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THE San Francisco State College catalog lists 31 courses offered by the Department of Black Studies. Among these courses are Black Oratory, Black Philosophy, Black Counseling, Black Consciousness, Black Statistics, Black Psychology, Black Classics, Black Journalism, The Painting of Blackness, and Black Arts and Humanities. The catalog description of the course, Black Consciousness, states that it is an "intensive study of the psychology and sociology of the process and development of thinking Black."

### The Personable Computer

A report from the Stanford University Center for Research and Development in Teaching, a Research and Development Center funded by the U.S. Office of Education, presents these conclusions from a pilot study on the use of the computer in instruction with junior high

school students from disadvantaged backgrounds:

These students attributed humanlike qualities to the computer when asked to compare teachers, textbooks, and television news reports with the computer. Results showed that they perceived the computer more positively with regard to such attributes as veracity, trust, fairness, and store of information, than other sources of information, including the teacher.

### School of Tomorrow

A three-year study on the Elementary School of Tomorrow has been completed by the Elementary Division of the San Diego City Schools. A total of 53 recommendations were contained in a report to the board of education entitled "Direction for the Future." The three top priority recommendations are: (a) allocation of funds, equivalent to one percent of the division budget, for experimental programs to individualize instruction; (b) new

school buildings designed in accord with the open-space concept, with existing self-contained classrooms remodeled to accommodate flexibility in teaching; and (c) a basic set of A-V equipment for each teaching station.

### Team Approach

Kindergarten round-up in Torrance, California, features a multidisciplinary screening of all pre-kindergartners. Physical, perceptual, language, and intellectual evaluations are made for each child. The program includes counseling with parents aimed at the prevention of school failure.

### Kindergarten History

Boston's kindergarten program has entered its 82nd year. In 1888 the Boston School Department allocated \$20,000 to introduce kindergartens, with Samuel Eliot as chief proponent. He said: "The kinder-

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garten is properly a school to train little children . . . but not to subdue them. . . ."

The first public school kindergarten in the United States was established in St. Louis in 1873 under the leadership of Superintendent William T. Harris. A German-speaking kindergarten was founded under private auspices in Watertown, Wisconsin, in 1855 by a student of Froebel.

### Curriculum Guides

In its first full year of operation, Boston's new Department of Curriculum Development has published and introduced five new guides, including "The Negro in United States History," for junior and senior high schools; a guide in English, grades 6-9; and two guides in social studies for primary and elementary grades.

### Work Experience

Seniors at Winston Churchill High School in Montgomery County, Maryland, are in law and newspaper offices; in social work, teaching, and medical fields. They are participants in the Extended Experience Program and spend two to three periods of their seven-period day working in jobs related to their college or career plans.

Extended Experience is a volunteer program. Students are not paid for their work unless it is necessary for insurance. Nevertheless, professionalism is stressed and the school submits evaluation forms to all employers. "So far they have all been so favorable that we include a copy of the employer's evaluation with the student's transcript for col-

lege," said Dorothy H. Radany, teacher coordinator of the program.

As a result of student interest, the program is being expanded to include more students and more career fields, particularly in the noncollege area.

### Elementary School Visitation

Two classes at Rose Valley Elementary School in Prince George's County, Upper Marlboro, Maryland, visited another county elementary school, James H. Harrison, built on the same plan as Rose Valley and featuring open space areas. Rose Valley wants to explore further use of the open-space concept and its teachers and principal decided to get the children's points of view.

The classes toured the fluid space wings and lunched with the third- and fourth-graders who use the facilities. Rose Valley pupils questioned their Harrison counterparts and received the straightforward answers that children provide.

### Cross-Age Tutoring Plan

Cherokee Lane School in Prince George's County has adopted a buddy system in which sixth graders tutor first, second, and third graders who have learning difficulties. The older children are matched with the younger ones by personality, interest, and sex.

### State Integration Program

In the fourth year of a program to reduce racial imbalance, New York State has allocated \$3 million to 35

school districts. Most of the money goes to large districts such as New York City, Rochester, and Buffalo, where a number of programs are being tried. New York City receives \$619,000 for an office of school integration, a human relations center, staff training, school-community planning, parent-teacher workshops, and studies of attendance shifts and the effects of the city's decentralization plan. Most of Buffalo's \$496,000 goes for relocatable classrooms, transportation, an office of school integration, and support of a model transition school.

### Teaching Guides for Parents

Three pamphlets, "How Our Parents and Our Schools Help Children Think in Mathematics," "How Parents and Schools Help Children Read," and "Helping Children Grow," have been prepared and distributed by Superintendent Saul I. Siegal and the staff of District 17 in Brooklyn, New York.

The handbooks sell for 25¢ each. The reading booklet financed the one on mathematics which, in turn, financed the child development booklet. Hopefully, the latter will finance future parent guides, according to District Superintendent Siegal.

### Pupils Gain from Desegregation

About 2,000 Negro pupils from segregated inner city schools in Buffalo are being bussed to schools in the city's periphery. Principals and teachers in the receiving schools report that these pupils have gained in achievement and that white pupils have

benefited from the diversified composition of their classes.

### **Curriculum Guide for Parents**

What is my daughter learning in social studies? What courses will my son be studying next year? For many years concerned parents have raised questions like these with school authorities. Now the Bureau of Curriculum Development of the New York City system has issued a 40-page bulletin to help the city school family to know and understand the school curriculum.

Titled "Curriculum of the New York City Public Schools," the bulletin defines curriculum as "a written document which specifies and structures the subject content selected for the education of pupils" and "the basis for teacher planning for individual pupils and groups in local school situations."

The bulletin was requested by Deputy Superintendent Seelig Lester, who points out in the foreword that "the entire New York City community is charged by the 1969-70 state legislature with the responsibility of becoming more aware of the needs of our schools."

### **Program in Curricular and Instructional Practice**

A new program in Curricular and Instructional Practice leading to the doctorate in education has been established by the Department of Curriculum and Teaching at Teachers College, Columbia University. The program includes (a) designing, implementing, and changing curricula as coherent wholes; (b) designing, rede-

signing, and implementing instructional strategies; (c) training and supervising personnel in curricular development and teaching; and (d) exercising leadership in curricular and instructional practice.

A limited number of scholarships and assistantships are available. The program is under the direction of Professor Gordon N. Mackenzie.

### **Compensation in Higher Education**

Cheyney State College in Pennsylvania has embarked upon a \$1.5 million project for its urban disadvantaged students. "Project To Overcome the Odds" will provide them with "supplemental educational experiences" including tutoring, remedial courses, lectures, discussions, recitals, and concerts. Cheyney's enrollment is predominantly (86 percent) Negro. In 1969-70, the enrollment at the other 13 state-supported colleges in Pennsylvania was over 98 percent white.

### **Open Enrollment in Pittsburgh**

The Open Enrollment Program in the Pittsburgh Public Schools is in its eighth year. The policy provides for transfer of pupils from their own neighborhood schools to other schools in the city where space and educational programs permit. The Board provides public transportation for elementary school pupils who live more than 1½ miles from school and for secondary school students who live more than two miles from school. Pupils transferred are expected

to attend their new school until promotion to junior or senior high school or graduation.

### **New Teacher Selection Procedure**

The School District of Philadelphia has embarked upon a research project to determine the value of the National Teachers Examination as a criterion for teacher eligibility in the city's schools. In the course of the project, 200 teachers have been admitted to the system without having to pass the NTE. (A passing score on the NTE, a comprehensive examination for prospective teachers published by the Educational Testing Service of Princeton, New Jersey, has long been a teacher requirement in Philadelphia.)

An evaluation of the applicant's college credentials and the reports of his student teaching or regular teaching performance have been substituted for the NTE.

A task force, consisting of central office personnel, representatives of the Educational Testing Service, and community representatives, is developing criteria to evaluate the teacher's classroom performance. These criteria will be applied both to teachers selected via NTE and to the 200 teachers selected through the new procedures. The results will then be compared to determine whether the use of the NTE should be continued.

### **Lunch Program Required by Illinois**

For the first time in the district's history, hot lunches are being served this fall to elementary school children in

Evanston, Illinois. New state legislation (House Bill 2601) requires all school districts in Illinois to provide free lunches for needy children. As all Evanston schools include needy children (families receiving public assistance), the program is district-wide.

### **Reading Materials Center**

A Reading Resource Center has been established for Columbia, South Carolina, teachers. Open from 2:30 to 4 p.m. Monday through Friday and other hours by appointment, the Center offers sample copies of basal reading programs, supplementary readers, games, and remedial materials for examination or check-out.

### **Advisory Committees**

The Portland, Oregon, Board of Education has divided the school district into three administrative areas. Each area has a nine-member advisory committee, two members of which are high school students. The duties of the committees are to advise the area superintendent concerning the educational program, building needs, and operation of the schools in the area.

### **"Second-Chance" High School**

Vocational Village, a special program of the Portland Public Schools for students between the ages of 14 and 21 who have dropped out of high school, is now in its third year of operation. Students earn their remaining high school credits and receive training and employment. Last year, 65 students received their diplomas.

### **Cadet Teachers**

Sixth graders at West Ridge School in Racine, Wisconsin, are helping first graders to become better readers. Two mornings each week the tutors, who are called cadet teachers, listen to younger children read and help them to gain confidence. Advantages for the sixth graders include learning to plan and carry out a program, satisfaction derived from seeing someone improve, and improvement of their own work and study habits.

### **Film Study in Alaska**

Two courses dealing with the film are offered at West High School in Anchorage and at Juneau-Douglas High School in Juneau. In an introductory nine-week course, students study the language of film, and in a second course they have the opportunity to write, produce, and direct their own movies. Says Jean Harlow, Language Arts Consultant for Alaska's State Department of Education:

If "relevancy" is a key word in deciding what goes into the curriculum, then a serious study of film deserves consideration among the language arts. For movies and television are a language, and students need and want to understand what has become one of the most important communications media of the century.

### **Dropout Prevention Study**

A study to investigate the causes of dropouts and to develop a demonstration project aimed at reducing the number of student dropouts is under way in Spokane. The dropout

rate in Spokane was higher in 1968-69 (657) than during the previous year (529). The ratio of boys to girls dropping out of school was 2 to 1, with the highest incidence of dropouts occurring at the eleventh grade. In 1969-70, the trend was an increased dropout rate at a lower grade level.

Research indicates that if the dropout trend is to be reversed, attention must be focused in the following areas: (a) continued expansion of vocational guidance and training, and revision of academic subjects to make them more applicable to today's needs, and (b) more meaningful class discussion and fewer lectures. One dropout stated that "there should be more time given to class discussion and searching out the whys and wherefores of the material offered."

### **Feedback**

Each year representatives of Spokane high schools attend a High School Visitation Day held on college campuses in the State of Washington. The visitations are made at the invitation of the colleges for the purpose of allowing high school graduates to tell how they think their high school program might have better prepared them for their college experience. The following are suggestions made by graduates of Lewis and Clark High School:

1. More tests based on concepts rather than memorization of facts would be helpful in preparing the student to think.
2. More emphasis placed on writing, including creative writing and short essays to organize and clarify thinking.
3. A larger selection of

courses available, such as psychology and a human relations course.

4. More guidance in explaining to the students what to expect during the first year in college and what courses to take. College students who visit the school and "tell it like it is" would be helpful.

5. Group discussions with different types of students would be helpful in understanding people.

6. More reading in the library.

### Future Teachers as Teaching Assistants

The Omaha Public Schools have organized a teacher assistant program with the University of Nebraska at Lincoln. The program is designed to provide the student in teacher education with experience in working as a member of a teaching team prior to student teaching. Students travel from Lincoln to Omaha

one morning per week and spend the day working in one or more of the following general areas: (a) helping pupils during supervised work and study periods; (b) tutoring individuals or groups of students who have special instructional needs; (c) directing small group discussions; and (d) gathering and preparing instructional materials for the teacher.

### "Voucher System" Criticized

Endorsing the principle of church-state separation, the National Jewish Community Relations Advisory Committee criticized the "voucher system" which provides public funds to enable parents to enroll their children in schools of their choice, public or private—including church-related schools.

The "voucher system" has been developed at Harvard University's Graduate School

of Education through funds from the Office of Economic Opportunity.

### NEA Fights Federal Funds for Nonpublic Schools

The 7,000 delegates at the 108th annual NEA convention, held in San Francisco in July, passed a resolution by an overwhelming vote calling for an end to the "diversion of Federal funds, goods, or services to nonpublic elementary and secondary schools." □

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.

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