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MICHIGAN'S State Board of Education has inaugurated a program for statewide assessment of educational progress. The objective of the program is to inform teachers, administrators, and citizens on how well students have learned compared to the statewide average and to students in other schools in similar types of communities.

Other learnings found by schools to be important besides academic skills will be included in the testing program. Among these learnings are development of positive self concepts, good citizenship, an active imagination, a sense of responsibility, and willingness to cooperate with others.

Basic skills will be tested in three selected grades in every school district in Michigan this year. By the first week in June, results should be available to educators and to the general public.

Racial Census in Michigan

Preliminary findings of the Michigan Department of Education's racial census show

a continued racial imbalance. In the 1968-69 school year there were 141 public school buildings which had 95 percent or more Negro pupils. Yet almost 56 percent of Michigan's public schools had no Negro pupils.

Of the more than 109,000 professional staff surveyed (in nonpublic as well as in public schools), 91.6 percent were white, 7.6 percent were Negro and less than 1 percent were Spanish, Oriental, or American Indian by surname. Almost 98 percent of the Negro professional staff in Michigan worked in public schools and more than 96 percent of Negro students attended public schools.

Improving Learning in Detroit Schools

A two-volume history of the instructional program of the Detroit Public Schools has been published. Edited by Paul T. Rankin, retired first Assistant Superintendent, *Improving Learning in the Detroit Schools: A History of the Division for Improvement of Instruction*

1920-1966 chronicles the first 46 years of the administrative unit. Included in the work is a bibliography of textbooks used in the Detroit Public Schools from 1842-1900. A very limited number of copies are available. Inquiries should be addressed to the Department of Publications, Schools Center, 5057 Woodward, Detroit, Michigan 48202.

Students' Writings Published

Detroit students who enjoy writing can submit their poems and book reviews to *Peer*, the Detroit Public Library's new literary quarterly. Seventeen poems and six book reviews written by Detroit students in grades 9 through 12 are featured in the first issue.

Record Recruitment

In 1963 Boston embarked upon a new plan for teacher recruitment. The report for 1968 reveals "unprecedented successes." In 1968 there were 2,129 candidates for teaching positions in Boston, almost double the 1963 total of 1,296.

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Five Prentice-Hall texts to help students of administration plan for better schools in the future.

EDUCATIONAL PLANNING—PROGRAMMING—BUDGETING: A Systems Approach by Harry J. Hartley, Associate Professor, New York University

Largely developed by RAND Corporation specialists, the planning—programming—budgeting system (PPBS) provides a rational, systematic way to unify organizational planning. In this new text Dr. Harry J. Hartley shows how to apply PPBS to fiscal and curricular planning in education. He provides clear definitions, procedural descriptions and educational applications of PPBS, and compares it to other systems concepts (such as PERT, general systems theory, operations analysis, input-output analysis, and others). The text includes extensive illustrative devices: forms, flow charts, curricular objectives, planning calendars, budget formats and systems procedures used in various school systems in the country.

1968, 304 pp., 5 $\frac{1}{2}$ " x 8 $\frac{3}{8}$ ", \$8.50 (23675-3)

ORGANIZATIONAL BEHAVIOR IN SCHOOLS by Robert G. Owens, Coordinator of Advanced Certificate Program in Educational Administration and Supervision, Brooklyn College, City University of New York

Applies the theory of organizational behavior to the school system, and provides students of administration with a concise guide to recent research on the theory which they can use in their professional practice. The goal of the text is to give students of administration a useful working tool that will enable them to respond to contemporary demands for effective action, and to apply our knowledge of behavioral theory to school administration.

January 1970, 6" x 9", Approx. 272 pp., \$7.50 (64102-7)

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THE SCHOOL ADMINISTRATOR AND LEARNING RESOURCES: A Handbook for Effective Action Ross L. Neagley, Temple University; N. Dean Evans and Clarence A. Lynn, both of Burlington County College

Newly developing technology offers significant challenges to the schools of the present and the future. This concise handbook provides a clear view of new learning resources, planning and organization for their adoption and use. Talking typewriters, computer-assisted instruction, and dial access systems have been added to such traditional teaching aids as textbooks and filmstrips.

August 1969, Approx. 208 pp., 6" x 9", \$6.95 (79235-8)

NETWORK ANALYSIS FOR EDUCATIONAL MANAGEMENT by H.W. Handy and K.M. Husain, both of New Mexico State University

This text covers the use of network analysis for planning, scheduling and controlling activities that are generally supervised by educational administrators. An excellent aid for individuals involved with applications and management of Federal programs in schools, the text provides manual computer solutions to network problems. No mathematical prerequisites are required to understand the material.

May 1969, 192 pp., 6" x 9", \$7.50 (61094-9)

THE ECONOMICS AND FINANCING OF EDUCATION, 2nd Ed. 1969 by Edgar L. Morphet, Professor of Education, Emeritus, University of California, Berkeley and Roe L. Johns, Professor of Educational Administration, University of Florida

Provided in this new edition is an extensive analysis of the economics of education and the effect of education on the national economy. Updated material covers the educational programs, organizational structures and financial policies which have changed greatly during the nine years since the first edition.

July 1969, 480 pp., 6" x 9", \$8.95 (22732-2)

The 1968 candidates represented 40 states and Canada as well as 256 colleges and universities. Recruiting methods included placing advertisements in Afro-American newspapers and visits by both Negro and white staff administrators to Negro colleges in Maryland, Virginia, and the District of Columbia.

Results of Early Kindergarten Entry

Twenty-three Madison, Wisconsin, high school students, who had been admitted to kindergarten as four-year-olds on the basis of intelligence and psychological test scores, all scored above average on achievement tests in high school. Nearly all of the girls also had above average academic grades. The boys, however, were not as successful academically and tended to have more difficulty with social adjustment.

Course Guide to Afro-American History and Culture

A K-12 guide for integrating the history and culture of the Afro-American into the curriculum has been produced for use in the Roslyn, New York, Public Schools by the district's Intergroup Relations Committee. Numbering close to 400 pages, the guide is now in its second year of use in the district's nine schools. The following excerpt from the preface of the volume expresses the philosophy of the committee and the district:

The essence of our educational commitment is to prepare students for the world in which they will live. It is important that all students study the cultural and historical heritage of

our country without distortion and learn to interpret today's events in the light of that heritage.

The Right To Know

Just formulated by the New York State Education Department is the policy that all test data on file in the Department must be available to reporters and interested other parties on request. Finds the Department:

The public has a right to know—to know how well or how poorly its children are performing in school, and in general to know how well or how poorly its schools are performing.

The policy provides that persons requesting data must first be referred to the local administrator so that he has the opportunity to explain factors that affect the scores. If interested persons claim that an administrator will not provide test results the Department must verify this before opening its own files. In cases where reporters are surveying large numbers of schools, the Department will provide the data and will notify the local administrators that the data have been released.

New Museum

Among the 17 new projects announced by the New York State Education Department's Center on Innovation as being eligible for funding is a Museum of History and Culture of Black Americans at Niagara Falls. The museum will serve the schools and general public. Approximately \$75,000 will be appropriated for the museum under Title III of the Elementary and Secondary Education Act which is designed to encourage innovation.

Teaching Manual for Consumer Education

A manual designed to help teachers include consumer education learnings in the curriculum has been developed by the Council for Family Financial Education. The material in this comprehensive publication, *Teaching Consumer Education and Financial Planning*, is organized around six themes: planning, buying, borrowing, protecting, investing, and sharing. Key ideas and suggested activities for their development are included for each theme. The manual is now being tested in the classroom by selected educators throughout the country, after which it will be revised and made available for broader distribution. The Council's address: Suite 1616, Twin Towers, Silver Spring, Maryland 20910.

Learning Center in Tucson

Approximately 150 elementary school children are enrolled in Tucson Schools Exploratory Learning Center at Miles School. Teachers at the Learning Center are working with an advisory council and the administration in the development and implementation of programs. The focus is on finding ways of improving upon the best of what is now known in educational practice. In selecting children for the Learning Center, efforts were made to match the district-wide percentages of students from various ethnic groups.

Georgia's Dropout Picture Improves

According to a recent study made by the Georgia Educational Improvement

Council, "significant and impressive gains in the development of human resources" have been made in Georgia during the past decade.

Only 19 percent of the 1944 first graders remained through high school graduation in 1956. Of the 1954 first graders, 46 percent were graduates in 1966—a decided improvement. However, says the Council, the fact that 54 percent dropped out indicates a waste of talent that "can be measured in millions of dollars in Georgia's economic potential."

New State Department Educational Television Facility

Located on seven acres of land four miles south of Atlanta, the new Georgia Department of Education Television Services headquarters is now in operation. It is hoped that the number of Georgia student viewers will double last year's total of 430,421, now that the entire network is in service.

The Georgia Educational Television Network is comprised of the Atlanta City Schools' station, the University of Georgia station, and the Department's stations—interconnected by microwave.

Free engineering services are offered by Television Services to public schools and the network is assisting a number of systems in closed-circuit projects. Ninety-nine percent of Georgia's public school classrooms are in range of an ETV signal.

Junior Colleges Serve Disadvantaged

A recent survey by the American Association of Junior Colleges concluded that a sig-

nificant percentage of students entering public junior colleges are disadvantaged. At least 20 percent of the incoming freshmen in a typical urban junior college can be classified as "hard-core disadvantaged" who need more than a remedial course or tutoring. The AAJC has attributed the large number of students who lack college readiness to open-enrollment policies intended to serve the total community.

High School Project Designed To Keep Students in School

Unexcused absence has become virtually nonexistent among 20 high schoolers with extended records of high absenteeism and school failure. These Pasco, Washington, students are enrolled in a class designed to keep them in school until graduation. Geared directly to the needs of the students, the curriculum (reading, English, history, and human relations) is usually handled via group discussion, with emphasis on the importance of what each student has to say. Class sessions are in the morning. In the afternoon, students work at jobs which follow their aptitudes or attend vocational classes.

High School Placement Officers

Toledo, Ohio, now has a full time placement officer in each of four high schools.

Interns

A number of freshmen and sophomores from the University of Toledo are spending four hours a week in Toledo elementary schools in a joint effort by the Toledo Public Schools and the University to

get prospective teachers into the classroom as early as possible in their college programs.

Known as "interns," the students participate in all phases of classroom life, working with individuals or small groups of children, preparing materials and displays, and sharing the resources of their own backgrounds.

Students may either participate in the program or choose instead to attend class sessions at the university two days a week. Those who elect the internship also attend one class period a week at the university.

Future Teachers

A group of eighth graders from Sherman School in Toledo have demonstrated that they have the "makings" of future teachers. Called "Teachers of Tomorrow," they fill in as emergency substitutes when a teacher suddenly becomes ill or when a substitute is late in arriving.

"Teachers of Tomorrow" meet weekly to learn techniques for keeping children occupied until a teacher arrives. Among the things they have learned is how to help children make name tags so that substitutes can identify them. They have a repertory of stories and games and can preside over dismissals and trips to the lavatory.

As only the most capable and mature eighth graders are chosen, getting into the group has become a status symbol.

Counseling Service

The Board of Education of the Memphis City Schools provides a counseling service available to any employee who feels the need of talking over a per-

sonal or a professional problem. Purposes of the service are to offer a "listening ear," to furnish information, and to help in any way possible. Conferences are kept completely confidential unless the employee designates otherwise.

Cooperative Consumer Study Program

As a means for including more family finance education in the curriculum of Memphis schools, a cooperative study program has been organized involving the National Committee for Education in Family Finance, Memphis State University, and the Memphis City Schools. Last year 28 Memphis secondary school teachers were participants in the program, meeting weekly at Memphis State to investigate consumer concepts.

Memphis System Grows

More than 9,000 students and more than 335 teachers were added to the Memphis City Schools this year as a result of the annexation of nine county schools. This makes a total of 142 schools in the Memphis system.

Volunteers Provide Career Guidance

One hundred volunteers have joined forces in Memphis to help low-income high school seniors bridge the gap between high school and career or college. The Memphis Volunteer Placement Program has provided counseling help this year for 300 seniors from the city's all-black Carver High School. The volunteers, Negro and

white, come from all walks of life. They work with the students throughout the process of getting into college or applying for a job, and many of these personal contacts are continuing after enrollment or placement.

Volunteers, who receive six hours of training, are urged to avoid trying to make decisions for the students. Their function is to help students become aware of alternatives which are open to them in terms of college entrance, financial help, technical training, and employment.

Students needing short-term tutoring have been helped by Memphis State University and Sienna College students. Efforts are under way to expand the Volunteer Placement Program to eight Memphis schools.

Special Class for Truants

Can a special class for chronically truant children bring about desired behavioral changes? The absentee figures for junior high pupils enrolled in a special class at Howard School in Nashville dropped from 39 percent in October 1968 to 2 percent in March 1969. Furthermore, a student school morale test found their student morale to be above the average of the students on whom the test was standardized. Data are not yet available for assessing the achievement of the children during their special class participation.

Teacher-Pupil Ratio Reduced in New Orleans

Last year the average number of elementary school pupils per teacher in New Or-

leans was about 29, in comparison with nearly 32 children in 1965. Secondary school sections are also smaller; the average was 26 in 1968-69, down from 27.4 in 1965.

Model Kindergartens Tested

In 1965, in an effort to continue learning experiences begun in Head Start and to experiment with techniques and programs that could profitably be adopted in kindergartens throughout the system, the New Orleans Public Schools developed the Model Kindergarten Program. Eleven experimental kindergartens were established in nine schools.

The focus of the model kindergarten program has been improving language development and visual-motor skills and interventions to enhance pupil self-concept.

An experimental kindergarten class significantly outscored a regular kindergarten class in tests which were part of a follow-up study to determine the effectiveness of innovations used in experimental kindergartens. The experimental subjects gained 4.80 IQ points and the regular kindergarten subjects lost 2.75 IQ points.

Career Selection

Ninth-grade civics students, their teachers, counselors, and principals from Phillips Junior High School, Derham Junior High, and Live Oak Junior High in New Orleans are involved in a project which, through teacher orientation, student participation, and research, seeks to develop sound approaches to career selection. The focus of "World of Work," which is being guided by Tu-

lane University's Department of Education staff, is on individual evaluation in career selection.

Distributive Education in Junior High

In order to help New Orleans students begin early to prepare themselves for careers in marketing and sales, Distributive Education courses were extended into junior high schools in 1966. Course enrollment at this level has grown from 132 in 1966 to 282 in 1968.

Dropouts Continue Education at Night

The Adult Education Division of the New Orleans Public Schools offers a special program designed to attract dropouts. The purpose of the program is to enable those who left school early to continue their education.

Brochure on Cigarettes Available from NEA

"Cigarettes and the Schools," a brochure produced by NEA, includes factual material about smoking and describes how teachers and school administrators are attempting to cope with the problem. Also presented in the pamphlet is a study of the smoking habits of both teen-agers and pre-teens. Copies may be obtained from the Publications Sales Section, NEA, 1201 16th St., N.W., Washington, D.C. 20036.

Language on Demand

The Baltimore City Schools will offer any foreign language when a sufficient number of students want to study it and

when a teacher of that language is available.

A student may take five years of French, Spanish, German, or Latin. Beginning with grade 10, he may take three years of Hebrew, Russian, or Italian.

Home Management Classes

A new course at Perris High School in Riverside County, California, equips girls for immediate employment as homemaker assistants in convalescent hospitals or for further vocational study opportunities in college.

As a part of her training, each girl serves as a kindergarten assistant or as assistant in Head Start. Classroom study includes child psychology, nutrition, household equipment use, laundry procedure, and grooming. Trips are taken to nursery schools, motels, hotels, private homes, and convalescent hospitals.

Girls receive wallet-size certificates to show prospective employers, and letters of recommendation are placed for them in the school office.

Newscasts for School Employees

A five-minute radio news broadcast for employees of the Los Angeles City Schools is heard daily at 7:15 a.m. (KRKD, 1150 kc). The program is called "Spotlight," the same name as the weekly staff newsletter.

Newscasts provide up-to-date information about school policies and finances (a source of growing concern among the thousands of school personnel who work in the 800 square mile district), actions by the school board, which meets

twice weekly, and state and national school news.

Crossing Grade Lines in Social Studies

"When one teaches, two learn" is a philosophy being implemented by Tulsa, Oklahoma, secondary and elementary students. High school students, by crossing age and grade lines, have greatly enriched the fourth-grade social studies program. Regular teachers have conducted meetings helping the "new teachers" to plan lessons for small groups of fourth graders. Tulsa finds that a flexible curriculum has made such rewarding experiences possible.

Vocational Needs Revealed by Study

A follow-up study on students of Fort Worth, Texas, Public Schools revealed the need for more vocational offerings. According to researchers: "A majority of students indicated that they received no training which would prepare them for gainful employment while attending our schools."

Superintendent of Schools Julius Truelson commented on the value of the study: "The data will assist in planning an instructional program in the Fort Worth Public Schools which will come much closer to meeting the needs of all students."

Radio Project for Migrant Parents

A project to determine whether radio is a feasible way to solve the problem of communicating with migrant parents is being developed in Palm

Beach County, Florida. The program will be located in the Haven Road School which was designed for migrant children. Receivers will be placed in the living quarters of 200 migrant families. Broadcasts will be in both English and Spanish. It is hoped that the program will have a positive effect on the child in the classroom (parents will hear the children in class with the teacher) and will improve home-school relationships.

Interdependence of Math and Physics

This year a course integrating mathematics and physics is being offered to students at Edward Little High School in Auburn, Maine. This pro-

gram is designed for students who tend to find abstract physics and mathematics concepts defeating and irrelevant. The course will be team taught and will involve independent study as well as small and large group instruction. It is hoped that students will appreciate the interdependence of these two disciplines and will perceive math as a tool of physics.

Mothers Design Reading Games

A number of Philadelphia mothers of kindergarten and primary pupils are learning to help their children overcome reading disabilities. "Work-ins," where each mother is creating a series of show-box reading kits, have been held at

the Jack Cook School. The bi-monthly sessions begin with an informal chat over a "second breakfast." This is followed by work sessions where mothers make a variety of personalized reading games for use at home with their children.

In addition to teachers, supervisors, and administrators, leaders of the project include counselors who work with small groups of mothers in exploring ways of building children's feelings of self-worth. Besides the enthusiasm of parents involved, reported gains from the project include mothers' concern regarding reading problems, reinforcement of learning, and stronger parent-child relationships through the use of reading games. □

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