisfaction.
   f. Helps "holding" of fundamental stumbling blocks.
   g. Teaches pupils, teachers, and teachers by means of skillful guidance.
   h. Establishes definite standards of credit and grading.
   i. "Up" to make better adjustments and improve children.
The document contains a list of points, possibly instructions or guidelines. Here is a transcription in plain text:

1. [Content of point 1]
2. [Content of point 2]
3. [Content of point 3]
4. [Content of point 4]
5. [Content of point 5]
6. [Content of point 6]

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The Segal-Patric School Film allows each youngster to
progress at his own ability rate in the light of achievement,
intelligence, personality, interest, and ability levels.
Implicit is the idea of individualizing each child—preparing
sufficiently staffed guidance departments and extensive
program of parent-teacher conferences. The elimination of
the "Age Group Reporting"!

The Segal-Patric School Film is a very flexible project
with its limitations and for a certain point of view. Democratic
judgment, the use of informal, well-prepared, but not
rigid, plans are essential for the development and progress. To
continue to live within the classroom limits of labeled acceptance
and "age group" it continues to be the "norm". However, personal needs
of speed, talent, and potential in a "typical" first or second grade-level
classroom—developers, to some extent, the difference.
It is largely in the fact that the teacher of a grade-level
classroom must decide to pace both "age group" and the child's
interests, the youngsters being able to fit into these potential
needs.

In June, when the children are ready to show their film
progress report, they are to make up a grade's presentation for the
coming year and the month in school. It should be, then, only

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1. E. Hildreth, "The Child Retardado to Education", 1934
   (Columbia, Missouri, 1935).
Although it is generally believed that the success of an education system can be measured by the number of children enrolled in it, this is not necessarily the best and fairest measure of educational Primary Schools.

It has been observed in Red Forest, Alabama, that the success of a school can be measured by the percentage of students who continue their education beyond primary school. This percentage is higher in Red Forest than in many other communities. In the past, the percentage of students who continued their education was much lower.

In 1950, 40% of the students continued their education beyond primary school. By 1960, this percentage had increased to 60%. This trend continued in the following decades.

The success of Red Forest's Primary School is a testament to the long-term educational philosophy of the school. The philosophy is as follows: 1) Child growth patterns are almost impossible to alter; 2) School achievement is but one aspect of total child growth; and 3) Children vary in their growth rates and abilities considerably.

To provide for these variations, the school program must be flexible. There are also academic individual differences. In the fourth grade, for example, only fifteen percent of the children are at the grade level, that is range from 9.0 to 10.0 in all subjects at the middle of the year. At the fourth grade there is a four-year spread in overall average achievement. At the fifth grade the spread is over five years, and at the sixth grade six years and up. These individual academic differences cannot be accounted for within the conventional graded structure.

One of the other advantages of the Engraded Primary School Plan is that it helps children's mental health. It decreases (for some children) the time necessary for what is traditionally thought of as "the final three grades," and it contributes directly to the individual child's sense of personal worth, self-confidence and motivation to higher goals.

Recognizing the reading ability of a child is the most important to his success or failure in school, there is little wonder why the Engraded Primary School Plan is based on this ability. The organization of the reading levels and how they are established is essential to the understanding of the program.

Reading levels are given to children at the spring of their kindergarten year and on the basis of these and the teacher's judgment, children are grouped for the next "cell.

The plan's foundation is "level" or a sequence of reading levels, varying from right to "beyond kinder level." The text


On the pattern in sight of the reading levels. The level is assigned to the child by the teacher or to whom he should finish one level and go on to the next. Instead he moves on as much as he is capable of, and as he completes one level he immediately proceeds to the next.

Most of the kindergartens follow the same pattern during the first year of levels. Usually a child will complete the following: reading readiness, prereader, and first reader.

During the second year, the level utilizes second reader and a possible third level for either reinforcement (at the beginning of the year) or advancement (at the end of the year). The third year of the program is set up in a similar manner to the first or second year. Each spring the children are regrouped for the next fall. This does not hinder the teachers from regrouping the classes during the year.

The organization of the kindergartens is relatively simple and it is based on a sound philosophy of childhood education.

CHAPTER V  The Curriculum

Simply because a school is nongraded does not preclude any change in methods of instruction employed by the teacher or change in the curriculum design and materials used by the teacher. Certainly, if the nongraded structure is adopted to provide for continuous learning more adequately, an evaluation of the present curriculum organization is important to insure that it compliments and reinforces rather than hinders continuity. The nature of the outcomes of the school are directly related to the design of the curriculum and this is also true for the nongraded structure. The curriculum design includes the role of the teacher and pupils in curriculum planning as well as the materials.

The manner in which the various elements of the curriculum are woven together in nongraded schools described in the literature the writer has read has not been reported. However, authors, Goodlad and Anderson feel that, "special attention should be given to the vertical aspects of the curriculum." They agree with Ralph W. Tyler's concept of "organizing threads for providing the vertical organization to the curriculum." ¹

Ralph W. Tyler identifies three types of organizing threads which are concepts, skills, and values. All three types of organizing elements may be used in the curriculum organization to provide for continuity of learning experiences. Learning experiences are selected to extend, broaden, and deepen the concepts, skills and values at the various levels of the program. If anything

The goal of education includes the concept of the individual, for teachers and pupils are not able to deal with the same
and non-technical aspects of education.

The emphasis is, of course, on helping each child to
develop as much as possible without undue reference to progress made
by other children. Reading and other skill subjects under the
Enlarged Primary School Plan are adjusted to the ability and
growth rates of individual pupils. Neither teacher or child is
held to set standards which are too high for some children or
too low for others.

Reading

A study of the reading program at Fillingham, Kent, shows
that significant gains in reading ability of children have
resulted from the program of the primary unit. Perhaps one of the
reasons for the growth of the primary unit has been the improvement
of reading instruction. Nearly half of the time devoted to instruction is
given over to the teaching of reading and related language arts.

A well-planned, well-executed reading program should have
continuity. To provide the continuity in each child’s reading
development, each of the primary units has received a pattern
of progressive levels of achievement to be covered by the pupils.
Again, each child progresses through these reading levels at his own
pace. This instruction begins with vocabulary development in
the pre-reading stages and proceeds through the reading of easy
books of increasing difficulty, with provision for
independent reading on all levels.¹

In meeting the range of abilities in reading, all children do not use the same book; instead, small sets of many different books classified according to reading levels, are made available. Research and experience indicate that a combination of time-tested teaching methods and carefully selected reading materials is most successful in teaching children to read well orally and silently. New and old teaching methods must be tried and adapted to the pupil's individual growth and development.

Arithmetic

Just as in the case of reading, a primary unit numbers unit or program should provide a good foundation and quality of work for mastery by the children. Carefully worked out sequence achievement levels can be very helpful to the primary teacher in gearing the instruction to the ability of the child. Basically, the concept development in numbers is placed ahead of memorization of number facts because research shows that the memorization of the facts is made more meaningful if the child first understands what he is doing. Considerable attention is directed toward gaining a vocabulary equal to understanding essential number concepts. In addition, the primary program recognizes that few children enter school with a well developed number sense or number concepts in general. Therefore, it is felt that the readiness phase of arithmetic is as important to the program as the

readiness phase of the reading program.

Most of the initial informal work in arithmetic is integrated into the regular program with the other varied activities. The systematic, carefully planned sequence of arithmetic instruction unfolds before the child gradually and he is given as much as he can capably handle. The work is started informally in the kindergarten as number readiness and continues into the first year. The emphasis is on the development of basic understandings through practical applications. Concrete examples bring tangible results. Reading and writing numbers, recognizing coins and their value, measuring quantities, time and distance, and using fractions such as one-half, and one-fourth, etc. are introduced.

At the upper primary level, formal instruction based on the previous foundation in numbers is presented. Problem solving and concept expansion are part of the program. Fundamental processes or operations in numbers such as addition, subtraction, multiplication and division are presented after understanding is reached. These skills built in the primary school are studied further in the fourth grade.

Social Studies

The major portion of this program in the primary school is devoted to the development of and enrichment of the pupil's own social skills. Through such devices as sociodrama they learn to live, work and play with others. Citizenship is taught through a variety of activities that extend from helping needy families and fund drives to sharing with another class to
celebrate and study holidays and the reasons for them. In the primary school, most of the time is devoted to building simple basic concepts. An awareness of the community and the work of others and the world are enhanced with fieldtrips, visits from resource people, and study and research of the customs, geography and history of other countries and peoples.

**Science**

A full program of science is offered in the primary school. Study begins in the kindergarten through observation, discussion, experimentation and use. Purposes of science in the primary school are to arouse interest in science and to acquaint children with the many facets of the world in which they live. The children are encouraged to use a scientific or systematic approach to solving their problems. Teachers in working with the science program again set up a sequence of material. They lead the children from the known concepts to new and unexplored areas. The science books are also carefully selected to meet the individual reading levels.

**Health and Safety**

The primary school's health education program starts in the kindergarten and continues throughout all levels. The program is carefully planned and combines instruction, exercise, play, diet, health habits, physical examinations, and special education. In the primary school the physical education classes are conducted, and stress is placed on the formation and development of proper health habits along with vigorous activities to insure physical
fitness.

Fine Arts

The fine arts play an important part in the primary school. Music is an integral part of each school day with singing as the core of the musical education program. Through the use of selected recordings and other means the children learn to establish tastes in music and habits of thoughtful listening. The art program includes a variety of mediums with which the children are permitted to work creatively. Enrichment of the entire ungraded primary program is meant through the fine arts as they are integrated with the social studies, literature, and other subjects in the curriculum.

As a total program, the curriculum of the Ungraded Primary School Plan does not differ widely from that of a first-rate graded school; the teachers, however, are able to accomplish much more with the administrative change, that being the ungraded plan. The freedom and flexibility of the program seems to inspire both the teachers and the children to higher goals.
CHAPTER VI  Procedure For Setting Up a Ungraded Primary Plan

If and when a school system should decide to organize its present graded system into the nongraded school structure there are some fundamental principles to follow. The first step is taken when the principal discusses the plan with the parents of the children who will be involved and with the school's faculty. The program's basic operation is thoroughly explained. Generally, most schools desiring to start "ungrading" do so one year at a time beginning with the first grade. The important key phrase to remember in starting a program such as the Ungraded Primary School Plan is always to move slowly.

After the initial research and introduction of the plan, the principal and his staff devise a systematic method of keeping detailed records of a child's reading program and progress in the other skill areas. Usually it is decided to send home progress reports three or four times a year, and supplement these with parent-teacher conferences, usually two of these per year.

Staff meetings are held frequently to evaluate the program and to discuss the progress of individual children. It is here that consideration is given to the advisability of transferring a child to another room at a more advanced level or moving him to a level within his range of capabilities.

Major factors contributing to the successful development of the Ungraded Primary School Plan are:
1. Strong interest and desire on the part of the teachers.
2. Careful study by the staff of other plans in existence, plus local research.
3. Effectiveness of Parent Teacher Associations and other public relations channels.
4. Staff concern about pupil retentions and related pupil adjustment problems.
5. Successful parent conferences and meetings.
6. Special interest shown by teachers, supervisors, and administrators of the school.
7. Continuous emphasis on parent education.

John I. Goodlad in his writing gives advice to school districts contemplating the introduction of the nongraded plan.

1. Be aware of the need of obtaining full parental understanding and consent over a long period of time.
2. Be sure and get the co-operation of all teachers and staff members and of making certain that they acquire a common knowledge of the nongraded school and an understanding of its philosophy.
3. Remember that it is important to move slowly and evaluate every move.
4. Introduce the nongraded plan one grade level at a time over several years. This practice is recommended as better than introduction at all levels simultaneously.

Dr. Jameson of Grosse Pointe, Michigan, has the following suggestions for school districts considering ungrading:

1. Initiate the plan in only one or two schools at a time, depending on the size of the school system.
2. Do it quietly and unobtrusively.
3. Do not ungrade what is already graded.
4. Do not force parents or teachers to accept the plan handed down from "on high."
5. As a leader, remember that many do not understand the plan and that the opposition to change will not disappear overnight.
6. Take it slowly.

2 Ibid., p. 643.
7. There must be one person, who, by interest, enthusiasm, dedication, and knowledge of primary plans, assumes leadership. That person can be the principal, assistant principal, curriculum director, assistant superintendent in charge of elementary curriculum, a teacher, reading teacher, etc. Whoever it is, that person must be given the time to study, to lead, and to follow the plan through to successful initiation. He must also have the authority to make some of the decisions.

8. Bring the parents along with the plan. Include them in the study and development of it.

9. The leader must constantly keep in mind that other staff, parents, and co-workers are not always as well versed as he and that patience is the watchword.

10. A constant parent-education program must be maintained, especially for those parents who come into the plan each year from the kindergarten. Secondly, it is healthy for the plan to hold a meeting or two each year for all primary plan parents. At such meetings, rumors can be squelched, parent concerns expressed and allayed, changes in the plan mutually made and other matters discussed.

There are numerous problems and difficulties to be encountered and dealt with while developing an Ungraded Primary School Plan.

These are some of the most common:

1. The grade-level-expectation habits of teachers. This may be referred to as being "grade-minded."

2. The reluctance of "traditional" teachers to try something new and different.

3. The problem of retraining or orienting new staff members to the plan.

4. The general problems of providing understanding to the parents.

5. Grade-level-expectation habits of the parents.

6. The inability of the teachers to orient themselves to a more flexible pattern of operation.

7. The problems of designing an appropriate report card or reporting procedure and record keeping system.

Professor Seward of the University of Illinois and a specialist in elementary education, in answer to a question, "What would you recommend to any school contemplating the introduction of a nongraded plan?" replied that:

"On the basis of my own experience and the research done by Robert Anderson and John I. Goodlad, who sent questionnaires to thirty-five nongraded schools, I would recommend that you take time to get full parental understanding and consent; that you have the cooperation of your entire staff; that you move slowly and evaluate every move; that you work closely with your PTA and keep them informed of your progress; and that you have a sound program of testing and evaluation; that you introduce the plan in one grade at a time over a period of years; and that you report carefully to parents and use the parent-teacher-conference method of reporting pupil progress as well as a report card that evaluates a child's individual pattern of progress."

The Ungraded Primary School Plan is one way to organize for learning to take place and to take care of individual differences and to keep challenging children. It can be introduced into a graded system without additional costs, but with the full cooperation of all involved if it is to be successful. No two plans are alike, but they are adapted from basic principles to fit the situation of the particular school system involved. The plan is a step forward, but only a step.

There will be other plans in the future that will outdate this plan, but it has served its purpose in trying to better the educational opportunities available for each and every elementary child.

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CHAPTER VII Examination of a Few Existing Ungraded Plans

Appleton, Wisconsin's Plan

Appleton, Wisconsin, a city of 50,000 has a continuous progress plan that breaks with the chronological lockstep of education and the traditions of September to June grade evaluation. This plan is "homegrown and executed at no additional cost and is disarmingly simple."¹

Beginning with the first grade they enter on a three-year program under which they are not given grade labels, but are expected to complete an impressive academic program during the three-year bloc. Parents are kept informed of their children's strengths and weaknesses through a minimum of two parent-teacher conferences and a mid-year progress report. This report consists of no numerical or alphabetical marks and contains no endless checklists of social and emotional characteristics. It simply describes with brief clarity the child's performance in relation to his capacity.

After the three-year primary school, Appleton children enter the three-year program of the intermediate school. A most important continuing battery of achievement tests enables the teacher to pinpoint the child's abilities, failures, accomplishments and potential. During the final year in the intermediate school, the student participates in the parent-teacher conferences.

After the seven years, most children enter the junior high, but those who reveal immaturity or academic deficiencies may remain in either the primary or the intermediate bloc for an extra year. This decision is made before the end of the term to enable the child and his parents to adjust to it. A discussion is held between the teacher and the parents and again with the child so that the action is clearly understood and so that it will accomplish its purpose of being beneficial for the child.

According to a study made of the continuous progress plan at Appleton, less than one half of one percent of the students remain an additional year. Before the plan went into effect, Appleton's failure rate under the conventional graded school system was in a range from five percent in the 1922-1935 period to about two percent in 1951. Children on the continuous progress plan, according to a battery of standardized achievement tests, are outperforming their predecessors in graded classes and are exceeding national norms in all subjects.¹

Individual differences are recognized even before the child is accepted for kindergarten. Children whose fifth birthday occurs before September 1, enter kindergarten automatically, but special provision is made for advanced youngsters with September, October, and November birthdays. The parents of these children are notified that testing for these underage children will take place to determine whether they are ready for school or not.

In 1959, 227 youngsters were examined and tested and of these

¹ Ibid. p. 32.
106 were accepted for early admission to kindergarten.

A follow-up study of the underage entrants revealed their high performance. Twenty-nine of the forty-six early admission students completing the elementary schools in Appleton in 1959 ranked in the first of four reading groups; ten were in the second; seven in the third, and none in the fourth. 1

Each child in Appleton's system has an individual skill card. This is a four-page folder on which the child's scholastic progress is charted. It breaks down the areas and skills to be mastered, but it does not list any "target dates." Entries are made by teachers when the skill is first introduced and later mastered. It is a complete and vivid picture of the child's continuous progress as he passes from one teacher to the next. There is no break in his learning, for at the beginning of each new term the teacher simply picks up where her predecessor ended.

"Appleton teachers and principals are discovering the same delightful truths that characterize experimentation all over the United States. When children and teachers are free to probe beyond limits established by administrative convenience, their potential soars." 2

An example cited in the report on Appleton's program gives a good illustration of what happens to the individual child.

"There is a boy at the Foster School who read fluently while in kindergarten. when he began primary school his advanced

1 Ibid., p. 33.
2 Ibid., p. 54.
reading status did not embarrass his teacher. She assigned him responsibilities which put his talent to work without singling him out obtrusively. Periodically he reads a list of books lent to his class by the public library and collects them for return. This boy is not held back because the rest of his age group has not learned to read. On the other hand, he is not pushed ahead on all fronts. 'He is immature in many ways,' says his teacher, and he wants to remain with his group. 'His arithmetic concepts are not advanced and he is uncomfortable with older boys and girls.'

Another teacher was asked about her personal reaction to the program and she replied, "I think it's wonderful psychologically. I'm not conscious of June anymore as the month that spells success or failure." "We're concerned about progress during a three-year period, not about the ups and downs of a child's schooling during the next few months." "The skill cards enable us to give new work to the advanced youngsters instead of 'busy work' to fill the time until the slower children catch up."  

In summarizing the Appleton, Wisconsin continuous progress plan, Miss Martha Sorenson, the director of the city's elementary education program states, "The facts are, that children differ in many ways." "The school must accept, respect and provide for these differences." "This simply means that educational machinery must be flexible, materials of instruction varied, the means

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1 Ibid. p. 33.
2 Ibid. p. 34.
for learning many and the practices in tune with what we know
about how children grow and develop."¹

¹ Arthur D. Morse, Schools of Tomorrow-Today: A Report on
  Educational Experiments, (Garden City, New York: Doubleday and
Marblehead, Massachusetts' Plan

Headlines were made when Marblehead, Massachusetts decided to set up its ungraded Primary School. "Marblehead Drops Grades 1-2-3," was across the top of the local paper. Marblehead has a primary unit in which the child can go through in two, three or four years. The work is tailored individually to the child's pace, maturation and reading skill.

As their philosophy, the system cites top educational and psychological reasons why you cannot tell a small child he has "failed." In addition, even some of the brighter children aren't motivated enough at six years of age to get off to a good start. Boys generally are about one year behind the girls in development of the eye, ear, large and small muscles, and mental growth. The above reasons are just a few that Marblehead feels call for the ungraded program.

Others are: "If you push a child into a complicated experience like reading too fast, ahead of his mental and physical equipment it is like pushing him into water before he can swim—he won't go back." ¹

At Marblehead there are twenty "levels" instead of grades one, two, and three. The child progresses at his own rate and simply ticks off his "levels" along the way. Each September he starts off at the same level he left the previous June. One exception is if a child has not completed reading primers (level 10) by the end of the first school year, he starts over.

¹ A Modern Touch To The Three R's, (Massachusetts Council for Public Schools in cooperation with the Boston Globe, 1960), p. 4.
again in the fall. Usually the teachers find these first ten
levels are repeated quickly.

Reading is the sole measurement of progress at Marblehead,
with an exact test given to show pupil, teacher, and parent that
accomplishment has actually been made. These tests are given
periodically.

"This testing at such refined levels leaves little
guesswork." "It makes everyone including the parents much more
aware of exactly where the child stands."  

Report cards go out four times a year that simply tell
what kind of progress (example: satisfactory, slow, or
unsatisfactory) each child is making, and at what level he is
making it. "It gives any boy or girl confidence to be able
to see his achievement at each level no matter how slow or
fast his rate." This is the fundamental difference between
this plan and that of other school systems. Their system,
at Marblehead, of reporting indicates that they believe that
the child, himself should be very much aware of where he
stands.

Marblehead Reading Levels 1 to 20  

1. Levels 1 and 2 are in kindergarten.
2. Levels 3 and 4 are reading readiness.
3. Levels 5 and 6 are pre-primers.
4. Levels 7 to 10 are primers.
5. Levels 11 to 13 are first readers.
6. Levels 14 to 17 are second readers.
7. Levels 18 to 20 are third readers.

The children in the primary units also study language

1 Ibid., p. 4.
2 Ibid., p. 5.
arts, penmanship, arithmetic, and spelling; but the reading program is the decisive factor in finally graduating into the fourth grade.  

Teachers at Marblehead have their own opinions on the program and the following are a number of quotes on the program from them. "It is more accurate in showing where the child stands and makes everyone aware of his progress." "We no longer have any parents, who at the end of the year are suddenly amazed to learn their child has 'failed'." "In fact, there is no longer any point where you can say a child has 'failed'." "We feel that reading is basic to all education and any lack in other subjects can easily be made up." "It is the ability and skill to read that will enable children to progress rather than any other area."

Very few Marblehead children have gone through the primary unit in two years. Most of the children complete it in three and some take four years and five years for completion.

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1 ibid. p. 7.
Milwaukee, Wisconsin's Plan

Milwaukee began operation of its first ungraded primary school in 1942. It was the pioneer of the entire Ungraded Primary School Plan movement. There are, as of 1961, ninety-seven elementary schools there that are ungraded. The children in this system of schools are organized in the following way. Those of similar chronological age and emotional and social maturity are kept together through the six semesters after kindergarten whenever this is possible. Progress of each child is recorded through a series of reading levels on special cards which show the date when the advancement took place.

The primary school plan enters children in primary one, or $P^1$, the first semester above kindergarten. Each child then progresses through the fourth, fifth, sixth, seventh or eighth semester as his case may demand, before entering the fourth grade. Most pupils, however, are ready to enter the fourth grade after six semesters of the primary unit. Social progress and learning are recorded and observed constantly. Because each child is placed in a primary class according to his over-all maturity and his particular needs rather than by his reading ability alone, most primary school classes above $P^1$ include several semester groupings, such as $P^{3-4}$ or $P^{4-5-6}$.

Social progress and learning are just as important as reading skill according to the system in Milwaukee and, therefore, would be criteria for some child needing extra semesters, or his
grades selected. It will make the right have "Well" at the end of one grade level usually hold the adjustment to the next grade and are ready for fourth grade at the end of three years. This age group is that children cannot be forced to fall within the arbitrarily set boundaries of an artificial standard system but that because a child is a slow learner does not mean that he is

1. to report the progress made by the pupils in the Millcreek Primary School System, pupils receive a progress report that is sent to the home three times each semester. On this report, provisions are made for reporting growth in:

- Schooling and skills
- Personal and social development

Spaces are allotted for writing pupil progress in the following areas of learning: reading, spelling, stories and poetry, spelling, arithmetic, listening, art and crafts, music, science, social studies, and physical education. Each child's work is based on the basis of his own ability and effort; not in comparison with other children. A letter of note are included for the benefit of the teachers to aid them in determining the abilities and potentialities of their charges. Also, it should be noted that because each child's rate of growth will vary from time to time, only the marking symbols are used: "C"-Is making good progress and "D"-Needs to improve. (See Appendix A.)

The portion of the progress report devoted to personal and social growth has three main headings: Hygiene, cleanliness, personal development, and good habits and attitudes. Specific
items in this section are checked only when the child needs to improve.

The primary school progress report card also carries a reading progress chart. This chart is used to indicate on which of the twelve developmental levels the child is reading. The teacher keeps her own more detailed records on the child's progress in the various areas of the curriculum; in addition, she keeps an individual reading record sheet listing books by levels read by each child and the semester in which he read them. These records are important in enabling the teacher to determine where the child should be taken in the reading program as the next step.

Milwaukee parents are also able to assist their children on the program because they are presented with a list of things they can do to help.

Helpful Hints For Helping Your Child At Home

1. Let your child know that you are interested in reading.
2. Read stories and books to him, especially those books in which he is interested, but is unable to read for himself.
3. Once your child has learned to read, listen to him when he brings a book home, and share his enthusiasm and interest.
4. Listen attentively to your child and teach him to listen to you.
5. Enrich his reading through visits to the library and bookmobile.
6. Set a good example by speaking clearly and using language your child understands.
7. Encourage him to take part in family conversations and take time to answer his questions.
8. Let your child know that you enjoy it when he talks about his experiences with you.
9. Show your child that writing serves many purposes for you.
10. After he has learned how to write, give him opportunities for writing notes, letters, name-tags, invitations. (Talk to his teacher about the materials to be used.) Also help him with spelling problems at this point.
11. Let your child make plans for such things as going to the park, playing sports, and playing games.
12. Give the child time to play and to help in the helping out with things you are doing around the home.
13. Give the child time to play and to help in the helping out with things you are doing around the home.
14. Let your child be involved in things and learn about new things and places.
15. Get the child involved with family trips, activities, and things to do with family members.
16. Get the child involved with people in the community and other community activities.
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50. Get the child involved with people in the community and other community activities.
and should not attempt to teach reading, writing, arithmetic, or any of the other primary school subjects. A conflict of methods could result in confusion for the child and have detrimental effects on his progress in school. Parents can provide enriching experiences, help build proper attitudes, and promote a healthy interest in school and school work. The home can be a definite asset to the school by reinforcing its program on the home front.
1958 Existing Ungraded Primary School Plans In the United States

California

1. Corona Unified School District
2. Emeryville Unified School District (Ralph Hawley School)
3. Hawthorn Elementary School District (Jefferson School)
4. Linda School District, Marysville
5. Los Angeles (Ninth Street School)
6. Pleasanton Elementary School District

Colorado

1. School District Number 11, La Junta (Lincoln School)

Florida

1. Hillsborough Schools

Georgia

1. Athens (College Avenue School)
2. Coffee County System, Douglas
3. Savannah (Charles Holmes Herty School)

Illinois

1. Chicago (Christ the King School and Queen of Martyrs School)
2. District Number 89 Maywood, Melrose Park, Broadview
3. School District 163 Park Forest
4. Villa Grove Community Unit District

Kansas

1. Common School District Number 120 Sedgwick County (Arkansas Avenue School)

Massachusetts

1. Marblehead

Michigan

1. Dearborn
2. Flint
3. Grosse Pointe
4. Pontiac
5. Van Dyke
Minnesota

1. Independent School District Number 361 International Falls.

Missouri

1. Texas County (Cabool Elementary School)
2. University City (Nathaniel Hawthorne School)

Montana

1. Billings (Eastern Elementary School)

Nevada

1. Washoe County School District, Reno

Ohio

1. Dayton (About half of the city's elementary schools)
2. Youngstown

Pennsylvania

1. Aliquippa School District

Rhode Island


South Carolina

1. Rock Hill (Winthrop Training School for Winthrop College)

Vermont

1. Burlington (Adams and Ira Allen Schools)

Washington

1. Bellevue School District Number 405 (Highland Elementary School and Clyde Hill Elementary School)
2. Edwards School District Number 15 (Maple Park Elementary School)

Wisconsin

1. Appleton
2. Fond du Lac
3. Green Bay
4. Milwaukee
5. Shawana Joint District Number 8 (Lincoln School)
CHAPTER VIII Summary

In 1942 Milwaukee, Wisconsin experimented with the Ungraded Primary School Plan. This plan proposed to let each child progress at his own rate of speed. The more advanced children were allowed to move ahead with no barriers and the slower learners were given ample time to fully absorb and master basic skills before going on to the next level of work.

The nongraded plan provides each child with a three-year bloc of uninterrupted time and permits the child to move to successive levels at any time during the school year.

A child in this program is not threatened with failure, instead he is constantly permitted to succeed at his own rate, not at the pace set by a calendar or "artificial limit" called a "grade."

The growth of the Ungraded Primary School Plan is phenomenal; but to date, through whatever pattern of organization, we have only scratched the surface of individualized instruction. In the school of the future, all children perhaps are going to spend a far larger proportion of their time in "non-group" learning, in private research activities, at their own desks independently working, in the library, and in other situations where they have a certain degree of control over their destiny. This does not mean that the teacher will cease to be important on the contrary, it will call for a more professional teacher to educate the children in their desires for success in their school work. Teaching is an art.
Preparatory

Books


Periodicals


null
1. As children progress from Level 1 to Level 12 the reading material becomes more difficult.

2. The latest date indicates the level on which the child is reading.

3. A conference between the parent and the teacher is desirable.

MILWAUKEE PUBLIC SCHOOLS
PROGRESS REPORT
Primary School

To the Parents:

The educational welfare of children and youth is best served when there is complete understanding and cooperation between the home and the school. As a basis for such understanding and cooperation, the school prepares this report on your son's or daughter's progress. It will be sent to you three times each semester.

This report records student achievement. It also presents the best judgment of the school as to the growth that has taken place in those personal characteristics that make for good citizenship in the school and community.

It is hoped that parents will find time to study this report carefully. You are invited to confer with principals and teachers. The school will appreciate any comments from parents that will assist in meeting the needs of individual children.

H.J. Vincent
Superintendent of Schools

I have studied this report.

1. ____________________________

2. ____________________________

3. ____________________________

Parent's Signature

Remarks:

Date
# Personal and Social Growth

Wherever you find a check (\_\_), your child needs to improve.

## Healthful Living

<table>
<thead>
<tr>
<th>Healthful Living</th>
<th>Report Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices good health habits</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Observes safety rules</td>
<td>1 2 3</td>
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## Personal Development

<table>
<thead>
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<th>Personal Development</th>
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</thead>
<tbody>
<tr>
<td>Plays well with others</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Respects rights of others</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Observes rules and regulations</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Shows growth in self-control</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Accepts responsibility</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

## Work Habits and Attitudes

<table>
<thead>
<tr>
<th>Work Habits and Attitudes</th>
<th>Report Period</th>
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</thead>
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<tr>
<td>Follows directions</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Completes work begun</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Works well independently</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Works well with others</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

## Attendance

<table>
<thead>
<tr>
<th>Attendance</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times</td>
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<td></td>
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<tr>
<td>Tardy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Growth in Learning and Skills

Meaning of Marks:

- **C**—Is making good progress.
- **D**—Needs to improve.

This form of progress report covers a period of at least three years in the primary school. It takes time to recognize the learning power of each child. In these early years, growth may be rapid during one period and slow during another. Therefore, it seems wise to use a narrow marking system — 2 symbols — until the growth and power can be more definitely determined. In the beginning each child will be marked in some areas but not in others.

### Reading (See Progress Chart on Back of Card)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Report Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows readiness for reading</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Reads with understanding</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Is acquiring needed reading skills</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Reads independently for pleasure</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Reads independently for information</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

### Language (Speaking, Writing, Listening)

<table>
<thead>
<tr>
<th>Language</th>
<th>Report Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares ideas and experiences with others</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Expresses ideas clearly</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Responds well to stories and poetry</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Is a good listener</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Is acquiring skill in handwriting</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Is acquiring skill in spelling</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Writes his own stories and letters</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

### Arithmetic

<table>
<thead>
<tr>
<th>Arithmetic</th>
<th>Report Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses numbers with understanding</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Reasons well in solving problems</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Is acquiring number facts</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Your child shows special interest in areas marked (\_\_\_).
<table>
<thead>
<tr>
<th>Level 8, Easy Second</th>
<th>Level 9, Hard Second</th>
<th>Level 10, Easy Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem</td>
<td>Sem</td>
<td>Sem</td>
</tr>
<tr>
<td>AB ______ Town and Country</td>
<td>AB ______ Magic Windows</td>
<td>AB ______ Story Caravan</td>
</tr>
<tr>
<td>AM ______ Down Singing River</td>
<td>AM ______ Over a City Bridge</td>
<td>AM ______ Beyond Treasure Valley</td>
</tr>
<tr>
<td>BM ______ Meet Our Friends</td>
<td>BM ______ Foolish and Wise °</td>
<td>BM ______ Our Good Neighbors</td>
</tr>
<tr>
<td>GN ______ We Are Neighbors</td>
<td>GN ______ Around the Corner</td>
<td>GN ______ Finding New Neighbors</td>
</tr>
<tr>
<td>HM ______ Come Along</td>
<td>HM ______ On We Go</td>
<td>HM ______ Looking Ahead</td>
</tr>
<tr>
<td>LA ______ Storyland Favorites °</td>
<td>LA ______ Doorways to Adventure °</td>
<td>LC ______ Stories From Everywhere</td>
</tr>
<tr>
<td>LC ______ Down Our Way</td>
<td>LC ______ Just For Fun</td>
<td></td>
</tr>
<tr>
<td>MC ______ Today We Go</td>
<td>MC ______ New Friends and New Places</td>
<td>MC ______ Good Times Today</td>
</tr>
<tr>
<td>MC ______ Buster the Burro °</td>
<td>MC ______ Mrs. Talky and Jim Spot °</td>
<td>MC ______ It is a Big Country</td>
</tr>
<tr>
<td>MC ______ Skippy the Monkey °</td>
<td>MC ______ The Princess With a Dirty Face °</td>
<td>MC ______ Susan and the Sheep °</td>
</tr>
<tr>
<td>RP ______ It Happened One Day</td>
<td>MC ______ On a Tugboat °</td>
<td>MC ______ Robin Fly South °</td>
</tr>
<tr>
<td>RP ______ Down the River Road</td>
<td>SF ______ More Friends and Neighbors</td>
<td>MER ______ Happiness Hill °</td>
</tr>
<tr>
<td>SF ______ Friends and Neighbors</td>
<td>SF ______ What Next</td>
<td>RP ______ Friendly Village</td>
</tr>
<tr>
<td>SB ______ In New Places</td>
<td>SF ______ What Next Part I °</td>
<td>RP ______ Neighbors on the Hill</td>
</tr>
<tr>
<td>WN ______ Along the Way *</td>
<td>SF ______ What Next Part II °</td>
<td>RP ______ Through the Green Gate</td>
</tr>
<tr>
<td>WN ______ Friends All About *</td>
<td>SB ______ With New Friends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST ______ Little Lost Bobo</td>
<td>SF ______ Streets and Roads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SB ______ From Sea to Sea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S ______ Story Carnival °</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WN ______ Faraway Ports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WN ______ Into the Wind °</td>
</tr>
</tbody>
</table>

* New Editions
° Independent-Enrichment
Level 11, Hard Third

Sem
AM __ Along Friendly Roads
AM __ Open Roads

BM __ Fun All Around

GN __ Friends Far and Near

HM __ Climbing Higher

LC __ Once Upon a Story Time

MC __ Good Times Tomorrow
MC __ Good Times Together*

MC __ Who's Afraid
MC __ Stories For Fun
MC __ George and Herbert
MC __ A Cat Becomes Contented
MC __ Sandy in the Green Mountains

RP __ If I Were Going
RP __ Five and a Half Club

SF __ More Streets and Roads
SF __ Tall Tales

SF __ Tall Tales Part I*
SF __ Tall Tales Part II*

SB __ Over Hill and Plain

ST __ Chippy Chipmunk's Vacation

WN __ Enchanting Stories
WN __ Across the Valley*

Level 12, Independent and Transition

Sem
GN __ Fun and Fancy

MER __ Treat Shop

RP __ After the Sun Sets

SF __ Just Imagine

* New Editions
o Independent-Enrichment
# PRIMARY READING RECORD

MILWAUKEE PUBLIC SCHOOLS

Teacher P1 ___________________________ P5 ___________________________

P2 ___________________________ P6 ___________________________

P3 ___________________________ P7 ___________________________

P4 ___________________________ P8 ___________________________

### Level 3, Pre-Primer

<table>
<thead>
<tr>
<th>Sem</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td><em>At Home</em></td>
</tr>
<tr>
<td>AB</td>
<td><em>Here and Near</em></td>
</tr>
<tr>
<td>AB</td>
<td><em>Here and Away</em></td>
</tr>
<tr>
<td>AM</td>
<td><em>On Our Way</em></td>
</tr>
<tr>
<td>AM</td>
<td><em>Time to Play</em></td>
</tr>
<tr>
<td>AM</td>
<td><em>All in a Day</em></td>
</tr>
<tr>
<td>BM</td>
<td><em>Don and Peggy</em></td>
</tr>
<tr>
<td>BM</td>
<td><em>Come and See</em></td>
</tr>
<tr>
<td>BM</td>
<td><em>Here We Play</em></td>
</tr>
<tr>
<td>GN</td>
<td><em>My Little Red Story Book</em></td>
</tr>
<tr>
<td>GN</td>
<td><em>My Little Green Story Book</em></td>
</tr>
<tr>
<td>GN</td>
<td><em>My Little Blue Story Book</em></td>
</tr>
<tr>
<td>HM</td>
<td><em>Tip</em></td>
</tr>
<tr>
<td>HM</td>
<td><em>Tip and Mitten</em></td>
</tr>
<tr>
<td>LC</td>
<td><em>Three of Us</em></td>
</tr>
<tr>
<td>LC</td>
<td><em>Play With Us</em></td>
</tr>
<tr>
<td>LC</td>
<td><em>Fun With Us</em></td>
</tr>
<tr>
<td>LC</td>
<td>_See Us Come*</td>
</tr>
<tr>
<td>LC</td>
<td>_Let Us Play*</td>
</tr>
<tr>
<td>LC</td>
<td>_See Us Have Fun*</td>
</tr>
</tbody>
</table>

### Level 3, Pre-Primer (cont'd)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MC</td>
<td><em>Splash</em></td>
</tr>
<tr>
<td>MC</td>
<td><em>Tuffy and Boots</em></td>
</tr>
<tr>
<td>MC</td>
<td><em>At the Lake</em></td>
</tr>
<tr>
<td>SF</td>
<td><em>We Look and See</em></td>
</tr>
<tr>
<td>SF</td>
<td><em>We Work and Play</em></td>
</tr>
<tr>
<td>SF</td>
<td><em>We Come and Go</em></td>
</tr>
<tr>
<td>SB</td>
<td><em>Bill and Susan</em></td>
</tr>
<tr>
<td>SB</td>
<td><em>Under the Tree</em></td>
</tr>
<tr>
<td>ST</td>
<td><em>Daffy</em></td>
</tr>
<tr>
<td>WN</td>
<td><em>Mary and Bill</em></td>
</tr>
<tr>
<td>WN</td>
<td><em>Mac and Muff</em></td>
</tr>
<tr>
<td>WN</td>
<td><em>The Twins, Tom and Don</em></td>
</tr>
<tr>
<td>WN</td>
<td><em>Going to School</em></td>
</tr>
<tr>
<td>WN</td>
<td>_Come Here*</td>
</tr>
<tr>
<td>WN</td>
<td>_Stop and Look*</td>
</tr>
<tr>
<td>WN</td>
<td>_Go Up*</td>
</tr>
<tr>
<td>WO</td>
<td><em>Up and Down</em></td>
</tr>
<tr>
<td>WO</td>
<td><em>Bing</em></td>
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</tbody>
</table>

### Level 4, Easy Primer

<table>
<thead>
<tr>
<th>Sem</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td><em>At Home and Away</em></td>
</tr>
<tr>
<td>GN</td>
<td><em>Come With Us</em></td>
</tr>
<tr>
<td>GN</td>
<td><em>Little White House</em></td>
</tr>
<tr>
<td>HM</td>
<td><em>The Big Show</em></td>
</tr>
<tr>
<td>LC</td>
<td><em>Ride With Us</em></td>
</tr>
<tr>
<td>LC</td>
<td>_See Us Ride*</td>
</tr>
<tr>
<td>MC</td>
<td><em>Ted and Sally</em></td>
</tr>
<tr>
<td>MC</td>
<td>_The Christmas Tree*</td>
</tr>
<tr>
<td>MC</td>
<td>_Snow*</td>
</tr>
<tr>
<td>MC</td>
<td>_Mr. and Mrs. Big*</td>
</tr>
<tr>
<td>MC</td>
<td>_The House In the Woods*</td>
</tr>
<tr>
<td>SF</td>
<td><em>Guess Who</em></td>
</tr>
<tr>
<td>SF</td>
<td><em>Fun With Dick and Jane</em></td>
</tr>
<tr>
<td>ST</td>
<td><em>Who Are You?</em></td>
</tr>
<tr>
<td>ST</td>
<td><em>Daffy</em></td>
</tr>
<tr>
<td>WN</td>
<td><em>At Play</em></td>
</tr>
<tr>
<td>WN</td>
<td>_Come With Me*</td>
</tr>
</tbody>
</table>

* New Editions

○ Independent-Enrichment
### Level 5, Hard Primer
- Sem AB ___ Our School
- AM ___ Up the Street and Down
- BM ___ Days of Fun
- GN ___ Under the Apple Tree
- HM ___ With Jack and Janet
- LC ___ Many Surprises
- MC ___ Tommy Little
- RP ___ Day In and Day Out
- RP ___ Wishing Well
- SB ___ Through the Gate
- S ___ Story Wagon*
- ST ___ Where is Cubby Bear?
- WN ___ Fun in Story
- WO ___ Betty and Bobby

### Level 6, Easy First
- Sem AB ___ Our Town
- AM ___ Around Green Hills
- GN ___ On Cherry Street
- LC ___ Happy Times
- MC ___ On Four Feet
- RP ___ I Know a Story
- SF ___ Our New Friends
- SF ___ We Three°
- SB ___ Down the Road
- S ___ Story Time*
- ST ___ Watch Me
- WN ___ I Know a Secret
- WN ___ Away We Go*
- WO ___ The Big Surprise

### Level 7, Hard First
- Sem AB ___ Fields and Fences
- AM ___ Open Windows°
- BM ___ Our Happy Ways
- BM ___ Sunny and Gay°
- GN ___ Open the Gate
- HM ___ Up and Away
- MC ___ Two Boys and a Tree
- MC ___ Willie the Duck°
- MC ___ Three Little Elephants°
- MC ___ Toby°
- MC ___ The Open Window°
- MER ___ Merry-Go-Round°
- RP ___ Round About
- RP ___ Anything Can Happen
- S ___ Story Train*
- ST ___ Downy Duck Grows Up
- WN ___ Good Stories

* New Editions
° Independent-Enrichment
Memo to: Dean Fallon  
From:  Ruth Hochstetler  
Date:  May 3, 1963  

I recommend that Nancy Lee Cambridge be given a grade of A for her Senior Honor Thesis, I.D. 499. The title is "The Ungraded Primary School Plan."