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ST. LOUIS has an assistant superintendent in charge of teacher education. It also has six assistant superintendents of elementary education, one for each of six districts. A single assistant superintendent is in charge of the two high school districts.

The "Rooms-of-Twenty" program in St. Louis, inaugurated in 1953, continues to provide help for third-year primary pupils "who need more time to master the basic skills in language arts and arithmetic before moving into the fourth grade." These rooms are staffed by remedial teachers who have had a year of training in a reading clinic prior to their assignment in the program. (These notes come from a bulletin, *St. Louis Public Schools: Past, Present, Future*, addressed to teachers and prospective teachers, a beautifully put together and informative publication.)

### **Horn Study in San Antonio**

Of wide interest is the study being conducted by Tom Horn of the University of Texas in the San Antonio Public Schools on approaches to teaching Spanish-speaking school beginners. Now in its second year, the study is comparing oral-aural language teaching in English and in Spanish and also

involves new science-based readiness materials.

### **New Film on Farm Changes**

A 15-minute color film produced by the U.S. Department of Agriculture, *The Cardboard Cow*, deals with the impact of science on farm life. It is "extremely well done and gives some insights into new agricultural changes," writes Louise Berman. She recommends it for elementary school use and thinks it "informative for adults also. The few classroom scenes, unfortunately, are not as well done as the rest of the film." (Motion Picture Service, Office of Information, USDA, Washington, D.C. 20250.)

### **Survey of Elementary School Organization**

A report from the research department of the Tulsa Public Schools summarizes data on elementary school organization collected in February from 128 of the large school districts of the country. Over all, 61.5 percent report using special teachers for certain subjects, with 38.5 percent "placing all subjects under a homeroom teacher." Nongraded primaries were reported as major programs in 13.6 percent. Experimental tryouts were reported as

follows: nongraded primary, 27 school systems; nongraded elementary, 8; and multi-grade placement, 8.

### **Study of Migrant Children**

A major Title V study is the Interstate Migrant Education Research Project with Arizona, California, Delaware, Florida, Oregon and Washington as participants. One goal is to develop an "information system" for "identifying education needs of migrant children and for keeping track of their movements." Also the project will seek to coordinate programs and services and develop a model to provide better education for these children.

### **Pamphlet for Parents on New Math**

The Florida State Department has issued a pamphlet entitled *For Parents: Understanding Mathematics Today*.

### **Examples of Title III Projects**

Projects of an innovative or exemplary nature funded under Title III in Florida (as of August) include these: *planning*—Pre-employment Training Program for Secondary Schools, Supplementary Arts and Graphic Materials Production and In-service Training Center, and Development of an Exemplary Speech-Arts Program for Secondary Schools (Broward County); Marine Science Center (Citrus County); and Development of Self-Concept (Orange County); *operational*—An Interdiscipline Team in Pupil Service (Hillsborough County); Proposal for a Multi-County Traveling Museum (St. Johns County); Curricula Improvement Center (Charlotte County); Experimental Instrumental Perform-

ance Clinic (Sarasota County); Center for Self-Instruction (Dade County); and Program for Mathematically Underdeveloped Pupils (Palm Beach County).

### **Multi-sensory Readiness Program**

Prepared for its program of special education but offered as having implications for "many pupils in first grade, kindergarten, and Head Start programs where concreteness, sensory experiences, and enriched readiness training would be desirable" is a bulletin from Norwalk entitled *A Multi-sensory Expanded Readiness Program for Young Children with Retarded Development*, called to our attention by Milton Wartenberg, Director of Curriculum, who describes it as "an outgrowth of three years' work." Particularly useful is a description of skills and perceptions under these headings: visual, auditory, tactile, kinaesthetic, memory and language. (Norwalk Board of Education, Norwalk, Connecticut.)

### **To Celebrate ACEI Seventy-Fifth Anniversary**

"Moving Forward—1892-1967" is the theme of the 1967 Study Conference of the Association for Childhood Education International to be held in Washington, D.C. March 26-31.

### **Historic Curriculum Document**

Of great interest to students of supervision and curriculum development should be Lee Wickline's report entitled *Improvement of Instruction through NDEA Title III*. The bulletin deals with growth of both facilities and supervisory and related services in science, mathematics and modern lan-

guages. (Government Printing Office; 25 cents.)

### Guidelines for Elementary Schools

*Design for Planning the Program of the Elementary School* is the title of a Maryland State Department of Education publication that culminates a broad, long-term look at both present programs and new developments.

### Saturday Remedial Classes

Thirteen Little Rock, Arkansas, elementary schools are providing remedial classes on Saturday mornings. Major areas are reading, language, spelling and mathematics.

### Mobile Dental Unit with Two Dentists

From Little Rock also comes news of a new mobile dental unit put into

service last spring to deal with dental problems of children from underprivileged families. Housed in a trailer, the unit has two chairs and will be scheduled to make regular stops at eight schools. The hope is that 15 to 20 children can be served each day by the two dentists and assistant who staff the unit.

### Report of Southern Region Conference

*Education: The Southern Hope* is the title of a report of the proceedings of the Southern Region Conference on Education held in Richmond last winter. Prepared by June Hyer of the University of Houston, the report deals with problems and "ways to improve" in preschool and elementary education, secondary education, junior college education, technical and vocational edu-



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cation, community and continuing education, undergraduate education, and graduate and post-doctoral programs. Editor Hyer proposes that "The time has come for the South to out-think, outplan, and outperform the other regions of the nation or to accept poverty, undereducation, and the lack of productivity." (Available from Southern Association of Colleges and Schools, Suite 592, 795 Peachtree Street, N.E., Atlanta, Georgia 30308.)

### **Pilot Study on Head Start for Bilinguals**

El Paso is continuing in first grade a study of new teaching methods for bilingual children begun this past summer. "The children, who had little or no facility at the beginning of the program," reports Nancy Miller of the El Paso Department of Special Services and Activities, "visited a language laboratory for part of their daily instruction in English. They also studied organic Spanish at a fixed period daily."

### **Bulletin on Grouping and Grading**

As part of a new service arising from "the many requests for permission to try new programs and to revise organizational patterns," the Kentucky Department of Education is issuing a series of statements dealing with current "issues, innovations, and controversies." First of these is a leaflet, *Grouping and Grading Practices*. (Bureau of Instruction, State Office Building, Frankfort.)

### **Education for the Future**

Funded under Title V and involving eight Rocky Mountain states (Arizona, Colorado, Idaho, Montana, Nevada,

New Mexico, Utah and Wyoming), "Designing Education for the Future" is a new project which will "attempt to anticipate the changes which are likely to occur in society during the next fifteen years, to understand the implications for education, and to plan for adjustment." The project office is located in Denver; Edgar Morphet is director.

### **On Elementary Counseling**

A summary of proceedings of the 1966 Western Regional Conference of Elementary School Counseling can be found in *The Elementary School Counselor: A Venture in Humanness* edited by Wayne Maes. (Available from Bureau of Educational Research and Services, Arizona State University, Tempe.)

### **Mathematics at Nova**

According to Burt Kaufman, mathematics coordinator of the Nova Schools (Ft. Lauderdale, Florida), students who complete the Track I math program when it is fully developed will possess the equivalent of an undergraduate major in mathematics. Selected pupils from the fifth and sixth grades are allowed to enter the 7-12 sequence early. ☞

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