FOUR of the five sites for the Great High Schools Project of the Pittsburgh, Pennsylvania, Public Schools have been selected and the fifth is under study. The plans call for the construction of secondary school centers on each of the five sites to serve surrounding geographical areas.

At present, educational specifications are being drawn up and plans made to develop common elements that will result in decreased costs as the mammoth building program gets under way.

Growth in Data Processing

A case example of the growth of data processing in the schools is provided by the Metropolitan Nashville-Davidson County Schools, Nashville, Tennessee. Established two and a half years ago, the data processing division now has a total of 25 employees engaged in such activities as these:

Automated pupil records and attendance accounting in all Title I schools; also for 10,000 other students, with the prospect of eventually covering all schools.

Processing complete payroll records of all 8,500 employees.

Daily processing of data related to budgetary accounting, warehouse inventory control, purchase order control, accounts payable, and budget projection.

Class scheduling for 40,000 secondary school students.

Future plans call for installation of a new computer system with faster speeds and increased storage. In time, plans call for “processing and storing students’ cumulative records, printing report cards, maintaining all personnel records; in short, providing any and all information relative to school administration quickly and accurately in the format required by the user.”

Individual Progress in Boston

Ten of the elementary schools of Boston, Massachusetts, are now participating in a pilot program known as “Individual Progress.” As reported in the district’s Review, “The former grade structure will give way to various levels in reading and language arts.” Pupils will be assigned to levels on the basis of a combination of factors, including achievement on standardized tests, teacher evaluation, social and emotional maturity, and physical development.
**Spring Courses for Teachers**

The spring in-service courses available to teachers in the San Diego, California, Public Schools include a workshop in the role and problems of the Mexican-American, language and linguistics, anthropology in our modern culture, literature for grades 1-3, a workshop on a multi-dimensional approach to first-grade reading, and inquiry approaches in teaching secondary social studies.

**Oral Language Development Program**

Head Elementary School, Nashville, is engaging for the third year in a special program of oral language development in cooperation with members of the Nashville Council of Jewish Women. Volunteers from the council spend several hours each week in the school working with children in such activities as storytelling, travel talks, display of items brought from foreign lands, and field trips.

**Push on Reading**

The Board of Education of the Los Angeles, California, City Schools voted at year’s end an emergency budget item of more than a million dollars to highlight improvement in selected aspects of the district’s instructional program. Nearly half will go to the improvement of reading, particularly in the primary grades.

New materials in phonics will be provided teachers. Also an intensive in-service training program is being initiated. Toward that end, 40 experienced teachers and 24 teacher-consultants have been made available to work with primary teachers.

Scores for Los Angeles children on the newly mandated state-wide reading test have been the subject of much critical press comment in recent months.

**Elementary French Pays Off**

College Board scores in French for the first group of students to come through the extended modern language program in Shaker Heights, Ohio, have convinced the school system that the fourth-to-twelfth-grade program is paying off. Scores on both second- and third-year examinations were higher than ever before.

**“Great Speakers” in Pennsylvania**

The Pennsylvania Department of Public Instruction is providing college and public school personnel a new “Great Speaker Series” that calls for the speaker to give a formal address in Harrisburg and then to work for the remainder of a two-day assignment with various department bureaus in “shirt-sleeve symposia.” Among speakers in the current series are Harry S. Broudy, who will talk on “Quality Education through Aesthetic Education”; Robert F. Mager on “Development and Specification of Objectives in the Affective Domain”; and Arthur W. Combs, on “New Concepts of Human Potential and Their Importance for Education.”

**On Multi-Ethnic Materials**

The Metropolitan Board of Education in Nashville has voted to endorse the use of multi-ethnic materials in the schools of the district, some of which are being locally prepared, and has recommended further “(a) that the Tennessee State Textbook Commission be requested to include multi-ethnic ma-
materials on the State Textbook List, and (b) that the Tennessee State Board of Education be requested to include multi-ethnic materials in curriculum development in the public schools of the State of Tennessee."

1968 Core Conference

The National Association for Core Curriculum will hold its sixteenth annual conference at the Hotel Frederick in Huntington, West Virginia. Date of the conference is October 10-12, 1968.

In-Service Education for Paraprofessionals

The Baltimore, Maryland, Public Schools will conduct workshops this semester for both elementary and secondary school paraprofessionals. The categories of paraprofessionals include "instructional assistant, pupil personnel assistant, assistant in education (secondary), and . . . aides in the areas of education, the library, school health, and early admissions."

Two groups of elementary and one of secondary paraprofessionals will attend a series of five two-hour sessions. Included in the workshop will be help in operation of both instructional and office machines. "The personal and ethical responsibilities of aides and their relationships and limitations will also be discussed," according to the report of the workshop in the district's Staff Newsletter (January 5, 1968).

Human Behavior Series in i/t/a

A new project of the Educational Research Council of America (formerly the Greater Cleveland Council on Educational Research) is the publication in Initial Teaching Alphabet (i/t/a) of a series of 11 stories about human behavior, an outgrowth of a program of the Council's Preventive Psychiatry Department. The stories are meant to develop understanding of familiar problem situations such as sharing, name calling, feeling left out or different, and adjusting to a new baby in the family. (The Council's address: Rockefeller Building, Cleveland, Ohio 44113.)

Telecommunication in Cleveland

The Educational Research Council of America has been using a new system of communication with its members' schools this year. On three mornings a week, the Council provides a half hour of phone-in service especially arranged to take care of service requests, questions about new programs, and the like. In addition, special conferences and briefings on projects can be arranged through the tele-network.

Five for the Price of Four

To encourage more students to eat "Type A" hot lunches, the cafeterias of the Louisville, Kentucky, Public Schools are offering tickets good for five lunches for the price of four.

Breakfast Program in Iowa

"Pupils who were habitually tardy are now standing outside the door at 8 a.m. with their noses pressed against the glass, waiting to get in to eat," testifies one of the principals of the 15 Iowa school buildings now serving breakfast to needy pupils. The program has increased from six buildings last year. (From Educational Bulletin, publication of Iowa State Department of Public Instruction.)
Teacher Evaluation in Fort Worth

The Board of Education of the Fort Worth, Texas, Public Schools has adopted a new six-step procedure designed to upgrade unsatisfactory teaching personnel. Noteworthy is Step 5, which provides for a review of the director of personnel’s recommendations by a three-member committee made up of the assistant superintendents of administration and instruction and the president of the classroom teachers association. The committee may accept the recommendation or recommend another of the four alternatives specified in the policy: “(1) continue employment with constructive supervision, (2) probation for one year with constructive supervision, (3) if circumstances warrant, retirement or leave of absence, (4) termination of services.” Step 6 provides for the superintendent to make the final decision.

A Lawyer on Federal Programs

The Montana State Department of Public Instruction has added a lawyer to its staff as Federal Programs Controller. His job will deal with “interpretation of the laws, regulations, and procedures governing the 38 federally-assisted education programs in which Montana is participating.”

Inner-City Teachers

In the same issue of Staff Newsletter appears an editorial on teachers in the inner city by M. Thomas Goedeke, Associate Superintendent-in-Charge. The successful inner-city teachers, according to Dr. Goedeke, are those who “know their students and their backgrounds, prepare meaningful long-range and short-range plans, have breadth and depth of subject matter, use good judgment in all situations, are alert and active during each class period, insist that students extend themselves to capacity, and have personalities which assist in challenging students.”

Speakers’ Bureau on School Topics

The Lima, Ohio, Public Schools have issued this year to various community organizations a list of speakers on school topics to assist program chairmen in including attention to the schools and their resources. Types of presentations are specified, such as talks, films, and demonstrations.

Texas Journal of Secondary Education

O. L. Davis, Jr. is now serving as editor of the Texas Journal of Secondary Education, which celebrates its twenty-first year of publication with a new format as well as a new editor. (Address: College of Education, University of Texas, University Station, Austin 78712.)

Ten Curriculum Committees in Cincinnati

The Cincinnati, Ohio, Public Schools are in the first phase of a long-range curriculum study. Ten committees have been organized to forward the study. Five of these deal with the general area of goal definition: Educating All Children, Youth, and Adults; Establishing Priorities for Education; Teaching About Controversial Issues; A Balanced Program; and The School’s Role in Dealing with National Problems Re-
lated to Youth. Four committees have been established to concern themselves with the study of "superstructure": Decision Making; Organizing the School and Classroom; Organizing the Curriculum; and Research, Experimentation, and Innovation. The tenth committee has to do with evaluation.

Director of the study is James N. Jacobs, Director of Program Development for the district.

Union of Alabama, Maryland, and NEA Forces

Project MACSI is a new project that combines the resources of the Anniston, Alabama, City Schools; the Montgomery County, Maryland, Public Schools; and the NEA Center for the Study of Instruction. The objectives of the project focus on curriculum development through leadership training. As part of the project, curriculum and instruction leaders from Anniston are participating in on-going programs in Montgomery County.

Combined with these "laboratory" experiences is a series of seminars dealing with relevant theory and practice.

Instructional TV in Denver

Eight instructional programs produced for television by the Denver, Colorado, Public Schools are now being used in 34 cities in the United States and Canada, according to a recent report from Denver.

Established 12 years ago, the educational station in Denver, KRMA, carries a variety of programs today. The regular instructional end of programming provides lessons in 13 subject fields from first through sixth grade. High school credit courses are offered during the summer. Last summer 1,057 students were enrolled for credit in American history, consumer mathematics, contemporary literature, general physical science, and note-hand.

Adult instruction courses in the afternoon and evening hours have included food preparation, budget planning, upholstery, millinery, sewing, home repairs, shorthand, typing, office management, and a course entitled "Preparing Your Child for Reading" that has received a good deal of notice among educators outside the area.

The station also offers public affairs programs, programs in the arts and humanities, and programs for children, as well as miscellaneous programs of general interest.

Higher Education in Ohio

Ohio's New Look in Higher Education is the title of a brochure put out by the Ohio Board of Regents (88 East Broad Street, Columbus), reporting on the emerging shape of public education beyond the high school in that state. Seven universities, some of which were formerly in existence as municipal or private institutions, have been added to the mix since 1963: University of Akron, University of Cincinnati (affiliated), Cleveland State University (new), Medical College of Ohio at Toledo (new), University of Toledo, Wright State University (new), and Youngstown State University.

In addition, three kinds of two-year "centers" are being promoted. Four community colleges and five technical institutes have been established. Branches of the senior state universities form the third type of two-year center.
There are 30 such branches, 18 with new permanent campuses of their own.

**Film on Cleveland Council**

Available from the department of in-service education of the Educational Research Council of America (Rockefeller Building, Cleveland, Ohio 44113) is a 16mm sound film depicting in color the council's curriculum research activities.

**In-service Courses in Philadelphia**

Available to employees of the Philadelphia Public Schools for the second semester were 99 in-service courses—45 offered to teachers of all levels, 37 to elementary teachers, 11 to secondary, and 6 for secretaries.

Included are courses in Negro poetry; Negro history; teaching Negro history in a comprehensive social studies program; basic study of the Negro in American history; and emerging Africa: traditions, problems, and expectations.

Last year, according to Clayton E. Buell, the director of special instructional projects for the district, a total of 177 in-service courses was offered employees in Philadelphia, enrolling a total of 3,700 participants.

**Facts about Guidance in Indiana**

"Pupil personnel and staff personnel supervisory positions in Indiana include 2 assistant superintendents for pupil personnel, 23 directors of attendance, 147 directors of guidance, 1 director of social service, 6 directors of tests and measurements, and 18 coordinators of pupil personnel and services. In Indiana schools there are 1,093 guidance counselors, 238 nurses, 108 attendance officers, 112 social workers, 31 psychologists, no psychiatrists, 45 psychometrists listed as technical personnel working with pupils." This information appears in The Hoosier Schoolmaster, publication of the Indiana State Department of Public Instruction (January 1968).

**Vocational Education in Baltimore**

Recommendations for improvement in the vocational program of the Baltimore, Maryland, City Schools, resulting from a year-long study by New York University, include the following, as reported in a recent issue of the district's Staff Newsletter:

1. That the position of Assistant Superintendent of Schools for Vocational Education be established

2. That the supervisory staff in the fields of industrial arts, home economics, business education, and vocational-industrial education be expanded

3. That a strong general and ongoing central advisory committee for all vocational education be established

4. That the program of guidance be strengthened by establishing a nonverbal testing program

5. That the remedial programs in communications and mathematical skills within the high school curriculum be developed

6. That a continuing follow-up study on all graduated students be conducted to provide an evaluation of program effectiveness

7. That an in-service training program be established to assist counselors who deal with problems of vocational-technical students

8. That a system-wide career information program be initiated and that more in-service programs in all fields of vocational education be developed.
New Community Center

Open 13 hours a day, the first of what is hoped will be a number of school community centers, the Ford Community Center, was started in St. Louis this year. After 3:30 p.m. the Ford School “changes into its new role of community center” for both the adults and the children of three adjacent school communities. For children, there are afternoon tutorial and enrichment programs. Adults find home economics, dramatics, physical education, first aid, dancing, crafts, city government, typing, basic education and other classes, as well as vocational and family counseling services. The center is open until 9 p.m.

Relocation of Cincinnati Central Office

A remodeled downtown 12-story building now houses the central office of the Cincinnati, Ohio, Public Schools. The twelfth floor has been remodelled to provide a 300-seat auditorium and a cafeteria that can seat 150. A parking lot for the office is being operated by the Central Office Employees’ Parking Association, to which members pay a monthly fee. The new site of the central office is located in an area planned as a governmental complex.

Teacher Shortage in St. Louis

A teacher shortage resulting from more stringent state certification requirements led to the reassignment at the end of the first semester this year of 44 remedial reading teachers and 17 teachers taking special training in the reading clinics of the St. Louis, Missouri, public schools. Under new state regulations, substitute teachers with 64 college hours can serve not more than 45 days. St. Louis has been granted an extension to 100 days, which terminated at the end of the semester.

Kindergarten Swapshops

In preparation for a mid-year “Kindergarten Swapshop,” teachers in the San Diego City Schools were invited to provide 200 copies of their ideas for exchange. The “swapshop” is an annual event sponsored by the local ACEI chapter.

Model Elementary Schools

The Baltimore schools have three model elementary schools in operation this year and plan to add three more next year. In addition, greater attention is being given to ways “to strengthen the role of the teacher through additional aides, equipment, and services.”

New Reading Magazine

The Reading Newsreport, now in its second year of publication, carries a useful review in its January issue of the second-year results of the national reading study. (Published monthly. Address: Post Office Box 63, Wethersfield, Connecticut.)

Two Publications on English

From the National Council of Teachers of English ERIC Clearinghouse on the Teaching of English comes a valuable publication, A Summary of Investigations Relating to the English Language Arts, Elementary and Secondary, 1966 (508 South Sixth Street, Champaign, Illinois 61820).

An issue of the Baltimore Bulletin of Education is devoted to background
articles on language and linguistics (Vol. 43, Nos. 2-4; Bureau of Publications, 3 East 25th Street, Baltimore, Maryland 21218).

Toward Panic in Los Angeles

Offered in its entirety for analysis by college classes in administration, supervision, and educational sociology is the following report from Spotlight, the newsletter for employees of the Los Angeles City Schools (February 5, 1968):

BUSING RUMORS SHOULD BE STOPPED

Superintendent Crowther has called on all Los Angeles citizens and local communication media for help in stopping rumors that a massive plan has been set up to bus nearly 200,000 children in the district purely for integration purposes. Part of the rumor has it that some $24 million already has been provided in federal funds, mainly to buy 2,400 buses and hire drivers. "It simply isn't true," stressed the Superintendent. The whisper campaign started after the Board on December 21 adopted the following motion: "...the Board of Education established as its goal an integrated system at all levels and divisions and instructs the staff to develop every feasible technique to accomplish this goal."

These are the facts... The Superintendent has instructed staff to draft a variety of short- and long-range approaches—that are educationally and financially feasible—to accomplish the objective. These are now being developed and some may include transportation components. But no plan has been established, and certainly no plan for 200,000 students. In any event, all proposals drawn up by staff will be brought back to the Board for full public discussion before any action is taken.

"We cannot allow these false rumors to continue. Their only purpose is to create dissension, panic and hysteria," Dr. Crowther emphasized.

Full details of the Superintendent's statement were distributed to all schools in a Public Information Office news release dated January 26.

Sex Education in Fort Worth

A new semester course in health that provides for separate instruction of boys and girls in sex education has been made a requirement for graduation in the Fort Worth, Texas, Public Schools.

Opera in Arizona

As part of a Title III project of the Mesa, Arizona, Public Schools, entitled "The State of Arizona Supplementary and Innovative Music Enrichment Project," nearly 35,000 students from Kingman to Bisbee have had the chance this winter to hear the San Francisco Western Opera Company perform in 26 presentations of three different operas.

Study of Negro Contributions

The February 12 issue of Scope, the newsletter of the Tacoma, Washington, Public Schools, is devoted to reports of the study of Negro contributions to American life. The district has a new 62-page curriculum guide entitled The History of Negro Life in America.

It Actually Happened

Willis Crosby, Principal of the Franklin Elementary School of Little Rock, Arkansas, said "Good morning," recently to a first-grader who answered by saying, "I know who you are."
Crosby answered, "You do? Then who am I?"

The pupil replied, "Well, I don't know your name, but I know what they call you!" (From The Review, newsletter of Little Rock Public Schools.)

Index to Advertisers

American Cancer Society ................................................................. 3rd Cover
American Guidance Service, Inc. ......................................................... 800
Appleton-Century-Crofts ................................................................................... 742
Benefic Press ............................................................................................... 798
Coronet Films .................................................................................................. 780
Grolier Educational Corporation ................................................................. 786-87
J. B. Lippincott Company ................................................................................ 772
The Macmillan Company .............................................................................. 738
F. E. Peacock Publishers, Inc. ........................................................................ 794
Science Research Associates, Inc. ............................................................... 746, 782
Simon & Schuster, Inc. .................................................................................. 792
The L. W. Singer Company, Inc. ................................................................. 796
Standard Publishing ....................................................................................... 790
3M Company .................................................................................................. 778
Universal Education and Visual Arts ............................................................ 788
Weber Costello Company .............................................................................. 784

Coming this Summer . . .

The Changing Curriculum:
MODERN FOREIGN LANGUAGES

EDWARD D. ALLEN
LEONA M. GLENN
FRANK OTTO

Pages: c. 56       Price: $2.00

Association for Supervision and Curriculum Development, NEA
1201 Sixteenth Street N.W., Washington, D.C. 20036
Copyright © 1968 by the Association for Supervision and Curriculum Development. All rights reserved.