

News and Trends

. . . in In-Service Education

Margaret Gill

The five members of our staff who were at Lake Arrowhead continue to be enthusiastic about the laboratory training. They feel it is highly recommendable for all administrators and teachers.

Melvin W. Barnes
Superintendent of Schools
Portland, Oregon

. . . The NTL Human Relations Laboratory rocketed the Clark County administrators light years into the future on the continuum moving from a collection of isolated individuals toward operating as a management team in the finest sense.

David A. Sands
Asst. Supt., Instruction
Clark County School District
Las Vegas, Nevada

AN "overall satisfaction" rating of 4.6 on a 5.0 scale was made by 43 educators who attended the training laboratory at Bethel, Maine, July 26-August 7. The quotation from Dr. Barnes, Member-at-Large of the ASCD Board of Directors, is based on participation of a team from Portland in the training laboratory session at Lake Arrowhead, California, July 19-31. The team consisted of the Director of Staff Development, a secondary principal, a vice principal, and two teaching department chairmen. The second assessment is based on Dr. Sands' participation in the Lake Arrowhead session as the head of an eight-member team from his school system.

ASCD, along with the American Association of School Administrators, De-

partment of Elementary School Principals, and the National Association of Secondary-School Principals, sponsored the two laboratories. Both were conducted by the NEA's National Training Laboratories, assisted in California by the Western Training Laboratory of UCLA.

Since 1947 NTL has been providing training for industrial and business management which faced needs for administrative teamwork. Increased demands for competence in managing the complexity of today's schools are now demanding similar training for administrative leaders in education. The cooperative effort grew out of recognition of this need.

Dr. Barnes reports that the Portland team is meeting regularly to reinforce and extend the laboratory experience. The Nevada team is contemplating a series of three-day Human Relations Laboratories involving each Director of Schools and the 12 or 15 principals under his supervision. On the basis of this apparently successful first venture, plans are under way for similar laboratories to be sponsored next July 25-August 6 at Bethel and July 18-30 at Lake Arrowhead.

. . . in National Defense Education Act: Extension and Expansion

President Johnson on October 16 signed into law S 3060, extending the en-

tire Act to June 30, 1968, and expanding the categories in which federal funds are available. Some parts of the expansion are especially applicable to curriculum leaders.

Title II—Student Loans. Replaces the special consideration provision for prospective elementary school teachers and for students with superior background in science - mathematics - engineering - language with the provision giving priority for the granting of loans to students with "superior academic background."

Increases yearly limits on loans to graduate and professional students to \$2,500 (from \$1,000) and increases the aggregate limit for such students to \$10,000 (from \$5,000).

Extends "forgiveness" to teachers in nonprofit private elementary and secondary schools and institutions of higher education.

Title III—Financial Assistance for Strengthening Instruction in Science, Mathematics, Modern Foreign Languages and Other Critical Subjects. Continues support in these areas for acquisition of equipment needed for instruction and expands the program for equipment acquisition and State supervision by adding English, reading, history, geography, civics; increases authorization to \$90 million annually (from \$70 million) for acquisition of equipment; to \$10 million annually (from \$5 million) for State supervision and administration.

Authorizes schools to use equipment for other subjects "if there exists a critical need therefor."

Title IV—National Defense Fellowships. Increases maximum number of fellowships to 3,000 in fiscal 1965; 6,000 in 1966; 7,500 in 1967 and 7,500 in 1968. Limits award to include any person studying for the Ph.D. and intending to teach, or continue to teach, in an institu-

tion of higher education; excludes awards for study at a "school or department of divinity."

Title V—Guidance, Counseling and Testing. Authorizes guidance and counseling institutes at the present level (\$7.25 million) for counseling and guidance personnel in elementary and secondary schools or in institutions of higher education, including junior colleges and technical institutes.

Title XI—Training Institutes. Authorizes \$32.75 million for each fiscal year, 1965-68, for institutes for teachers or supervisors (or student teachers or supervisors) of modern foreign language, reading, history, geography, English, disadvantaged youth, school library personnel, educational media specialists.

Information regarding additional provisions, application procedures and administrative details of the "National Defense Education Act Amendments, 1964"

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. . . in a Schoolwide Curriculum Project

The Impact of New Ideas is a progress report from the School District of University City, Missouri. This publication describes the Comprehensive Project for Improvement in Learning, a plan for systemwide curriculum development operating under a three and one-half year grant from the Ford Foundation, started in April 1963. The project encompasses experimentation, curriculum development and in-service. The purpose is to "interrelate new emphases in curriculum content, organization and resources in a balanced pattern, so that learning is improved for each student from kindergarten through twelfth grade."

Especially interesting to curriculum workers in a school system planning to undertake a similar comprehensive study will be the portions of the booklet describing how the study was initiated, uses of consultants and suggestions for materials for teachers and in-service activities.

. . . in Curriculum Publications

Persons responsible for producing curriculum publications will welcome the suggestions in *Design* (Key to Communication through Curriculum Publications), the September 1964 issue of the *California Curriculum Newsletter*, issued by the Curriculum Laboratory of the State Department of Education. Stress is placed on the role of curriculum publications in improving instructional programs. Also emphasized is the impor-

tance of the designs of such publications which are often the basis of evaluation of education programs and organizations. Specific design suggestions are given.

At the Chicago ASCD Conference, February 28-March 3, 1965, one Consultant Center will be devoted to Curriculum Publications.

. . . in Project English

A new Project English Curriculum Study Center has been located at the University of Illinois, under the direction of J. N. Hook, former Executive Secretary of the National Council of Teachers of English. The Center for five years will support experimental projects in elementary and secondary teacher education programs at more than 20 institutions in the state.

. . . in a State Department

Learning Principles, issued this past August by the Wisconsin State Superintendent of Public Instruction, Angus Rothwell, resulted from a three-year effort to help Wisconsin educators evaluate the learning climate in their state. A joint committee of the State Curriculum Guiding Council and the Advisory Committee on Mental Health, both advisory to the superintendent, guided the study, in which university and public school personnel cooperated. During the year prior to publication of this guide, when the learning principles were being studied by in-service training groups, it became clearly evident that the principles can be used to stimulate the interest of teachers and administrators in studying the learning process.

It is hoped that teachers who attempt to base their classroom practices on current research and knowledge about learning will find their teaching im-

proved as a result of such effort. The bulletin is designed to be used with groups. Curriculum leaders will be especially interested in Part III, "The Teacher's Curriculum Decision and Learning." The Wisconsin State Department is to be commended for this type of leadership.

. . . in Junior High Guidance

Improving Guidance in the Junior High School (A study in In-service Teacher Education), by Donald E. Jones, Principal, Barret Junior High, Henderson, Kentucky, makes up the September 1964 School Service Report of the University of Kentucky's Bureau of School Service. The demonstration at seventh and eighth grade levels which is reported was designed to make it possible for a total staff to "grow in professional competency to help children with mental health problems." The ultimate objective was teacher growth, but involvement of teachers in a worthwhile experiment was the vehicle used in this research project. From the beginning a mental health consultant was involved.

A description of how the project was developed, uses of the case study, and instruments for measurement of change are portions of the report which should be of

interest to any junior high school faculty, especially one planning to incorporate the services of mental health consultants in an in-service plan to promote teacher education in guidance.

. . . in the Language Laboratory

Language Laboratory and Language Meaning, by Elton Hocking, is Monograph 2 of the Department of Audiovisual Instruction, NEA. (Single copy \$4.50; 210 p.) Especially written for teachers of foreign language at all levels and for audiovisual specialists, the monograph will be a valuable source book for all those responsible for coordinating and developing total curriculum programs.

In addition to tracing the 15-year history of the language laboratory, the monograph contains reports of practice and theory, current research and achievements in the use of language laboratories, and a sketchbook of language laboratory equipment. Supervisors and directors of instruction will find helpful the case studies of "representative language laboratory installations" at the elementary, secondary, college and university levels.

—MARGARET GILL, *Executive Secretary, Association for Supervision and Curriculum Development.*

Intellectual Development: Another Look

Edited by A. Harry Passow and Robert R. Leeper, this booklet presents papers prepared for the two sections of the Eighth Curriculum Research Institute. It is the sixth publication in the ASCD series of "learning" booklets.

128 pages

Price: \$1.75

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