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"THE I in Economics" is the first of three units in a new eighth-grade course in economics introduced in the Tulsa, Oklahoma, Public Schools this year. The unit stresses self-assessment in terms of such questions as these:

What kinds of things do I like to do?

Do I like to do things by myself or do I enjoy teamwork?

Do I enjoy solving problems involving concrete, real objects or am I more at home with ideas and concepts?

Am I outgoing and friendly or am I cautious and reserved?

Sessions with counselors and interpretation of the results of the Kuder Interest Inventory are incorporated in the study.

The other units in the semester course are entitled "The Big Game of Business," a unit on the risks and rewards of business, and "The Great Race," which deals with cooperation between the individual, business, and government.

Tulsa Dropout Study

A continuing study of more than

5000 students in grade 6, as of 1960, in the Tulsa Public Schools has been carried through the date of May 1966. Of those still remaining in Tulsa, 79.3 percent were graduated. Another group of 5 percent was still in high school. Dropouts were listed as 16 percent. The years of greatest dropout were grades 10 and 11.

A summary statement from the study follows: "A lack of academic success, as evidenced by a low grade point average and low achievement scores, as well as by a high incidence of nonpromotion from one grade to the next, appears to be a crucial factor in the typical dropout's decision to terminate his education."

State Advisory Council in Iowa

The Iowa Department of Public Instruction has set up a new advisory council representing the 16 area districts organized to forward education in the state. The body will assist in coordinating the activities of the state department, area offices, and local schools.

New Program in Detroit Area

"Recapture, Educate, Motivate, Innovate for the Development of Youth (REIMDY) is the title of a new project sponsored by the Wayne County, Michigan, Intermediate School District. According to Leonard S. Demak, Director, the project is mainly concerned with "identification of and experimentation with new roles for youth in educational programs and decision-making processes." Teacher education is included in the project.

Parent Education in Fort Dodge

In connection with summer programs for preschoolers, the Fort Dodge, Iowa, Public Schools have conducted parent education programs for the past three summers. Topics are defined by the parent groups and have included discipline and family relationships, sewing, cooking, further education for adult family members, home repairs, and budgeting and buying.

Model Schools Program in Baltimore

Three Baltimore elementary schools—Numbers 8, 32, and 66—are included in a model school program, patterned in part after the New York City project promoted by the American Federation of Teachers there. The union in Baltimore is credited by Vernon Vavrina, Associate Superintendent of Curriculum and Instruction, with getting the local project under way through one of its annual spring conferences.

Class size is limited in the model schools—15 pupils in early admissions classes, 18 in special curriculum classes, 20 in kindergartens, and 24 in regular classes, grades 1-6.

Teachers are organized as teams, with senior teachers as coordinators and with one teacher aide to each two teachers. Each school has counseling, psychological, and school social work services.

School No. 8, with 402 pupils, has 18 classes. Pupils of primary age are non-graded. No. 32, with 500 pupils, is entirely nongraded and the staff is organized in three teams—early, middle, and later grades. No. 66, 550 pupils, has a nongraded primary. Teachers are organized in three teams, with teachers of older children teaching under "modified departmentalization."

In a recent newsletter from the Baltimore schools, Dr. Vavrina is quoted as seeing these characteristics of the model schools program as most significant in meeting the needs of ghetto children: "Beginning the child's schooling at an early age; teaching him in small classes—at times individually; providing him with back-up teachers when he needs individual help; giving him the special services that he may need—remedial reading, speech, health care, psychological services, enrichment in art, music, physical education."

On the Middle School

These problems concerning middle school organization and curriculum formed the basis of clinic sessions at the Eleventh Annual College of Education Conference held by the University of Toledo (Ohio) in November: (a) creating public opinion on the middle school idea; (b) determining an appropriate grade span; (c) pinpointing objectives for the middle school; (d) obtaining appropriately prepared teachers; (e) selecting relevant learning op-

portunities; (f) weighing alternative curriculum designs; (g) developing strategies for instruction; (h) designing school plants and facilities; and (i) initiating long-range planning for transition to the middle school.

Learning and Curriculum Centers in Pennsylvania

Eighteen regional areas in Pennsylvania have received planning grants to propose alternative programs to meet needs for improved practices in education. The program will include learning centers and curriculum centers to be based primarily in the state colleges. The former will provide "research and experimentation with emphasis on applied educational research." The curriculum center will "disseminate information related to curriculum development, educational research, and state and federal programs."

"If I Were a Train"

If I were a train
I would go down the track,
And toot my whistle
And blow my stack.

—RANDY OGLE, *School 68, Grade 2.*

This poem is extracted from *Skylines*, an annual anthology of student writing from the Indianapolis, Indiana, Public Schools.

Program in Standard Oral English

More than 100 teachers in 27 junior and senior high schools in Los Angeles, California, are using new materials to develop standard spoken English with Negro and Mexican-American students. Two 25-minute periods weekly are devoted to the program.

The aim is to teach "the prevailing

dialect in the larger community," giving Negroes "an alternative to their present speech, which reflects Southern-based language patterns," and with Mexican-Americans trying "to teach English as a second language with emphasis on remedial instruction."

The program, which is geared to improve vocational opportunities, is characterized by these specific objectives (as reported in the district's newsletter, *Spotlight*):

To reveal the conflict between the non-standard and standard pattern of English

Provide extensive pattern practice drills to establish the standard pattern

Give youngsters an opportunity to use the standard pattern in some kind of situation requiring oral language (group discussions, conversations, role playing)

Place emphasis on oral participation

Stress pattern practice of standard usage for Negro students and emphasize oral participation and conversation for Mexican-American students.

Kenneth R. Johnson of the University of Southern California has served as consultant in helping develop the program.

Problems of Recruiters

In a recent issue of the *Staff Journal* of the Duval County Schools (Jacksonville, Florida), Ted Starnes, the county's Secondary Staffing Specialist, offers some reasons why recruiting trips were less rewarding last year than they have been in the past:

More first degree candidates are applying for graduate school and for scholarships to continue studies.

More girls are getting married to men continuing in graduate school, going into



NEW

Four Teacher- Training Films on The Inductive Teaching of English

To demonstrate how effective the inductive method is in the classroom, four outstanding teacher-training films have been produced by the Curriculum Study Center in English at Carnegie-Mellon University in cooperation with WQED, Pittsburgh's educational TV station.

Each of the four 55 minute films uses actual lessons from the Carnegie high school literature program—soon to be published by Noble and Noble. Through a combination of panel discussions with authentic unrehearsed classroom situations, these films illustrate how teachers can lead students to make their own discoveries about language and literature.

Film 1: THE TEACHING OF LANGUAGE: Dictionaries and Definitions.

Film 2: THE TEACHING OF FICTION: Shirley Jackson's "The Lottery."

Film 3: THE TEACHING OF POETRY: Shakespeare's Sonnet 73.

Film 4: THE TEACHING OF COMPOSITION: A Composition on Macbeth.

A specially prepared *Viewer's Guide* provides suggested discussion questions to stimulate audience participation.

For further information on either purchase or rental of these films, write today to:

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service, or finding jobs in various parts of the nation. These are restricted geographically.

Student teaching experience convinces many that teaching is hard work and school problems are multiplying. They try to find other work.

Many are seeking federally sponsored and funded jobs, which they think carry an aura of excitement and glamour.

Candidates are increasingly cautious about accepting an "open assignment" contract and want to wait until summer for an on-the-spot interview and visit to the school to which they would be assigned.

Federal agencies and industry welcome applications from teachers and offer better starting salaries.

Junior colleges are draining off teachers with master's degrees who have been teaching, or would have taught in secondary schools.

Some say quite frankly that they are waiting until they decide where they want to locate. They have no fear of not finding employment almost any place.

From Last Summer

One of the most unusual of the offerings provided last summer by the Tacoma (Washington) Public Schools was the "Galaxy Program," enrolling 52 senior high students. The program offered a choice of four fields of specialization, all under the rubric of communication: folk music, the logic of persuasion, the changing society, and modern literature. The format for the six-weeks course was designed to provide field trips, speakers, and Friday panel reports of the four groups to the total membership of the program.

New Courses at Shaker Heights

New this year in the Shaker Heights

(Ohio) City Schools are a linguistics-based English program, Grades 3-6; an introductory physical science course, Grade 8; and at the high school level, a one-year course in Greek and another in human relations.

Teaching Problems Laboratory

Simulation exercises in problem solving for student teachers and in-service education programs are provided by the Teaching Problems Laboratory published by Science Research Associates (259 East Erie Street, Chicago 60611).

Centennial in Kansas City

Better communication is the goal of this year's centennial celebration in the Kansas City, Missouri, Public Schools. From "the small town neighborhood school, the social, the box supper, the spelling bee," as a recent issue of the district newsletter, *Our Schools*, puts it, "we have grown to a complex, integrated urban community depending to a great degree on mass media efforts of communication." The campaign to communicate includes teachers' meetings by TV, spot announcements offered to television stations, half-time TV shows during football season, special centennial mail slugs for metered mail, and numerous special stories in the local newspaper.

School Dollar in Denver

The current superintendent's report from the Denver, Colorado, Public Schools lists these sources of the school dollar: local property tax, 71 percent; motor vehicle tax, 4 percent; State of Colorado, 12 percent; federal funds, 8 percent; lunchrooms, 3 percent; and other sources, 2 percent.

Change in Reporting Periods

This year elementary and secondary schools in Houston, Texas, will report pupil progress at intervals of nine rather than six weeks.

Learning To Talk with Parents

This year a series of classes for teachers in conversational Spanish is being conducted in Los Angeles, California. Offered in each of the city's eight elementary administrative areas, the course will consist of 24 sessions and is expected to "provide teachers with the vocabulary and conversational ability needed to discuss the educational program with a Spanish-speaking adult."

Movement Education in Plattsburgh

A Title III project in movement education, based on "a relatively new concept in physical education which states that children need to learn the basic principles of how their bodies move, where they move in space, and what their capabilities are," is now in its second year in the Plattsburgh, New York, elementary schools. Visitors are invited to witness what is going on in the new program. Project director is Joan S. Tillotson.

English Curriculum Study Series

Among the publications now available from the Indiana University English Curriculum Study Series are these: *On Teaching the Bible as Literature*, *Teaching Literature in Grades Seven through Nine*, and *Two Approaches to Teaching Syntax* (Indiana University Press, Tenth and Morton Streets, Bloomington 47401).

Head Start in El Paso

Enrolling 705 pre-first graders this year, the El Paso, Texas, Public Schools have 47 Head Start classes, with a teacher and an aide for each class plus three social workers, five social-work aides, and three nurses. Federal financing amounts to \$559,349.

Rules on Student Dress

Among the items "not acceptable" in dress and grooming included in recent

rules spelled out by the El Paso school board are "extreme styles of shoes" for boys, and for girls "tuck-in blouses not tucked in."

Russian Children's Literature

A Harvest of Russian Children's Literature, edited by Miriam Morton, contains 100 selections dating from 1825, all currently available and popular with children in Russia. (Published by University of California Press.)

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