

LAUREL N. TANNER *
DANIEL TANNER

CREATING a wave of interest among U.S. educators are the recent reforms in British primary schools (including "infant" schools for children 4-8 years of age and junior schools for 8-12 year olds). Although primary schools in Britain vary widely in practice, certain features are associated with recent reform which has influenced, in varying degrees, the majority of British infant and junior schools.

There is no set curriculum which must be followed by all children in a given age group and there are no separate subjects. Since children select their own learning activities, which they pursue as individuals or in small groups, there are usually many diverse activities going on at the same time. In the model described by British educator John Blackie, and conformed to by a considerable number of schools, classes contain the entire age-range of the school. This organization is known as "Family Grouping" and permits

younger children to receive help from the older ones, thus freeing the teacher to work with individuals. The teacher is on her own, curriculum-wise, for there is no curriculum devised by someone else for her to follow. In the words of Blackie: "Innovation, under such a system, may come more slowly than when it is imposed from above, but it comes more surely because it is initiated by the teacher and based on, and tested by, his own experience."

The Plowden Report on primary education in Britain, *Children and Their Primary Schools*, the outcome of an extensive investigation by the Central Advisory Council for Education in England, has endorsed the adoption of these changes in British primary schools.

The Ford Foundation has granted a total of \$220,000 to four projects "to help American public schools adapt for their own use those aspects of British primary school reform that are applicable in the

United States." The largest grant, \$90,000, was awarded to the Educational Development Center in Newton, Massachusetts, to develop an advisory service for teachers who are working in federally funded "Follow Through" classrooms.

Reform in Britain has influenced educational practice in both middle-class and lower-class schools. Yet the main thrust of the Ford Foundation's effort has, thus far, been on transplanting certain selected features of reform in British primary education into American inner-city elementary schools.

Guitars for Music Motivation

As a means for motivating those eighth graders at Arvada Junior High School in Arvada, Colorado, who are not "turned on" by eighth-grade vocal music, 30 guitars were purchased and a special class was formed. Interest and enthusiasm are high and the program is now in its fourth year.

* Laurel N. Tanner, Associate Professor of Curriculum and Instruction, College of Education, Temple University, Philadelphia, Pennsylvania; and Daniel Tanner, Professor of Education, Graduate School of Education, Rutgers University, New Brunswick, New Jersey

Teacher-Pupil Contracts

Fifth- and sixth-grade teachers at the Mountain View Elementary School in Denver have contractual agreements with students enabling them to work at their own rate. This procedure is part of a team-teaching program.

Boundary Changes

Some 1,450 Oklahoma City pupils are attending different schools this year as a result of court ordered boundary changes involving seven secondary schools. Last summer all students affected by the order to change racial balances were identified by computer, which also identified the number to be changed in each class or course at each building.

Weekly Newspaper for Pennsylvania Educators

A weekly newspaper has been launched for members of the Pennsylvania State Education Association. The new publication, a tabloid, is a sounding board for PSEA positions on vital education issues, in addition to providing members regularly with information on matters such as legislation and special services.

Program for Overweight Children

Thirty chubby pupils at the Girard Elementary School in Philadelphia are members of the Girard Club for Calorie Counters, a program for overweight children from the third through the sixth grade. Gains in group approval, plus self-confidence and self-control,

are dual goals of the program which was planned and implemented by the school nurse with the support of the students, teaching staff, and parents.

Weekly "weigh-ins" in the school's health room are the highlight of the program. During these brief conferences the children receive help in solving dietary problems. Diets which emphasize basic food groups are discussed and resource materials from the Division of Nutrition and other agencies are utilized.

An important feature of the program is the involvement of parents, who are encouraged to experiment with selected recipes low in calories but high in nutritive values and taste.

Student Teachers Visit Homes

Parents of children attending the Webster Elementary School in Philadelphia serve as hosts to Temple University student teachers at Webster in a series of at-home coffee hours. The sessions are designed to provide student teachers with insights into the hopes and aspirations held by the parents for their children and to clarify mutually held goals and concerns. The orientation program, which has been endorsed enthusiastically by all concerned, has been developed cooperatively by the principal, the school-community coordinator, the Webster Home and School Association, and several community agencies.

Expanded Foreign Language Programs

Foreign language students in the Pittsburgh Public

Schools now can follow a five-year sequential program in French, Spanish, German, Russian, or Latin. Also, students in seven high schools are pursuing Advanced Placement programs in three of these languages: French, German, and Spanish. Many of these students will take the Advanced Placement examinations for college credit.

Learning-Style Worksheet

The Bucks County Project for the Intensification of the Learning Process, a Title III ESEA project, has developed a list of descriptive statements which can be used by teachers to describe the learning style of individual pupils. Although the worksheet is still in an experimental stage, the teachers believe that it provides a manageable way of obtaining a profile of a child's pattern of learning.

For further information contact R. Kenneth Pierce, Project Director, 80 East Court Street, Doylestown, Pennsylvania 18901.

Assessment

About 18,000 fifth graders and 18,000 eleventh graders in more than 400 schools from all counties, regions, and socioeconomic areas in Pennsylvania were involved this fall in a Department of Public Instruction program designed to find ways to assess the quality of education in Pennsylvania public schools.

Data concerning student achievements and school-community characteristics, which were collected in October, are being converted into normative standards for differing

educational and environmental conditions. These norms will be made available to individual schools to gauge the effectiveness of their instructional programs.

Degrees Up 15 Percent in Pennsylvania

Pennsylvania's colleges and universities awarded 14.6 percent more degrees in 1968 than in 1967. There were 15 percent more baccalaureate degrees, 16 percent more master's degrees, and 15 percent more doctorates.

Innovative Program in Teacher Education

A six-year research and demonstration program at Indiana University has been cited by the American Association of Colleges for Teacher Education for distinguished achievement in teacher education. "Insite" (Instructional Systems in Teacher Education) combines the teaching of special methods with student teaching. Also featured in the program is a "resident teacher" phase. During this semester, the student receives full salary as a beginning teacher in a cooperating school district and also earns credits toward his master's degree. The district and "Insite" assume joint responsibility for helping the student to develop professionally during his first full-time teaching experience.

Sex Education

A Gallup poll indicates that 71 percent of adult Americans want schools to offer sex education. By unofficial estimate, nearly two-thirds of all school districts in the nation

offer sex education in some form. In their reporting of the current public controversy over sex education, the news media have tended to ignore these realities while focusing on the objections of such ultra-conservative organizations as the John Birch Society and the Christian Crusade. (The Christian Crusade views sex education as "part of a gigantic conspiracy to bring down America from within.")

In view of the overwhelming public and professional opinion for sex education, the disagreement appears to be not about the relevance of sex education but over what such instruction should be. The content and approach of current programs vary widely.

Reading in Kindergarten

The New Jersey State Board of Education has approved the teaching of reading to kindergarten pupils on a selective basis. This change allows individual children to advance in accordance with their readiness and ability to learn.

Problem-Centered, Cross-Disciplinary Courses

In addition to the courses of study offered by individual departments, Livingston College of Rutgers University in New Jersey, opened in the fall of 1969, has created 15 problem-centered courses which cross the boundaries of the traditional disciplines. These cross-disciplinary courses bear such titles as *Life in the Cities*, *Problems in Population and Environment*, *Ethnic Groups in America*, *The Formation and Justification of Beliefs*

and *Attitudes*, *Some Contemporary Moral Issues*, *Work in Contemporary Society*, and *Contemporary Youth Movements*.

The courses are designed to expose students to a variety of conceptual and analytical approaches to problems which are explored in depth. Most of these problems require students to engage in community experiences. Although many of the courses are taught by faculty teams representing different disciplines, some are taught by an individual instructor whose interests and expertise go beyond a single discipline.

In place of the conventional grading system, student performance is evaluated as "Honors," "Credit," and "No Credit." There is no grading category for failure and only "Honors" and "Credit" designations appear on the student's permanent record.

Livingston is a coeducational, residential college created with the intention of having a special commitment to disadvantaged students. The aim of the college is "to prepare future citizens who will be responsive to the problems of our time and who will have the necessary skills to begin the complex task of solving them."

Information on Treating Reading Disabilities

Three reports on the treatment of children's reading problems have been distributed to state departments of education by the Bureau of Research of the U.S. Office of Education. "Correcting Reading Problems in the Classroom" is intended for classroom teachers; "Estab-

lishing Central Reading Clinics" is for school administrators; and "Treating Reading Disabilities" is for reading specialists.

The reports are part of PREP (Putting Research into Educational Practice), an information service that provides practical interpretations of research and development to state education agencies. Each state department of education has authorized certain of its personnel to reproduce and distribute PREP materials. The reports may be obtained by writing to the state department of education and asking that the request be referred to the PREP distributor. PREP materials are not available from the U.S. Office of Education.

Study of School-Community Conflict in Atlanta

A special study of the Atlanta Public School System was completed last August by the NEA's Commission on Professional Rights and Responsibilities. The study was undertaken in January of 1969, at the request of the teachers organizations of Atlanta, for the purpose of identifying the ways and means of resolving the most pressing problems of school-community relations.

The final report of the commission, *Central Issues Influencing School-Community Relations in Atlanta*, recommended that (a) the citizens of Atlanta, through organized political action, elect a board of education that more truly represents all Atlanta communities, (b) a commitment be made to an orderly and educationally sound plan of school desegregation, (c) the two teachers organizations of

Atlanta, which were divided along racial lines, immediately proceed to merge into one strong professional association, (d) the board of education institute a formal grievance procedure for citizens through a Human Relations Council, and (e) the board of education establish a formal method of negotiating with a merged Atlanta teachers organization.

Not all members of the commission concurred with the recommendation that an experimental community-control district be established in Atlanta's inner city area on the grounds that effective involvement of parents and citizens could be attained "without experimenting with the extreme of community control through a local board."

In formulating its recommendations, the commission analyzed the conditions giving rise to school-community conflict and identified key issues in the conflict. Copies of the commission's report may be obtained from the NEA.

Fourth Quarter Enrollment

In continuation of their regular program, 11,308 high school students were enrolled for the fourth quarter in the Atlanta Public Schools. This is nearly one-third of the high school enrollment. Pupils attending the elementary school session totaled 16,604. The four-quarter plan was initiated in Atlanta last year.

High School Class Tours Russia

All 13 members of the fourth-year Russian class and their teacher at Atlanta's Wash-

ington High School toured the Soviet Union in August. For three weeks the group spent their mornings studying Russian language and culture, while their afternoons were devoted to planned tours.

The trip was financed by the Citizen Exchange Corporation, a private nonprofit organization for promoting intercultural understanding.

PTA Calls for Sex Education

The National Parent-Teachers Association has adopted a resolution calling for state departments of education to develop sex education materials for use in family life education in the schools. The resolution recommends that schools involve the community in the development of sex education programs and that they prepare teachers to teach about sex.

Undergraduates as Admissions Officers

The University of Chicago has inaugurated a program in which black students enrolled in the undergraduate college serve as part-time admissions officers.

The program began in the spring of 1968 when the university hired six black students as Student Admissions Officers. After intensive orientation by full-time professional admissions staff members, the six visited high schools in the South. Upon their return they worked several hours a week answering letters and following up on the students with whom they had talked. As a result of their efforts, 16 black students from the urban South who might otherwise not have

considered coming to the university are enrolled this year as freshmen.

The black student recruitment program is being continued this year, and recruiters are visiting the same areas as last year.

Desegregation

Dayton Schools' Equal Educational Opportunity Project is developing plans for desegregating administrative staffs, faculties, and students throughout the district. A task force of 30 teachers and 30 administrators is serving in a consultative capacity to help individual school faculties achieve the goal of quality integrated education for all Dayton, Ohio, pupils.

How Far Does a Dollar Go?

Admittedly, a dollar does not go far today. Yet Boston residents who are taking courses leading to a high school diploma, or who have finished high school and are taking extra credits for admission to college or technical school, are making one dollar stretch all the way to June. Boston's Central Adult High School, a specialized school for older, mature people, admits Boston residents for only one dollar per semester. Students may select one or two subjects per evening for two evenings a week.

National Early Childhood Education TV Project

A consortium, the first one of its kind in instructional television history, has been formed to improve classroom television for five- and six-year-

olds. Consisting of several state educational television networks, community ETV stations, and other instructional television organizations, the consortium has been established by National Instructional Television (NIT).

Now in the development stage is a television series of thirty-six 15-minute color programs for the kindergarten and first-grade levels. The series will be distributed for school use in the United States and Canada in the fall of 1970.

Nationwide TV Nursery School

With a flick of a switch, a nationwide nursery school opened its doors on November 10 for a five-day schedule of hour-long television programs designed to capture the attention of three- to five-year-olds. Geared for learning, the program is supported by the U.S. Office of Education, the Carnegie Corporation, and the Ford Foundation, who share the \$8 million cost of the Children's Television Workshop. It is estimated that all but a fraction of the 12 million children in the nation's pre-school age group can be reached by the 163 NET stations.

Small School Improvement Program

More than 70 Oregon schools are now participating in a program designed to provide small schools with an understanding of how they may effectively capitalize on the potential advantages of their size and flexibility through instructional and administrative innovation.

Second Graders Operate Post Office

A second-grade class in Portland is running a bona fide U.S. second-class post office. The class, which sells stamps and postal cards, and deposits school mail in a nearby collection box, has a certificate of operation from the U.S. Government. A postmaster is elected weekly.

New High School Organized into "Houses"

The new John Adams High School in Portland is divided into four "houses," each containing 250 students and headed by a curriculum associate. All houses contain freshmen, sophomores, and juniors. Seniors will be added next year.

At John Adams, students can choose from a wide range of courses with opportunities to explore adult roles and career goals. The curriculum is being designed to break down the barriers between disciplines by developing problem-centered courses.

Modular Flexible Scheduling in San Francisco

Individuality and flexibility are key components in the reorganization of the instructional program at Lowell High School in San Francisco.

The new scheduling structure revolves around an 18-minute module which is the basic instructional unit of time. The 20-module school day is scheduled with time for students to utilize learning resource centers and to meet individually with teachers outside the classroom setting.

All Lowell students are provided with some self-scheduled time during the week which can be used for independent study, tutoring, taking mini-courses (short-term courses without credit, dealing with subjects students express the desire to study), guidance, community resource utilization, and teacher assistant service.

Of particular interest is the teacher assistant program which is designed to involve students directly as active participants in classroom instruction. Approximately 100 students are teaching assistants—developing lesson plans and teaching under the supervision of teachers.

IQ Tests Banned

The Los Angeles City Schools have banned IQ tests in the primary grades. This policy has eliminated the Pinter-Cunningham Primary Test which had been administered

to all first graders. The only remaining group intelligence test in Los Angeles elementary schools is the state-required Lorge-Thorndike Intelligence Test, given to all sixth graders. It is believed by school officials that diagnostic and reading tests will be more helpful at the primary school level than intelligence tests.

Library Week Dates Announced

The National Library Week Program, now in its thirteenth year of activity to promote reading and library development, has announced its special "Week" for the dates of April 12-18, 1970.

The week is the occasion for attracting massive public attention to the benefits of lifetime habits of reading and library use. Inquiries concerning supportive materials should be sent to National Library Week Program headquarters,

One Park Avenue, New York, New York 10016.

Tables of Contents Service for Education

The Genesee Valley School Development Association, an organization of school districts in a nine-county region of upstate New York, publishes a monthly *Tables of Contents* booklet which contains the contents pages of about 50 selected educational journals.

Subscribers may, after skimming the pages of the booklet, order a single xero-graphic copy of any article listed. During the 1968-69 academic year, the first year of the service, educators from 14 states participated in TOC by ordering 1,231 articles.

For further information, contact Helen M. Cashman or Hugh W. Fraser, Genesee Valley School Development Association, 100 Allens Creek Road, Rochester, New York 14618. □

Index to Advertisers

American Guidance Service, Inc.	372	The Instructor Publications, Inc.	425
Vernon E. Anderson	361	Laidlaw Brothers	428
Appleton-Century-Crofts	399	J. B. Lippincott	420
Audio-Visual Research	412	Lyons & Carnahan	370
The Continental Press, Inc.	358	The Macmillan Company	410-11
Encyclopaedia Britannica Educational Corporation	406	Phonovisual Products, Inc.	409
Ginn and Company, Xerox Education Division	416	Scholastic Magazines, Inc.	404-405
Harcourt, Brace & World, Inc.	400	Scott, Foresman and Company	2nd, 3rd Covers
Harper & Row, Publishers	402	Tri-Wall Containers, Inc.	4th Cover
Hertzberg-New Method, Inc.	430	Western Publishing Company, Inc.	422
Houghton Mifflin Company	426	The Zaner-Bloser Company	419

Copyright © 1970 by the Association for Supervision and Curriculum Development. All rights reserved.