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FROM its inception in 1958, the Educational Materials Building in Torrance, California, has been dubbed "the supermarket of knowledge" because selections are made supermarket fashion. Teachers pick up their market basket carts when they arrive, browse through the shelves, and select the books, films, tapes, transparencies, and other media they need.

After being checked out, materials are delivered by truck the next day. More than 6,000 pieces of material go out to Torrance teachers daily.

### **Center for Educational Development**

The U.S. Department of Health, Education, and Welfare has awarded \$4,770,000 to the Far West Laboratory for Educational Research and Development for the construction, in San Francisco, of a unique center for Educational Development.

When ready for occupancy in 1972, the proposed center will bring together a

broad spectrum of research and development institutions sharing a joint facility. A prime tenant will be a demonstration school. This cluster of nonprofit educational organizations will provide a national demonstration center for the developments of other regional laboratories and educational development agencies.

### **High School Students Develop Elementary School Projects**

Industrial arts students at San Marcos High School in Santa Barbara have made 90 precut and packaged boat kits for elementary pupils at Franklin School to assemble, including sandpaper to smooth the rough edges. They have also developed vocabulary worksheets with nautical terms. The kits are keyed to the third-grade social studies program. According to enthusiastic third grade Franklin teachers, "The kits have everything."

San Marcos students are now making ox-cart and rocket kits.

### **Ethnic Studies Required Under New State Law**

The contributions and role of American Negroes, American Indians, Mexicans, and other minority groups are now a required part of the social studies program in California. A statute passed by the 1968 California legislature requires the study of minority peoples in connection with the economic, political, and social development of California and U.S. history.

The statute is geared primarily but not entirely to the fourth-, fifth-, and eighth-grade social studies curricula.

### **Individualizing Mathematics Instruction**

Every sixth, seventh, and eighth grader at Abbot Junior High in San Mateo is assigned a mathematics text or study materials in accord with his own level of readiness. Although teachers make presentations and conduct lectures regularly, students may choose to work independently, seek-

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ing help as needed, correcting their own daily work, and evaluating their progress with their teacher periodically. The math lab at Abbot is open during the noon hour and after school with a teacher available to help students who require additional instruction.

All evaluation is on an individual basis and no student receives a failing grade if he progresses according to his capability.

### **Like Rip Van Winkle**

A "Back-to-School" morning for invited senior citizens and retired persons was a highlight of this year's Public School Week in Santa Barbara. The one hundred visitors who participated in the program were impressed by the new educational practices, up-to-date equipment, and the rapport between teachers and students in the schools they visited.

After visiting one of the district's kindergarten classes, one retired kindergarten teacher remarked, "Now I know how Rip Van Winkle must have felt."

### **Education—Literature of the Profession**

Child development, parents-school-community relations, and educational technology are but three of the subjects included in a new bibliography published by the U.S. Office of Education's Educational Materials Center. *Education—Literature of the Profession* is a listing of materials and books acquired by the center through 1968. Also included are lists of educational periodicals, publishers, and other bibliographies. Copies of

the booklet may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

### **Racially-Balanced "Magnet" School**

750 elementary school children, 375 of whom are white and 375 of whom are black, have been attending Boston's first racially balanced "magnet" school since September of this year. The new \$3.1 million William Monroe Trotter School has raised the expectations of both white and black parents, and not only because of its exact racial balance.

New methods of individualized instruction, superb facilities and equipment, and a low pupil-teacher ratio with three adults assigned to each class—a regular teacher, a student teacher, and a teacher aide—were such compelling attractions that all allotted seats have been filled. Among white parents outside the Trotter district, interest was accelerated by the passage of a bill in the Massachusetts legislature which reimburses cities for transportation expenses when such transportation results in relieving racial imbalance.

### **Dropouts Urged To Return to School**

All students who dropped out of the Boston Public Schools during the past two years were sent a personal letter urging them to participate in the seventh annual Return-to-School Program held prior to the opening of the school year.

Dropouts were encouraged to visit a neighborhood

guidance center near their home where they could talk with an experienced guidance counselor about being placed in a new school or in a new job. The letter emphasized that those who returned to school could earn while they learn because of the many part-time jobs available.

### **Citizens Advisory Committee**

In Buffalo, a citywide advisory committee on school-community relations has been formed by Superintendent Joseph Manch. The purpose of the committee is to further involve citizens in school problems. The group is comprised of citizens from each area of the community and members of citywide organizations. Students are also included.

### **Correspondence School for Alaskan Children**

The Correspondence Study Branch of the Division of Instructional Services of the Alaska Department of Education operates like a one-room school of twelve grades, with 350 pupils in an area of a half-million square miles. The "correspondence school" is operated without charge for children who live where there is no school for them to attend. Most of their parents are self-employed in such occupations as fishing, big game hunting, logging, mining, and homesteading.

When a family moves to a remote area, the parents usually write to the Department of Education at the beginning of the school year to determine what is available in the way of education. The Correspondence Study Branch sends applications to be completed.

When these are returned, along with the children's last report cards or transcripts, each child is assigned to an advisory teacher who plans courses for him and grades his lessons. The parents usually serve as home teachers.

Most of the pupils are able to transfer into the public schools without difficulty.

### **Higher Education Becoming More Democratic**

According to a study conducted by two Columbia University researchers, A. J. Jaffe and Walter Adams, American higher education is "reshaping itself to accommodate students with a wide range of abilities, many levels of aspirations, and various socioeconomic backgrounds." The study, supported by the U.S. Office of Education's Bureau of Research, finds, however, that a number of high school related problems continue to discourage many students from going to college. "Mistaken self-estimates, improper choices of high school programs, and questionable guidance advice seem to represent the heart of the problem." *American Higher Education in Transition* (ED 029-175) is available in microfiche or book form from the ERIC Document Reproduction Service, National Cash Register Co., 4936 Fairmont Avenue, Bethesda, Maryland 20014.

### **Cooperative Program for Beginning Teachers**

In Wilmette, Illinois, teacher turnover has been close to the 30 percent level, with the median for length of service at 3.5 years. Obviously, many leave teaching for rea-

sons not related to the job itself, but others leave because they have been overwhelmed by problems related to their first classroom experience. Realizing the need for a program to encourage teachers to stay with the profession by helping them to achieve a successful first experience, Wilmette has initiated a series of innovations that might profitably be adopted by other districts.

Staff members selected from neighboring colleges and universities, including Northwestern, Northeastern, National College of Education, Roosevelt, and University of Illinois' Chicago Circle campus serve as advisors to from five to eight beginning teachers. The advisor visits the new teachers' classrooms, attends their discussions and workshops, and meets informally with them individually during the year.

"Helping Teachers," who are experienced members of the staff in the same building, assist the newcomers in a variety of ways. Each "Helping Teacher" is assigned from four to six beginning teachers and receives \$200 from the project's funds.

Beginning teachers spend two half-days per month in the program. One period is scheduled on a Saturday morning and the other during the school day, when a qualified substitute takes over in the classroom. Simulation of classroom situations, demonstrations, and visits to other schools to view classroom activities are a few of the project activities.

Curriculum Director William Fritsche says about this cooperative project: "This relationship with our neighboring institutions of higher learn-

ing has already proven beneficial. College staff members gain new insights concerning teacher education programs and they are helping us develop an in-service program which improves the professional competence of our teachers." Fritsche and others involved feel that, hopefully, this project will have a positive effect on teacher turnover.

### **College Credit Courses for Parents and Teachers**

This fall, at the Locust School in Wilmette, college courses in the field of education are being given for teachers and other adults in the community and surrounding area by faculty members of Northeastern Illinois State College. These courses are open to persons who have had at least two years of college studies.

### **Student Objectives for Learning a Foreign Language**

Although foreign languages are electives in the three Niles Township high schools, practically half the students are enrolled in a language course. The students themselves in this Illinois district have established the objectives of the foreign language departments. They are:

To better understand the world through learning a foreign language

To be able to get along with the people of another country (here in America or in a foreign country)

To be able to speak the language of a country in business or travel  
To obtain background information about the culture and history of another country

To further understand the development of our own language and culture

To learn another language

To advance communications in international affairs.

### Developing a Music Curriculum

The school music program in the Lincoln, Nebraska, Public Schools is being structured in terms of musical behaviors identified as being basic to musicianship. These include performance and listening skills, knowledge of basic music fundamentals, and note reading competence. Behavioral objectives also constitute the basis for sequence in the music education program. For instance, as children progress through the elementary school they advance from unison singing to two- and three-part singing.

### More Enter College

The percentage of Denver Public School graduates who enter college has risen

steadily. In 1958, 46 percent entered college, whereas 1968 figures show that 58 percent have gone on to higher education.

### Transportation for Integration

Programs designed to reduce the concentration of some minority racial and ethnic groups in certain schools in Denver involve the transportation of 5,260 elementary and secondary school pupils. Twenty-seven new buses at a cost of about \$450,000 have been purchased to implement the program.

### Transition

The LaFollette and Schenk Schools in Madison, Wisconsin, have embarked on middle school pilot programs encompassing the sixth, seventh, and eighth grades. Sixth graders are in self-contained classrooms, but a transition will be made during their three middle school years to departmentalized instruction, similar to that in the senior high school. Team teaching is

an integral part of the organizational pattern.

### Annual Promotion in Milwaukee

January's "between semesters" graduation ceremony for Milwaukee high school seniors will be the last midyear graduation. Beginning in September 1970, A and B levels in grades four through twelve will be eliminated and students will be on an annual promotion basis. (Milwaukee has had a nongraded primary program since 1941.) □

Readers are invited to submit items for the NEWS NOTES column to: Professor Laurel N. Tanner, College of Education, Temple University, Philadelphia, Pennsylvania 19122. Of particular interest to our readers are items concerning innovative programs and research conducted by school districts, state education departments, colleges, and universities.

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