

ALEXANDER FRAZIER\*

THE Los Angeles, California, Public Schools, as approved by its board this past summer, is initiating area instructional planning centers. Such decentralization will make it possible to increase the district's responsiveness in meeting needs of local sub-communities; establish new branch offices of the personnel division in East and South Central Los Angeles; create a new post in the Instructional Planning Branch to supervise bilingual programs and the teaching of English as a second language; and set up four new positions in the public information office to work in specific areas of the district.

### Portable Swimming Pools

Swimming lessons offered this past summer for secondary school pupils in Los Angeles used portable swimming pools where other facilities were not available.

### Remedial Reading for Content Teachers

A two-week workshop in Los Angeles was attended by 150 secondary school teachers from all subject fields to learn how to provide remedial read-

ing instruction in their own classrooms.

### Reduction in Required Courses

New legislation in California reduces state-required courses from 26 in the elementary schools to 6 (the fields of English, mathematics, social sciences, science, fine arts, and health and physical education) and from 23 to 9 in the secondary schools (English, social sciences, foreign language, physical education, science, mathematics, fine arts, applied arts, and driver education).

### Learning from Each Other

Peggy Powell and Carol Hughes taught together at Pueblo Gardens School last year in Tucson, Arizona. They had 50 first-graders between them. Reviewing their experience in the district's newsletter, the teachers remark on "an unexpected outcome" as follows:

We have learned many things from each other and have become a little more conscientious about doing a better job than we might if we were alone in the class with the children. Also, the demands of teaching don't seem to be quite as burdensome at times and we seem to

have more energy, which encourages us to try things together that one teacher would probably not attempt. As we have worked, planned, discussed, and solved problems together, we have experienced one of the most interesting and delightful years in our careers.

### Vocational Educational Needs in Oregon

A recent report of the State Advisory Council for Vocational Education in Oregon makes these recommendations, which have been transmitted to the State Board of Education:

Exploration of the world of work and development of desirable work attitudes by all students during elementary and junior high years.

Broadly based secondary occupational preparatory programs accessible to all students and enrolling at least 60 percent of students in grades 11 and 12 by 1975.

Specialized post-secondary occupational preparation available to all youth and adults, enrolling at least 45,000 students by 1975.

A three-fold increase by 1975 in the upgrading and retraining of adult workers in all occupational areas.

Copies of the Council's report may be ordered from the

\*Alexander Frazier, Professor of Education, The Ohio State University, Columbus

Division of Community Colleges and Vocational Education, State Department of Education, 305 Public Service Building, Salem 97310.

### **Humanities Program in Richmond**

The high schools of Richmond, Virginia, are developing a variety of approaches in their humanities program. At Armstrong, tenth-graders are enrolled in a course called "Man, the Center of Thought and Inquiry," in which four themes are studied: "Man and the Universe," "Man and Truth," "Man's Search for Identity," and "Man in Conflict." The teaching team includes representatives of English, history, art, music, and physical education.

Thomas Jefferson has two classes of seniors working with an English teacher assisted by a teacher of music. Common "creative impulses and techniques" in literature, music, and art are studied with reference both to themes and history.

"Nineteenth Century Man Expresses Himself" is the title of a course at John Marshall High School, where a music teacher directs a team of English, art, and history teachers to help students compare the work of writers, artists, and musicians of the Romantic era.

At George Wythe, the total English program, grades 9-12, has been reoriented toward the humanities.

### **New Courses at Shaker Heights**

New high school courses being offered this year at Shaker Heights, Ohio, include

a third-year art workshop, second-year Greek, intensive Latin, home arts for college-bound students, advanced placement modern European history, African-Latin American history in two single semesters, and introduction to business. New summer school courses will be given in the American presidency and psychology.

### **Enlargement of Library Goals and Space**

Shaker Heights has enlarged most of its elementary school libraries to encompass both more materials, especially multi-media, and more use. Children are being taught to locate and use audio-visual materials as well as books.

### **New Science Curriculum in Tacoma**

The Earth Science Curriculum Project, under test during the past three years in Tacoma, Washington, has now been officially adopted by the Tacoma Public Schools and will be instituted in all junior highs this year and next. As funds become available, the laboratory facilities in all the schools are being re-equipped to provide for a strengthened grade 7-9 science program.

### **Hagerstown Curriculum Planning**

At a series of meetings held last spring, teachers of the Washington County Public Schools, Hagerstown, Maryland, identified many problems on which they felt further study would be in order. The elementary staff concerns, as summarized by Alva Temple, director of elementary educa-

tion, focused on adequacy of physical facilities, need for special services for children, better use of television programs, and in-service education. Secondary teachers, according to the summary of their discussions made by Richard Whisner, director of secondary education, stressed need for better in-service education, more communication and greater teacher involvement, better sense of long-range goals of the district, job identification, and use of television (reported in *Washington County Education News*, June 1968).

### **New School Organization in Hagerstown**

The Washington County schools are moving toward the middle school organization to be comprised of grades 6-8. One such facility was opened this year as an adjunct to the Hancock High School, with use of the same central facilities (library, cafeteria, and the like). At Hancock, the elementary school has been reorganized into a primary school (K-2) and an intermediate school (3-5).

### **Campaign for Volunteer Resource Persons**

One thousand volunteer resource persons are being sought by the Cincinnati, Ohio, Public Schools to add their talents to the curriculum mix. Categories of persons needed include: special talents (art, music, dance, acting, writing), professional or vocational specialists, hobby and collecting enthusiasts, wide travelers, persons with specialized knowledge of ethnic groups, and representatives of government

fields. Resource persons will be listed in a master file, copies of which will be distributed to all schools. No resource person will be asked to make more than five classroom visits.

### **Workshop in Individualized Instruction**

A workshop on individualized instruction was offered this past summer at the University of California, Los Angeles to help participants deal with these topics: problems of individualizing instruction (classroom management, evaluation, and records), individualizing in selected curriculum areas (reading, social studies, language arts, mathematics, and science), and individualizing tactics and strategies (independent study, team teaching, machines and materials, inquiry and problem solving, continuous progress, and non-grading).

### **Microfiche from IDEA**

Two collections of microfiche materials are now available from the Institute for Development of Educational Activities (Suite 950, 1100 Glendon Avenue, Los Angeles, California 90024). Collection I consists of 198 titles on change, nongrading, individualization of instruction, team teaching, and the like. Collection II presents 242 items on social studies, early and elementary education, evaluation, program improvement, and urban education.

### **Have You Seen?**

*First-Line Supervision in the Public Schools* by Geraldine Evans (Special Monograph

Number 3, Educational Research and Development Council of the Twin Cities Metropolitan Area; published by the Interstate Printers and Publishers, Danville, Illinois). Review of role of principal in supervision.

*New Directions in Teaching* (Department of Education, Bowling Green State University, Bowling Green, Ohio 43402). A new "non-journal" on the improvement of undergraduate teaching.

*Motivation* (Department of Elementary-Kindergarten-Nursery Education, NEA). Statements by Bernard Spodek, H. Gerth Morgan, and Harold G. Shane.

*Humanizing the City* by Marion O. Robinson (Public Affairs Pamphlet No. 417, 381 Park Avenue South, New York 10018). A 28-page study pamphlet.

*American History Transparencies* (Civic Education Service, 1733 K Street, N.W., Washington, D.C. 20006). Sets of transparencies on 16 unit topics.

### **Metropolitan District Proposed**

The St. Louis Board of Education has proposed to the Missouri School District Reorganization Commission, newly appointed by the governor, that the 26 districts of the city and surrounding county be reduced to 10 and that a Metropolitan Board of Education be established with power to levy a uniform tax rate for the entire area. The 10 local districts would retain maximum control of budget and administration. The Metropolitan District would supply various services to the district as well as gather revenue.

### **Vocabulary Building Project**

Vocabulary development kits for use by pupils from grades 4 to 9 have been prepared (and copyrighted) by the St. Louis, Missouri, Public Schools.

### **Vocational Training for Retarded**

This year, with the removal of eighth-grade home economics and industrial arts programs to the ninth grade in high school, St. Louis will use vacated space to provide vocational training for 950 older, mentally retarded children in the elementary school facilities.

### **Self-Selected Study Environment**

The senior high school in Edgerton, Wisconsin, is trying out three options for choice of where to study in the school: (a) a "restrictive" study hall, where the atmosphere is maintained for quiet study; (b) the library, where informality of movement and choice of materials are appropriate; and (c) a commons area, in which students are mostly on their own and where refreshments are available.

### **Summer Enrichment Program at Madison**

The enrichment opportunities offered this past summer for high school students of the Madison, Wisconsin, Public Schools, included developmental as well as remedial reading, French review, Spanish review, personal typing, studio art with emphasis on painting, arts and crafts, and field biology.

For the second summer a two-week French day camp

was offered for students of French who had finished the eighth grade. Outdoor activities were stressed as well as the use of the language.

### Reorientation to Urban Agriculture

The agriculture education program of the Metropolitan Nashville-Davidson County, Tennessee, schools has been reoriented from farm production to agriculture-related or agri-business areas that support the urban community. Typical of the changes taking place are studies in greenhouse management and floriculture, turf management (golf courses), and landscaping.

### Instructional Innovation in Illinois

Issued by the Illinois ASCD in cooperation with the Illinois State Department of Public Instruction, *Instructional Innovation in Illinois: 1968* provides page-length abstracts of 124 selected innovative programs or practices covering a range of organizational problems and curricular fields (available from State Department, Springfield, Illinois).

### New Superintendent in Pittsburgh

Sidney P. Marland, superintendent of the Pittsburgh, Pennsylvania, Public Schools for the past five years, has become president of the Institute for Educational Development in New York City. His successor is Bernard J. McCormick, veteran of 37 years in Pittsburgh and most recently deputy superintendent under Dr. Marland.

### Computer Courses in Albuquerque

All eight high schools in Albuquerque, New Mexico, are offering this year courses in data processing and computer mathematics.

### Indian Education Project

A special tutoring program was provided for 70 Indian students attending the Albuquerque schools this past summer. Living in a dormitory, the students had the services of 14 teachers and counselors who helped in developing language skills and dealing with problems of scholastic adjustment.

### Negotiation Note

Among items proposed for negotiation in Metropolitan Nashville-Davidson County, Tennessee, is the employment of physical education teachers for the elementary schools.

### New Courses in Urban Education

Johns Hopkins University, Baltimore, Maryland, is offering three new courses for teachers through its Evening College urban teaching program: "Sociological Foundations of Urban Education," "Learning Problems of the Disadvantaged," and "Current Trends and Practices in the Education of the Disadvantaged."

### Exhibition on African Culture

An African exhibit prepared by School 97 in Baltimore, was on display last spring for two months and attracted visitors from six other elementary schools. In addition to African realia, the exhibit included books and filmstrips useful in the study of Afro-American history. □

### Contributors to This Issue



Top, left to right: Robert R. Leeper; Muriel Crosby; Alvin D. Loving, Sr.; Benjamin E. Carmichael; Romeo Eldridge Phillips; Raymond E. Laurita; Chris Bueth. Bottom: John M. Flynn; Sidney B. Simon; Merrill Harmin; O. L. Davis, Jr.; Maurice J. Eash; Fred S. Rosenau; Alexander Frazier.

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