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THE New York City Board of Education has estimated that some 4,500 teachers, principals, and assistant principals will be retiring from the city's schools during the current 12-month period. This retirement rate is from three to four times the "normal" rate of recent years.

A *New York Times* survey reveals that the reasons given for the upsurge in retirements are an improved pension system and school disruptions. Interviews with principals pointed to "a growing sense of discouragement and anger over what many see as rising racial tensions in the schools, increased violence, interference by 'outside extremists,' and inroads into principals' authority." According to *The New York Times*, "Much of this malaise appears to be an aftermath of the conflict two years ago over decentralization and community control."

### Disruption in Urban Schools

A nationwide study by the Syracuse University Research Corporation, supported by

funds from the U.S. Office of Education, finds that 85 percent of the schools responding to a questionnaire reported some type of disruption during the past three years. The study also included on-site visits in schools of 19 cities.

The leading forms of disruption in order of incidence were: property damage; presence on campus of unruly, unauthorized, non-school persons; student boycott, walkout, or strike; and abnormal unruliness. The presence on campus of unruly, unauthorized non-school persons—as a form of disruption—was reported most frequently by schools in the New England and New York-New Jersey regions. These regions also reported a higher incidence of property damage and student boycotts, walkouts, and strikes than did the other regions in the survey.

Some of the societal causes to which the disruptions were attributed are: the general tone of violence in America; the success of civil rights protests in the 1960's; the visibility and apparent suc-

cess of college-student protests; racial conflict; the mandate of the OEO's "War on Poverty"—calling for "maximum feasible participation" through the decentralization of public programs; and situation ethics ("doing your own thing") and the new permissiveness.

An abridged report of the study, *Disruption in Urban Public Secondary Schools*, is available at \$2 per copy from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

### Teacher Orientation

All new elementary teachers in the Sloan, New York, school system who are available during the summer preceding their first year of teaching are employed as teacher aides in the district's Title I Summer Reading Program. These aides work with experienced teachers in the district.

With this approach to orientation, new teachers come to know the community, interact with the students with

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whom they will be working, and become acquainted with the materials and audio-visual aids which are available. According to curriculum coordinator Sylvia Praczkajlo, new teachers who worked in the summer reading program are "more secure and better equipped to handle pupils." She says, "We believe this type of in-service orientation is most effective because it is 'on the job' training."

#### **"Classroom Pairing" in Reading Help Program**

Fourth grade pupils at PS 269 in Brooklyn who read at grade level or above are serving as tutors to slower readers in the same class on a one-to-one basis. In this "pairing" system, the tutors use *Reading Helpers*, a series written by Gloria Orlick, a reading consultant in Community School District 18, Brooklyn. The tutor reads instructions on the left-hand page, and the learner follows the lesson on the right-hand page. As the tutor gives instructions to his classmate, he reviews material previously learned. Thus both tutor and tutee benefit from the arrangement.

#### **After-School Vocational Program**

Now underway in five Buffalo vocational and technical high schools is an after-school vocational training program, open to all students in the eighth grade or above and to out-of-school youths under 21 years of age. The program operates two days a week from 3:30 to 5:30 p.m. Its objectives are to familiarize students with job entry requirements, to acquaint

junior high pupils with vocational school offerings, and to enable youths to learn a salable skill on a short term basis. In addition, the program provides academic high school students with the opportunity to take vocational courses.

#### **College Board Examinations**

In response to the growing criticisms leveled against College Board examinations, the Commission on Tests of the College Entrance Examination Board (CEEB) has produced a two-volume report, *Righting the Balance*. The report expresses the conviction that CEEB should not abandon its testing program, but should modify and improve it so as to be "as responsive to the needs of students as it is to the needs of colleges."

Membership in the Commission includes eight university administrators, eight university professors, a foundation president, a newspaper editor, the U.S. Commissioner of Education, a former president of CEEB, and a staff member of Educational Testing Service.

Not a single secondary school educator is represented on the Commission.

The two volumes are available in combination for \$4.50 from the CEEB Publications Order Office, Box 592, Princeton, New Jersey 08540.

#### **Human Relations Department in Tulsa**

In order to deal with human relations problems associated with school desegregation, the Tulsa school system has established a Department of Human Relations. Besides providing assistance

on problems incident to the desegregation process, the department is sponsoring human relations workshops for faculty and staff and a volunteer tutoring service for pupils in desegregated schools. The goals of the tutoring program are to provide students with academically successful models with whom they can identify and to improve study habits so that students can begin to function successfully in school.

#### **Special Education for Children Under Three**

A new program for hearing-impaired children under three years of age has been initiated in the Racine, Wisconsin, Unified School District. The purpose of the program, which focuses on the parent as well as the child, is to develop oral language skills as the child's normal means of communication. Children are eligible for the program as soon as their handicap has been identified, which may be within a few weeks of birth.

#### **Program for Personalized Education**

The program of Robinwood Elementary School in Franklin, Wisconsin, is based on the principle that there is no single method of instruction for all learners, but there are best ways for each learner. Pupils are encouraged to engage in independent study projects, and an effort is made to provide them with the study skills needed for this activity. Team teaching at Robinwood has as its prime objective the facilitation of individualized instruction.

The two-year-old school with an enrollment of 600 pu-

pils is a center for Project INTERACT, an ESEA Title III program for helping prospective and in-service teachers develop techniques for individualizing instruction. For further information about the program write INTERACT, Robinwood Elementary School, 10700 West Church Street, Franklin, Wisconsin 53132.

### **Service for Preschool Mothers**

The school psychologist at the Dwyer School in Arlington Heights, Illinois, meets periodically with mothers of preschool children in order to discuss their concerns in child rearing.

### **It's Official**

The 1970-71 student body officers at Maplewood Elementary School in Portland, Oregon, were officially sworn in by Municipal Judge Richard Unis. The ceremony took place in the school gym.

### **Parents Operate Kindergarten**

Parents in the Hudlow School area in Tucson have established a kindergarten for their children in a trailer. The mobile classroom was provided by the parents, who formed a nonprofit corporation. Hudlow first grade teachers have helped in developing the kindergarten curriculum. Arizona does not provide state aid for kindergarten.

### **Living Arts for Elementary Pupils**

Fifth and sixth graders at Takoma Park Elementary School in Montgomery County, Maryland, who are having difficulty in their regular class-

work can succeed in the school's Living Arts program, which provides instruction in cooking, sewing, knitting, woodworking, ceramics, copper, and mosaic tile. And, as Principal Becky Combs points out, the success "carries over into their regular classroom work."

As part of the cooking segment of the course, pupils prepare lunch each day. For 50 cents Takoma Park teachers are served a full-course meal. Since almost all of the craft projects the children make in class are sold at PTA meetings, the Living Arts program is self-supporting. Says Mrs. Combs, "How else can I finance my program? The budget doesn't provide money for a course like this."

Additional money was raised recently at Takoma Park's Reading Fair, when more than 500 pupil-published books were sold. "Every child in the school wrote and bound a book this year," Mrs. Combs commented. "It is good for children to tell about their experiences, and then to write about them. They learn that their own words are important reading materials."

### **Courtesy Clinic**

In order to improve safety and behavior on the playground during the lunchtime play period, teachers at Gaithersburg Elementary School in Montgomery County have instituted a Courtesy Clinic. Children are sent to the clinic by playground aides if they disobey a safety procedure or do not respect the rights of others. Teachers are assigned to the clinic for each lunch session on a rotating basis.

Various activities are used

to help children understand the reasons for courtesy and safety procedures, including role playing, discussion groups, creating safety posters and slogans, and puppetry with original tapes. Children attend the clinic for the remainder of the lunch period during which the infraction occurs and also on the following day.

Thus far this year there have been fewer accidents, less fighting on the playground, and more participation in organized games.

### **Oceanography for Atlanta Students**

A course in oceanography is available to all interested Atlanta high school students during the fourth (summer) quarter. Five areas in science are combined as students study the relationship of chemistry, biology, geology, and physics to the marine and estuarine environments. Culminating the course is a week's study at the Marine Institute on Sapelo Island, Georgia, where students have actual field experience. There each student makes a more intensive study of a facet of marine environment which interests him.

### **Cooperative Physical Education Program**

Pupils at Continental Colony Elementary School in Atlanta have the opportunity to expand their physical education curriculum through the use of community sport facilities. Ninety children in grades K-3 are taking swimming and 140 in grades 4-7 are taking skating. Classroom teachers accompany those enrolled in the programs, and classes are

taught by qualified instructors for a nominal fee. The program is supplementary to the regular physical education program.

### **Prescribing for Instruction**

Elementary teachers in Minneapolis and its suburbs can refer pupils who have trouble with lessons and assignments to the new Prescriptive Instruction Center located at the Dowling School. The purpose of the Center is to diagnose and deal with learning problems which cause a child to achieve below his ability level. Pupils attend the Center for two weeks while their problems are diagnosed and special materials and instructional methods are selected for them. Children continue to receive appropriate books and other materials for the rest of the year. Personnel from the Center make weekly visits to the child's school in order to give the classroom teacher suggestions for using the materials.

The Center was established with a federal grant of \$125,500 and with \$72,556 from the state.

### **Survey on Use of Curriculum Guide**

Early in the 1969-70 school year, all Springfield, Missouri, teachers were given a curriculum guide for teaching the contributions of the Negro to the American heritage. Related instructional materials were added to the district's curriculum resources library and school libraries. At the close of the school year, teachers were asked to respond to a questionnaire concerning this program. Approximately

89 percent of the responding teachers had taught some contributions of the Negro during the 1969-70 school year, and 85 percent indicated that they had used the curriculum guide. Approximately 77 percent of the elementary school teachers felt that their pupils had achieved most or all of the behavioral objectives listed in the guide, as compared with only 57 percent of the secondary school teachers.

### **Students Meet with Scientists**

Columbia, South Carolina, students who are planning scientific careers and their teachers are meeting to exchange ideas with professional scientists in a series of forums. The meetings are held monthly at the Midlands Technical Education Center.

### **Birds Teach Children**

Bird feeders are the environmental project of pupils at Markham Elementary School in Fairfax County, Virginia, this year, and there is a pupil-built bird feeder outside each classroom and the library. The responsibility for caring for the feeders and keeping them filled with birdseed belongs to the individual class. As pointed out by Principal John Spataro, this is an ideal opportunity to teach children responsibility; once the birds rely on being fed, they must be fed throughout the winter.

Pupils are studying the migratory patterns and eating habits of birds. Various language arts activities are being used in relation to the project—reading, writing, research and observation, oral presentation, and discussion.

Plans are in progress to

turn the wooded area adjacent to the school into a nature trail this spring.

### **Curriculum Units Hit the Road**

Two Mobile Curriculum Resource Centers have become a part of the Model City educational program in the Norfolk City, Virginia, Schools.

### **Minority Transfer Achievement Studied**

According to a recent study of the achievement levels of black tenth graders in the Seattle Public Schools, black students who transferred out of the city's Central Area schools before the ninth grade and remained in non-Central Area high schools in the tenth grade showed greater academic growth than black students who remained or transferred out and returned to the Central Area.

Results of the study support the findings of the Coleman Report concerning the effects of integration on minority students' achievement levels.

### **Milk Shake, Anyone?**

The Seattle high school student with an inner craving for a milk shake need not wait until after school for satisfaction. Non-subsidized snack bars provide all-day service in Seattle senior high schools. Profits from the snack bars go into school lunch coffers.

### **New Honors Plan in Hartford**

The honors program for seventh and eighth graders in Hartford, Connecticut, middle schools has been extended to music, art, home economics,

industrial arts, and physical education for students with special ability in these areas. In the past, gifted students had to take all honors courses in science, mathematics, English, and social studies—or no honors courses at all.

Previously, only students with high grades who were emotionally stable were eligible. The new program gives able students who have emotional problems an opportunity to participate while receiving help for their problems from other school facilities.

### Small Classes Help Children

In operation for ten years, the program for perceptually handicapped children in Hartford includes special classes at Dwight School as well as a corps of itinerant teachers who work with children with less severe perceptual problems in other schools in the city.

Perceptually handicapped children tend to be inattentive, restless, and distracting to other pupils. In Dwight School, the problem is helped by having only six children in a class. The program uses a multiplicity of approaches to learning and encourages the child to use all of his five senses. The objective is to help him cope with his handicap while overcoming it with another method of learning.

After a year or two at the school, the child is able to return to his regular classroom. Although some children may require no additional assistance, others need further training by the itinerant teacher.

### School Survey in Dayton

In a survey of the Dayton Public Schools, an Ohio State University team of specialists recommended the development of laboratory schools to test

and refine new school programs. Other recommendations include open enrollment throughout the city, the expansion of vocational education programs, and the provision of more educational options for adults in the district—in accord with the community school concept, already initiated in Dayton.

### TV Series Aids Teachers

A television series on physical education has been inaugurated for elementary teachers in the Toledo Public Schools. The purpose of the series is to provide supplementary help to teachers via television. Development of the program was guided by a questionnaire sent to teachers by physical education specialists last spring. There are ten 15-minute presentations in the series, which is being broadcast over Channel 30. □

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