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WHAT library resources do students need? This question is being studied on a large scale in the Philadelphia Student Resource Requirements Study directed by John Q. Benford of the Fels Institute University of Pennsylvania. The two-year study will involve all the schools of the city, private and public, and may be extended into the years of early schooling. Collection of data will include examination of the kinds of class assignments made, what kinds of materials are sought, and where they are secured. The Free Library of Philadelphia is one of the sponsoring agencies of the U.S. Office of Education-funded study.

## Rights of Students

The Philadelphia Board of Education has issued a "Policy Respecting the Rights of Students to Circulate Petitions and Handbills, to Use Bulletin Boards, and to Wear Insignia" that proceeds from this point of view:

The primary liberties in a student's life have to do with the process of inquiry and learning,

of acquiring and imparting knowledge, and of exchanging ideas. The process requires that students have the right to express opinions, to take stands, and to support causes, publicly or privately.

Schools are urged to apply the policy to support maximum freedom of expression. Regulations on bulletin boards provide that there shall be ample space for student use and that limitations of use be confined to official dating of notices, indication of sponsorship, and exclusion of obscene, libelous, or inflammatory material. Conditions for circulating handbills or petitions are spelled out in terms of avoiding disruption in the conduct of regular school business. Insignia are expected to meet the same requirements of propriety as those indicated for bulletin board notices.

Students who feel the policy regulations have been unfairly enforced may request a hearing before a body to be composed of both faculty and student representatives in the school. "At the conduct of such hearings," the policy states, "the school shall have the burden of justifying its action."

## Pool Table in the Classroom

When a student has accumulated enough tokens for having completed the day's assignments in Myron Goldman's "Guaranteed Learning" class at Stoddart-Fleisher Junior High School in Philadelphia, several choices are available to him. He may play a game of pool or make use of some 30 games of various kinds, read from a collection of books and encyclopedias, or play with an assortment of toys of appropriate age level.

Using operant conditioning with positive reinforcement, Mr. Goldman has programmed his mathematics course so that every student experiences both success and rewards. His students are 150 seventh-graders who have been identified by standardized tests as low achievers.

## Salaries in Richmond

The beginning salary for teachers with a bachelor's degree in Richmond, Virginia, is currently \$6,000, with the top salary \$9,200 after 17 years. Teachers with a master's degree earn a \$600 supplement.

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## Summer Program Statistics

Nearly 42 percent of Richmond's students and more than 900 teachers took part in special programs last summer, which ranged all the way from "Head Start" to driver education. Total circulation of books, recordings, films, and the like totaled more than 52,000 for the summer projects.

## College Programs for Teacher Aides

Next fall two Connecticut colleges will initiate programs for the preparation of teacher aides. The Manchester Community College offers both a one-year and a two-year curriculum, the latter leading to an associate in arts degree. Mitchell College, New London, will offer a two-year program, with an associate's degree.

## State Aid for Gifted Programs

This year, under a state aid program now two years old, 16 Connecticut school districts have organized programs for more than 900 gifted pupils, mostly in the intermediate grades. Also, 700 teachers are receiving special training in education of the gifted.

## Ten Pairs of Teacher Partners

In the Hartford, Connecticut, area ten pairs of teachers are sharing jobs in an effort to test out how to make better use of teachers who, because of family responsibilities, do not wish to assume full-time responsibility for a teaching assignment.

Four of the pairs work in high schools, the other six in elementary schools. Teachers share the job salary. The proj-

ect is sponsored by the Counseling Center of the Hartford College of Women, which is in the process of working through applications from over 175 women who would consider participating in such teacher partnership positions.

## Students on Curriculum Advisory Committees

Two Connecticut high schools, Conrad High School at West Hartford and Danbury High School, have set up student advisory committees to assist in curriculum planning. At Conrad, the six students on the committee are appointed half by the principal and half by the student council president. Danbury's committee is made up of two representatives from each of the four units in its house-plan school, with the student council president serving *ex officio*.

## New Teachers in Newton

In the process of securing the 286 new teachers employed this year by the Newton, Massachusetts, public schools, some 2,800 candidates were interviewed. The new teachers range in age from 22 to 53 and represent 35 states and 50 colleges and universities. Fifty-eight percent have had previous teaching experience and over a third have completed or are working on their master's. Two-thirds of Newton teachers have a master's degree or doctorate.

## Experimental Prekindergartens

The New York State Experimental Prekindergarten Program, now in its third year of operation, has been en-

larged from an initial total of 48 schools with 2,651 pupils to its current level of 48 schools with 5,027 pupils. Support by the state is 85 percent of each school's costs, with an average per pupil cost of \$1,300 per year.

The Board of Regents, after a recent review of the program, has recommended full implementation of prekindergartens throughout the state through 1970, based on an expansion of the present program, which is geared to the needs of the disadvantaged, and then a movement toward provision of free public education for all four-year-olds by 1974.

## Demonstration Teachers in Social Studies

Nine demonstration teachers were deployed in New York school systems upon request last fall to introduce the new state program of social studies. The demonstration teachers were paid from state funds and directed through the Bureau of In-Service Education of the State Department of Education.

## Abolition of Corporal Punishment

Corporal punishment has been outlawed in the primary grades (K-3) of Pittsburgh this year. The abolition is to run for two years on a trial basis, with annual review and authority reserved to the superintendent to suspend the tryout if he sees fit. In-service training is to be provided teachers on effective alternatives for controlling pupil behavior, while mental health and other services (for pupils) are to be increased. The long-range goal

is to outlaw corporal punishment at all grade levels.

### **Expansion of Public Hearings**

This year the Pittsburgh Board of Education has inaugurated a new system of public hearings on the published agenda of its monthly business meetings. Hearings are held one week in advance of the official meetings. Requests to be heard must be made by noon on the date of the hearing, and spokesmen are limited to five minutes and must present written statements.

### **More Negro Teachers and Principals in Pittsburgh**

This year 16.5 percent of the new teachers in Pittsburgh are Negroes, as compared with 12.6 percent last year. Also the number of Negro elementary school principals has increased from seven to eleven. At the secondary level, one new principal and six of the nine new vice-principals are Negro.

### **Columbus School Commended**

The program of Pittsburgh's first middle school, Columbus, has been commended by a committee of the Pittsburgh Council on Public Education. Opened in the fall of 1967, the school had been planned originally as a segregated elementary school but was converted to a middle school before its opening to forward integration. The move came under considerable community debate during the school's first year.

The committee also recommended that the Board of Education extend the middle school pattern as planned to

provide for increased integration throughout the school system.

### **Physical Education Curriculum Project**

Next summer representatives from the physical education departments of 25 Missouri school systems will attend an institute in Columbia to develop comprehensive curriculum guides for their own districts. The institute is being jointly sponsored by the State Department of Education and the University of Missouri.

### **Common Learnings in Des Moines**

The Brody Junior High School of Des Moines, Iowa, has a new seventh-grade common learnings program planned by a team of teachers from English, geography, reading, and music with a counselor as the fifth member. Emphasis is on flexible scheduling in a large block of time to provide for more use of the problem-centered approach, group processes, critical thinking, and self-evaluation. Major attention is also given to the improvement of reading skills. The project derives from the recommendations of a study committee that examined the reading needs in Des Moines schools from grades 1 through 12.

### **Swings and Slides Out**

Swings, slides, teeter-totters, and merry-go-rounds are no longer part of the elementary school playground equipment in Des Moines schools. They have been replaced by turning bars, chinning bars, and jungle gyms.

One result, according to school reports, has been a marked reduction in the number of serious playground accidents.

### **State Fair Community College**

The State Fair Community College of Sedalia, Missouri, held its dedication ceremonies last November. Its first year enrollment is 428 full-time or part-time students.

### **Visually Handicapped Pupils**

In the Lincoln, Nebraska, public schools visually handicapped pupils are assisted in regular classrooms by itinerant teachers who work in cooperation with the regular teacher. The itinerant teacher prepares written material in large type and secures other specially prepared instructional materials for partially sighted children. At the present time the program enrolls no totally blind pupils.

### **Suggestions on Social Studies**

As one of a series of curriculum briefings for the Lincoln Board of Education this year, the social studies needs of the districts were recently reviewed. The following were among the proposed improvements made by the central office staff:

That social studies sections be developed and expanded in connection with the instructional materials centers in each of the schools

That the Lincoln schools continue to experiment with new materials, methods, and approaches to improve teaching and learning in the social studies area

That consideration be given to summer study tours for stu-

dents, both in the United States and abroad

That provisions be made for interschool visitation in Lincoln and visits to schools in other cities to give teachers opportunity to examine exemplary teaching methods and curriculum innovations

That an in-service program be considered that would allow a limited number of days of released time for teachers to study and plan together.

### **Learning Center for Teachers**

The Tulsa, Oklahoma, public schools last year provided 300 teachers and administrators with week-long workshops geared toward improvement of teaching methods used with the disadvantaged. A substitute corps from the Learning Resources Center enabled teachers to participate while school was in session. After workshops were over, teachers could receive service from the Center's staff in implementing ideas learned during the week of study.

Used in the follow-up was the mobile-taping van, with cameramen and floor men drawn from the Neighborhood Youth Corps. One conclusion after a year's use of the videotaping equipment is that the best results come when teachers plan a particular lesson and the taping results in mini-tapes of five to 15 minutes in length.

### **Libraries in Santa Barbara**

Two years ago there were no libraries in the elementary schools of Santa Barbara, California. Now there are library resources centers staffed by professional personnel in 11 of the 13 schools with centers in the remaining two to be opened before the end of the current school year.

### **Curriculum Projects in Oklahoma**

The Oklahoma Curriculum Improvement Commission, a state body, recently reviewed plans for new projects and publications. These include guides for science, grades 7-12; early childhood education; humanities; guidance and counseling, K-12; instructional media; air education; and conservation.

### **Red Cross Aides in Corpus Christi**

Eleven PTA mothers in Corpus Christi, Texas, have completed training as Red Cross volunteers and are assisting school nurses in the health offices of seven schools.

### **New Emphasis in In-Service Program**

Teachers in Corpus Christi this year have many choices for in-service experiences. Notable is the new emphasis on specific training or preparation for aspects of cooperative teaching. New teachers are provided with help in the nature of cooperative teaching. Experienced teachers may take part in classes geared to the production of units for use in their own situations.

### **Middle Schools in Fort Worth**

This year, four Fort Worth, Texas, schools became middle schools, three schools became four-year high schools, and 17 schools became five-year elementary schools.

Each of the middle schools is free to establish its own schedule. One is operating a 27-module day (15 minutes per module). Another features a three-period block for

language arts and social studies. A third has time for independent activity scheduled into each day.

The board has acted to prohibit use of middle school facilities for social dancing as part of its announced intention of lessening pressure for early dating and the like.

### **New Fort Worth Courses and Programs**

This year the Fort Worth schools have added a variety of new courses and programs. These include:

Pilot program of Head Start pupils in the Montessori system

Half-year health education course in grade 9, required in place of semester of physical education

English honors course in grade 8 to begin sequence that will leave grade 12 free for advanced placement course

"Basic" courses in biology, world history, American history, and English for those for whom present courses are too difficult

Cooperation with Texas Christian University in setting up a demonstration-type elementary school (Alice Carlson Elementary School), to develop and try out new ideas, techniques, media, and the like

Swimming in new high school (first to have pool)

New vocational courses in office machine repair, bricklaying, and upholstery.

### **More Interns This Year**

The Fort Worth school system, in its second year of internships developed through a study by the Fort Worth Classroom Teachers Association, has named 28 administrative interns this year as compared with nine interns last year.

## Volunteers in Seattle

More than 1,000 persons participated in the volunteer service program of the Seattle, Washington, public schools last year. The program includes training sessions for volunteers, brochures and other materials designed to provide direction, and a central office coordinator.

## Reading Progress in Los Angeles

Further progress in strengthening the push of the Los Angeles, California, public schools to improve reading instruction was envisioned in a recent staff report to the Board of Education in which the fol-

lowing proposals were made for the elementary schools:

To add at least 300 specially trained reading teachers so that every school will have such service

To add 330 bilingual teachers over the next three years to assist pupils who speak little or no English

To add prekindergarten classes to all schools at the rate of 30 per year over the next six years

To reevaluate use of report cards in grades K-3 with possibility of substituting parent conferences

To assign library teachers to all elementary schools

To reduce class size in grades 4-6 from present 34-39 to about 30, in line with similar reduction in primary grades.

## Montana Experiments

The Superintendent of Public Instruction in Montana has requested funds from the state legislature to underwrite two experimental programs. One would try out the idea of an extended year in elementary schools by paying summer salaries to teachers in 10 schools and working with them to provide a program of teaching and summer study that could be evaluated for effectiveness. The other is a summer kindergarten program of two months that would involve 480 teachers and 12,000 pupils and would be regarded as providing a first step in extending education at this level to a full year for all children. □

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