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THE problem of designing non-religious opening exercises has inspired the publication of *The School Day Begins: A Guide to Opening Exercises in the Pittsburgh Public Schools, Grades Kindergarten-12*. Already in a second printing, the 262-page book opens with principles and criteria for opening exercises, followed by programs and themes suggested for successive grade levels. The bulk of the book, however, is made up of secular material to replace religious prayers and readings from the scripture. These are drawn from the general literature and from student writings. There is also an appendix listing music for opening exercises, not only songs but great recorded music, from Bach's harpsichord concertos to Ravel's *Pavane pour une infante défunte*.

Test of Economic Understandings

The Florida State Department of Education (Tallahassee) has completed a survey of economic understandings among sample eleventh-grade students, on which a report will be forthcoming. Meanwhile, the study has resulted in the preparation of a *Test of Economic*

Understandings (Preliminary Edition, Number 2, Form A), available through Dr. J. W. Crenshaw of the Department.

Television Status in Virginia

For the school year 1964-65, some 306,000 pupils, approximately 31 percent of the public school enrollment, were served by ETV stations in Virginia. Some of the subjects included were American history, art, biology, geography, guidance, handwriting, humanities, mathematics, music, physical science, Spanish, and current events.

New Primary Unit Plan in Detroit

This year, after nearly five years of experimentation in seven schools, the Primary Unit was instituted in most of the 200 elementary schools in Detroit. The essence of the Primary Unit is the combining of kindergarten and first grade as a single primary block; it is anticipated that grade two will be added later.

Centers for the Gifted in San Diego

Twenty-four elementary schools in San Diego are presently designated as

"Centers for the Gifted," in which there are "cluster group" classes into which pupils are admitted after careful identification and screening procedures. The curriculum of the special classes is enriched through the services of resource teachers, the availability of additional books and equipment, and special opportunities for instruction in subject and interest areas beyond the regular curriculum. Pupils receive typing instructions in fifth and sixth grades.

Academic Instruction through French and Spanish

In the school year 1966-67, selected high school students in Richmond and Alexandria and in Arlington and Fairfax Counties, Virginia, will be studying world history or modern European history in French, Latin American history in Spanish, and the world in the twentieth century in either French or Spanish. This year, under the direction of Helen P. Warriner, state supervisor of foreign languages, teachers are locating suitable instructional materials and developing course guides and teaching procedures to get ready for the program.

Other Pilot Projects in Virginia

The State Department of Virginia is also cosponsoring a number of other studies in curriculum and instruction, with half the cost coming from the state and half from the cooperating school district. A list of some of these follows: the effect of an elementary school developmental specialist on pupil behavior, second year (Alexandria); improvement of reading in underachieving children through the simultaneous impression of the written and auditory symbols of the same text, second year

(Arlington); evaluation of the performance of pupils in the ungraded primary during enrollment in the program and for two years thereafter (Fairfax County); a study of modifications needed for a more effective instructional program for boys (Hopewell, Lynchburg, and Mecklenburg); and the audio-lingual teaching of English to slow learners in the ninth grade (Tazewell).

Uses and Values of Paperbacks

Robert Fleming has called attention to several publications that will be of interest to ASCDers. One is *Paperbound Books in New Jersey Public Schools*, which reports on a study conducted in 50 schools under a grant from the New World Foundation. Questions of concern in the study ranged from the problem of durability to impact on curriculum change. Among the recommendations, two incorporate suggested supplementary budget allocations for paperbacks—\$2 per pupil at the elementary level and \$4 at the secondary. The report is published by the State Department of Education, Trenton, New Jersey.

Teaching Guide on Venereal Disease

Another publication from New Jersey is *Venereal Disease: A Teaching Reference Guide*, compiled by Phillis S. Busch. Developed out of the experience of a pilot group of teachers, the material, as Fleming points out in his foreword, is based on "the premise that the soundest approach to venereal disease education is one which starts with the questions of young people themselves." Four aspects are used for overall organization: why the reported increase, what the diseases are, what to do if one

thinks he is diseased, and how to control venereal disease. About half the pamphlet is comprised of information about VD.

Factors Related to Child Suicides

A third publication from the New Jersey State Department of Education is James Jan-Tausch's study, *Suicide of Children, 1960-63: New Jersey Public School Students*. Forty-one students, ranging in age from 7 to 19, are included in the study, with the estimate that as many more would have been eligible as subjects were the records on children's deaths more accurate. Thirty-two of the cases were male. In terms of intelligence, 15 were superior, 24 were normal, and 2 retarded. Twenty-nine were poor in academic achievement. All possessed good physical health.

Help for Reading Teachers

The St. Louis Public Schools operate six reading clinics for their elementary schools plus a seventh used to train undergraduates in diagnostic and remedial reading techniques at the Harris Teachers College. In recent years the district has followed the practice of assigning annually to each of the regular clinics a number of teachers who serve for a one-year term. For these teachers and for the Harris students, as well as for remedial reading teachers assigned directly to various schools, the district

has issued *A Manual for Reading Clinic Teachers* that covers both diagnosis and remediation.

St. Louis Government and Politics

We Elect! is the title of another new publication from the St. Louis Public Schools. Profusely illustrated, the book covers elections, political organizations, St. Louis city government, and the public schools. It was produced with the assistance of a grant from the Danforth Foundation.

Experimental Language Program

The Public Schools of Metropolitan Nashville-Davidson County, a union of the old city and county school systems, is a new district now in its second year. One of the projects the district reports is an experimental language program for the severely retarded at Warner School. The five teachers are using the Peabody Language Development Kit and the Rebus Script materials.

Elementary Libraries on the March

Typical of wide reports of growth in elementary school libraries is news from Trenton that the public schools there have set the goal of employing one trained librarian for every two elementary schools. This year the program was launched with the employment of three librarians.

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