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BEGINNING in September 1970, Niagara Falls high school girls in their fifth month of pregnancy will be transferred to a "Center for Young Parents" where they will continue their schooling until the child's birth. Financed by the Board of Education, the Niagara Coalition, and the Niagara Falls Youth Board, the new program will be mandatory for girls under 16, and voluntary for older students. At present, the girls must leave school after their fifth month.

New York City has sponsored school centers for pregnant pupils since 1967. At present, the New York City Board of Education operates five centers with an enrollment of 450 girls. The centers are financed with \$910,000 in federal funds. The Board of Education reports that at least 15 additional centers are needed immediately, and that 2,487 pregnancies were reported among unmarried girls in grades 7 through 12 during the 1968-69 school year. This is almost double the figure of 1961-62. In addition to a standard curriculum, a health edu-

cation course includes baby care and birth control information. After the babies are born, the girls return to their home schools.

### Lincoln Center Presents

The Lincoln Center for the Performing Arts is presenting a program of music, drama, opera, films, and ballet at New York City schools. The 1969-70 series, for which the New York City Board of Education allocated \$146,800, included 240 performances at 40 secondary schools. This is the fifth consecutive year of the program. However, the program makes no provision for students to attend performances at Lincoln Center.

### Lengthened School Day

Three thousand seven hundred children in five New York City elementary schools are participating this semester in an extended school day which begins at 9 a.m. and ends at 5 p.m. The innovation was developed for the Board of Education by a special com-

mittee headed by Edmund W. Gordon of Teachers College, Columbia University.

The committee, known as the Committee on Experimental Programs To Improve Educational Achievement in Special Service Schools, was established as a result of the 1967 agreement between the Board and the United Federation of Teachers by which \$10,000,000 is budgeted annually for experimentation for the benefit of disadvantaged pupils.

### Multi-Age Grouping

Currently limited to 6- and 7-year-olds, but slated for possible extension to all elementary age children, is Oneida Castle School's multi-age grouping program in Oneida, New York.

In describing the multi-age class, principal Seymour Radin said:

The children in this group will stay together for 2 full years (and, in higher age groups might continue for as many as 4). This means not only that the children have a chance to adjust more fully to the group, but also that

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the teacher can get to know both the children and the parents much better than the traditional system allows.

A number of the school's teachers, organized as a "multi-age committee," have visited schools with similar plans and have studied much of the literature on the subject. Mr. Radin predicts that if this grouping system is expanded, teachers involved with multi-age classes will have the opportunity to work as teams.

### **Teacher Participation in Curriculum Planning**

More than 800 Des Moines classroom teachers are participating in pilot projects and committees concerning curriculum and instruction. The teachers, working with school administrators, parents, students, and community resource persons, are actively involved at every educational level in the planning of school programs.

A total of 93 pilot projects are in operation in Des Moines schools. The most successful programs will eventually become an established part of the school curriculum.

### **Atlanta's Four-Quarter Plan**

Having completed the first year of its four-quarter school program, Atlanta has received inquiries about the plan from 179 cities in 43 states and 6 foreign countries.

### **Termination Report Shows Reasons Teachers Leave**

Teacher turnover from September 1968 to September 1969 in the Wichita, Kansas, schools was approximately

12.6 percent. The most frequent cause for termination was the husband's transfer. Twenty-three percent of those leaving gave this as their reason. Nineteen percent terminated to teach elsewhere, but less than 8 percent left the teaching profession for other employment.

### **Professional Advisory Council**

In an effort to strengthen lines of communication, the Wichita school system has organized a Superintendent's Professional Advisory Council. The Council is comprised of 35 teachers and administrators representing all educational levels and all geographical areas of the city. Continuity of membership will be ensured through staggered two-year terms.

Topics discussed at the initial meeting included class size, pupil-teacher ratios, acceleration and retention of pupils, and the length of the grading period.

### **New Bureau in U.S. Office of Education**

A Bureau of Libraries and Educational Technology has been established in the U.S. Office of Education. According to U.S. Commissioner of Education James E. Allen, Jr., "In the area of educational technology, the new Bureau represents a commitment to devote greater attention to a field that offers great promise for improvements in the American educational system."

A reorganization of the U.S. Office of Education, announced by Commissioner Allen, links the Bureau of Libraries and Educational

Technology with the Bureau of Educational Personnel Development under a single Deputy Commissioner for Instructional Resources. Don Davies is acting temporarily as Associate Commissioner for the new Bureau.

Allen also stated that "one of education's primary objectives for the 1970's will be the discovery of new ways to combine, organize, and deliver instructional services to all American students in ways that will be effective in improving the performance of the educational system and the achievement of individual students."

### **More Philadelphians Go to College**

The percentage of public school graduates in Philadelphia who are going on to higher education rose from 36 percent in June 1968 to 42 percent in June 1969. Commented Superintendent Mark R. Shedd: "It is quite encouraging to see such a jump in college enrollment, especially since we had only a one percent increase from June 1967 to June 1968. But still, we know that we can do even better. . . . Our efforts at increasing the numbers of students who go on to college are finally bearing fruit. I hope the number grows larger each year."

### **Sociology in High School**

After offering it experimentally for a year, Pittsburgh's board of education has established sociology as an elective one-semester course for high school seniors and able juniors. The course is focused on group interaction in an urban setting.

## Shortened School Day

At 2:30 p.m. each afternoon, primary pupils at the Slater Elementary School in Denver are dismissed. Children whom teachers have identified as needing enrichment-type instruction or remedial help remain until 3 p.m. for individual or small-group instruction. Pupils, themselves, may request the additional assistance.

## Modules and Learning Style in Colorado Springs

A project at Washington Irving Junior High School in Colorado Springs involves modular scheduling and emphasizes individualized instruction in an effort to create a new design for learning. An objective of this program is evaluation of a junior high school program.

Teams and classes are scheduled on the basis of 30-minute modules in combinations for large group, small group, individual instruction, and independent study. The University of Colorado will conduct a three-year, in-depth evaluation of the program.

## Paid Aides on the Increase

According to a survey conducted by the New Jersey Education Association on the use of auxiliary personnel in New Jersey school districts, the number of paid aides more than doubled from 1,266 employees reported in 1967 to 2,794 in 1969. During the same period, the number of volunteer aides decreased from 2,118 to 1,289. The number of districts using aides in the elementary grades sharply in-

creased for every type of assignment or duty. Relatively few districts use aides at the secondary level, and the change since 1967 has been insignificant.

## Focal Points of Innovation

A recent survey of innovative programs and practices in Alabama public schools revealed that reading was the most frequent area of innovation. Of 192 innovations reported, 52 involved reading. Almost as frequent were programs which were organizational in emphasis rather than subject-matter oriented. These related primarily to special ways of scheduling or grouping students, individualized instruction, and team teaching.

## National Core Curriculum Conference

The National Association for Core Curriculum will hold its 1970 convention October 8-10 at the Michigan Education Association's Conference Center on St. Mary's Lake at Battle Creek. For further information write to Dr. Delmo Della-Dora, Wayne County Schools, 76 West Adams, Detroit, Michigan 48226.

## Adult Models Crucial in Teen-age Smoking

A national study has found that a majority of American teen-agers oppose smoking, but environmental factors draw them to the habit. The American Cancer Society study finds that many youths might resist starting the cigarette habit or could stop it more easily if figures of authority and influence such as teachers,

physicians, and older siblings set better examples and urged them not to smoke.

Discussing the survey results, Seymour Lieberman, who headed the study, said the findings pinpointed teen years as "crucial" in the genesis of a smoker. It is a time, he said, "when most people make the critical decision to take up or not take up the smoking habit." This decision, he pointed out, "is heavily correlated with whether or not they smoke as adults."

## Laboratory School Study

Recommendations regarding the future of the four laboratory schools operated by Florida universities have been made by a committee which conducted a study of the laboratory schools at the request of a subcommittee of the Florida Legislature. Consisting of the education dean and the arts and sciences dean of each of the four universities, members of the Chancellor's staff, and a representative of the Bureau of Teacher Education of the Florida State Department of Education, the Advisory Committee on Laboratory Schools recommended that campus schools should "address themselves to seeking solutions for some of the persistent problems in education which have thus far defied solution."

It was suggested that campus schools develop working relationships with public schools, "ranging from the best to the worst," in order to test laboratory school innovations in typical public school situations. The Committee also recommended that those innova-

tive practices which survived field testing be considered by the Department of Education for dissemination.

The report concluded that the continuation of the campus laboratory schools could be justified only if they became centers for research and experimentation.

For further information regarding the study write to: Sam H. Moorer, Coordinator, Teacher Education, State University System of Florida, 107 W. Gaines Street, Tallahassee, Florida 32304.

### **Report Cards Without Grades**

Beginning with the 1970-71 school year, letter marks for grades one through six will be eliminated from reports to Racine, Wisconsin, parents. In making this recommendation to the Board of Education, the district's Committee on Reporting Pupil Progress contended: "Grades label some children as failures at a very young age. Such academic setbacks begin a downward spiral of feelings of inadequacy sometimes leading to more severe failures."

Committee members also noted that letter grades give no information about learning or learning ability and that they are without validity: "One teacher's 'A' is another's 'B.'"

### **School Organized on Team Basis**

The Oconomowoc, Wisconsin, Junior High School is organized into 10 academic teams called sections. A section consists of math, science, social studies, and English teachers, as well as a lay assistant. Each section is responsible for from 120-140

seventh, eighth, or ninth graders and works with them in a four-hour block of time.

Teachers have two hours a day for common planning and for giving students individual help. Each section meets weekly with the guidance counselor to discuss student problems and needs.

The section concept provides a means of identification for students in a large school setting.

### **Community School**

John Adams High School in Portland, Oregon, has begun an evening program of classes for all members of the Adams community.

Classes are offered three nights a week and there is no tuition. Teachers have volunteered to run the program, and service groups and public agencies in the community are also providing teachers.

"We are hoping to find funds to support this community school," said Bob Schwartz, principal of the high school. "Our purpose in offering classes for all ages is to make the high school an integral part of the community and get maximum use out of our facilities."

Classes being offered include woodworking, black history, mortgage lending, home nursing and family health, Red Cross first aid, photography, typing, home remodeling, and chess.

### **Teaching Exhibitions at the National Portrait Gallery**

Through a new bureau at the Smithsonian Institution in Washington, D.C., student groups have the opportunity to visit special exhibitions deal-

ing with the lives and works of many prominent Americans. The exhibitions include portraits from the National Portrait Gallery and numerous objects associated with the lives of noted people. The exhibits are intended for students in grades 5 through 12.

Classes touring the exhibitions are accompanied by museum personnel who provide commentary concerning the contributions of various individuals, the life of the times, the building of one man's work on the work of others, and other information of educational significance.

Tours by school groups can be arranged by contacting Mrs. Joan Madden, Smithsonian Office of Academic Programs, Smithsonian Institution, Washington, D.C. 20560 (tel. 202-381-5019).

### **Resource Units on Space Education**

To help close the gap between what is happening on the frontiers of science and technology and what is being taught in the classrooms, the National Aeronautics and Space Administration has recently made available to high school teachers of science and industrial arts four publications relating to the latest developments in the nation's space program. NASA has also published a compendium of space-related activities for teachers in all subjects in grades K through 12.

Neither courses of study nor textbooks, the publications are best described as compilations of resource units. Each provides for the teacher suggested classroom discussion topics; laboratory, shop, and

classroom activities; bibliographies; and film lists. The four publications, described below, are available from the Superintendent of Documents, U.S. Government Printing Office.

*Space Resources for Teachers: Biology EP-50*, 236 pp., \$2.75. Developed by the University of California's Lawrence Hall of Science for the National Aeronautics and Space Administration. A compilation of suggestions to the teacher for relating the latest space findings in the life sciences to the high school biology course. The materials are also suitable for an elective course in space biology.

*Space Resources for Teachers: Space Science, EP-64*, 144 pp., \$2.00. Developed by Columbia University and the NASA Goddard Institute for Space Studies with the cooperation of the Rye (New York) Public Schools, for the National Aeronautics and Space Administration. Interdisciplinary in its approach, this curriculum supplement provides high school teachers suggestions for enriching their courses in biology, chemistry, and physics. It has also been successfully used for an elective course.

*Space Resources for the High School: Industrial Arts Resources Units, EP-44*, 178 pp., \$2.25. The outgrowth of a conference for industrial educators conducted by the University of South Florida and the NASA Kennedy Space Center. Developed at Western Michigan University for the National Aeronautics and Space Administration. This curriculum supplement provides space-technology-related suggestions in the industrial education areas of design and drafting, metals, electricity-electronics, power, graphic arts, plastics, ceramics, and woods. Also available to the teacher on request to NASA Headquarters, Code FE, Washington, D.C. 20546, is a compilation of the NASA Tech

Briefs, which are listed in the supplement's bibliography.

*Aerospace Curriculum Resource Guide*, 197 pp., \$1.75. Developed by the Massachusetts State Department of Education in cooperation with the National Aeronautics and Space Administration. Consists of numerous suggestions to the teachers, grades K-12, in every subject, for incorporating space-related activities into the curriculum.

### Tracks Eliminated

All classes in grades 7 and 8 at the Mark Twain School in Hartford, Connecticut, now have a heterogeneous cross section of students. Parents, teachers, and students have cooperated in moving from a tracking system to a program which stresses individualized education.

### Principal Evaluation Kit

*Evaluating School Principals* is a folio containing a program for the appraisal of a school principal's performance. Published by Croft Educational Services, Inc., the kit reviews what several school systems are doing in this area and includes the forms they use. A model program for evaluating school principals is also described.

For further information write to: Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.

### Ombudsman

Montgomery County, Maryland, teachers who are having difficulties with certification, salary, assignment, transfer, or other problems that

cannot be resolved through regular channels, have the services of an ombudsman available to them. Robert Burke, a former biology teacher, has held the post since it was established in 1968 and has resolved over 200 complaints.

### Scholarship Fund for In-service Teachers

The Montgomery County Scholarship Fund is a private, nonprofit organization dedicated to better teaching. It is supported entirely by contributions of PTA's, business firms, and individuals. The number of awards given each year depends upon the amount of money donated.

Three types of awards are given: a \$700 award for travel and study abroad; a \$400 award for special education study; and a number of \$400 awards for summer study.

Scholarships are not based on financial need but, rather, on the merit of the study plan and how this plan will benefit students.

### School for Emotionally Handicapped Adolescents

Scheduled to open in February 1972, the Mark Twain School in Montgomery County will serve 250 students, ages 11-19, whose needs are greater than can be met in regular secondary schools with special services, but who are not so disturbed as to require a hospital or treatment center. The task of the school will be to help them gain the academic and interpersonal skills they must have to cope with the stresses and strains of home and school. Students are expected to remain at Mark

Twain for approximately one year.

Plans for the facility call for three schools within a school. The lower school will house one hundred 11-13 year olds; the middle school will have one hundred 14-15 year olds; and the upper school will house fifty 16-19 year olds.

Mark Twain will also be a teacher training center, making extensive use of television for observation of student behavior and teaching techniques.

### **Innovative Driver Education**

A model driver instruction program is in operation at Madison High School in San Diego. The goal of the program is to produce safer and more alert and skillful teenage drivers through a coordinated approach.

In the model project, a student will have 30 hours of classroom instruction, 15 hours of exposure to multimedia presentations, 12 hours work with an electronic simulator, 6 hours of driving on an off-street multiple car driving range, and 3 hours of driving in traffic. The classroom hours are distributed throughout the laboratory and driving hours.

The two-year program is

being financed principally by the federal government under provisions of the Highway Safety Act of 1966.

### **Early Childhood Publication**

How do you test a bilingual child? What methods are currently used to foster perceptual motor development in preschool children? These questions and 50 others are answered in the second issue of *CRIB, Childhood Resources Information Bulletin*, a compilation of news of practical innovations published biannually by ERIC Clearinghouse on Early Childhood Education.

*CRIB 2* is \$.60 plus \$.15 postage and handling per copy (free, except for postage and handling, to Head Start personnel), and is available from ERIC Clearinghouse on Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

### **Industrial Arts Curriculum Project**

A group of educators from The Ohio State University and the University of Illinois have developed a two-year sequence in industrial technology for junior high school students.

The courses, "The World of Construction" and "The World of Manufacturing," have been developed for classes meeting for 45 minutes each day during a school year of about 36 weeks. Both courses are designed to permit utilization of existing industrial arts laboratories.

Demonstration centers are now being established to teach and evaluate IACP materials. Interested representatives of school systems should write to the Industrial Arts Curriculum Project, University of Illinois Division, 344 Education Building, Urbana, Illinois 61801.

### **Center for Humanistic Education**

A Center for Humanistic Education has been created by the School of Education at the University of Massachusetts. A major function of the Center will be to design curricula and materials for teachers concerned with humanistic education. An experimental course, "Education of the Self," is being offered by the Center during the current semester. The Center is headed by Professor Gerald Weinstein with the assistance of Professor Sidney B. Simon. □

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