

LAUREL N. TANNER*
DANIEL TANNER

IN RECENT years there has been a marked increase in the numbers of U.S. and African blacks enrolled in predominantly white universities in this country. Many educators have assumed that there is a strong common bond between black American students supporting a pan-Afro philosophy and black African students.

However, a study by Joseph Neale, Dean of the International Student Office at the American University, revealed that black American and black African students "generally had not developed relationships at a meaningful level." The data were derived through interviews and questionnaires at large universities having high enrollments of black African students.

When the black American students were asked if they had made any attempt to meet representatives of the other group, a majority replied negatively. When the black foreign students were asked if they believed that black Ameri-

cans were interested in meeting them, only 30 percent responded "yes." When black Americans were asked if they felt that black foreign students were interested in meeting them, almost two-thirds replied that the black foreign students did not—and did not want to—understand the problems of American blacks.

Britain's Open University

The newly established Open University in Britain provides credit courses via radio and television which can lead to the bachelor's degree. Open University is an independent body, having its own charter and chancellor. The British Broadcasting Corporation works in close partnership with Open University in translating the course plans into radio and television lessons.

Anyone over the age of 21 may apply for admission to Open University. While no formal academic qualifications are required, some candidates may be advised to take "gate-

way courses" which are also transmitted by the BBC.

Satisfactory completion of four foundation courses—arts, mathematics, science, and social sciences—is required before the student can pursue advanced studies. Students enroll by mail and receive "packaged" units of work, including written exercises to be returned to a personal tutor for evaluation. Some "packages" include slides, filmstrips, audiotape recordings, and kits for home experiments to supplement the radio and television lessons. By utilizing media to the fullest, the lessons are not mere lectures given over the air.

Each student is required to participate in a two-week residential program each summer, or in a concentrated series of weekend sessions where residence in the summer program is not possible.

Open University broadcasts run for 36 weeks each academic year, and each lesson is repeated at least once so as to be available to more stu-

* 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

dents. The BBC television channel used by Open University reaches 80 percent of the British population.

Environmental Education

A special report, *Environmental Education in the Public Schools*, has been prepared by the NEA's Research Division for the National Park Service. The report presents the results of a nationwide survey of programs in environmental, outdoor, and conservation education in operation in public school systems with enrollments of 1,000 or more pupils.

One of the findings of the survey was that only 7.1 percent of the school systems of the Southeast were conducting programs in environmental education in which a staff member was employed on at least a half-time basis, as compared with 34.8 percent of the systems in the Middle West. Most of the programs were found to be aimed chiefly at the upper elementary grades, and a majority of the systems reported that their programs are supported through local funds only.

Most of the school systems reported the need for greater financial aid in support of their programs, and the need for instructional materials and guidelines for the in-service preparation of teachers.

Copies of the report are available for \$1.50 from the NEA Publications Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Cooperating Teachers Paid Stipend

Under a new Texas law, each teacher who trains student teachers will receive a

stipend of \$200 for the year. The law provides funding for 70 percent of the number of student teachers. The state also appropriates \$50 to the school district for each cooperating teacher. These funds are intended to assist in providing supplies and meeting other costs incurred by the district.

School Breakfast Program in San Antonio

More than 15,000 children in 46 San Antonio elementary schools are receiving free breakfasts under the federally funded breakfast program which began this year. Youngsters who do not meet the criteria for receiving the meal at no cost can purchase their breakfast for 10¢.

The breakfast consists of fresh fruit or fruit juice, cereal, and a half pint of milk.

Medical Society Trains Teachers

Dallas teachers of home and family life education must first attend a special seminar conducted by the Dallas County Medical Society. Composed of eight two-hour sessions, seminar topics include "The Reproductive System—Anatomy, Physiology, Pregnancy, Delivery," "Psychosexual Development of the Child, Sexual Maturation," "Changing Male and Female Roles in American Society," "Education for Marriage and Goals of Marriage," and "Education for Parenthood."

It is emphasized by the school district that the purpose of the seminar is *not* to provide teachers with a curriculum but, rather, "to give them backgrounds for proper inter-

pretations, and to help them assess their own balance of emotions, knowledge of physiology, understanding of sociology, and clarity of purpose."

Vocational Program Expands in Fort Worth

Student enrollment in on-the-job training positions in Fort Worth has more than doubled over the past year. In 1969-70, approximately 500 students were enrolled in cooperative work-study programs, while in 1970-71 there are more than 1,200 students placed in various training areas.

Five clusters of training are offered through the district's "Partners in Education" program. They are: Health Occupation Cooperative, Home Economics Cooperative, Industrial Cooperative Training, Office Education Cooperative, and Distributive Education.

In the summer of 1970, spot announcements appeared on local television and radio stations concerning the program. As a result, a greater variety of jobs was made available by industry and more students became interested in an introduction to work experience. Business and industry were involved in planning the program through an advisory committee.

School Breakfast Program in New York

Since last fall, \$2.1 million has been earmarked in state and federal funds to provide free and very low-cost breakfasts to needy children in the schools of New York City. However, a report by the New York State Education Department revealed that, during the

1970 fall semester, not a single public school in New York City participated in the breakfast program, while 39 parochial schools in the city received funds for children's breakfasts.

The breakfast program was instituted in New York State last fall after a pilot project in the cities of Buffalo, Rochester, and Syracuse revealed that participating children were more alert in class and that school attendance was improved significantly.

The State Education Department estimates that 70 percent of the state's "indigent" children live in New York City.

In-Service Program for Mental Health Professionals

The 700 staff members of New York City's Bureau of Child Guidance have begun a three-year continuing education program intended to improve mental health clinical services for inner city pupils. Among the training approaches being used in the program are after-school workshops, supervised practice, special field placements, and consultations with authorities in the field. Content of the program includes anthropological and sociological knowledge about New York City Black, Hispanic, and other ethnic groups; methods of working with the community; consultation skills; and mental health intervention techniques.

The program is being funded by a grant of \$152,300 from the National Institute of Mental Health.

School Without Walls

Chicago Public High School for Metropolitan Studies, located at 535 South Dear-

born Street, has completed one year of operation. Rather than having one conventional school building, students use the city as their classroom. Classwork takes place in museums, theaters, hospitals, local newspaper offices, and many businesses and industries.

Program for Gifted Children Grows

What is a gifted child? How can he be identified? How can he best be helped to reach his potential? School District 65 in Evanston, Illinois, has been involved in a variety of programs for gifted children since 1964. In 1970-71, however, teachers in 14 of the district's 20 schools are involved in a continuing education program designed to help them find more specific answers to these questions. Gifted children who have been identified by the teachers in the program have selected independent study projects which they will complete by June 1971. Thus, while serving as "learning resources" for teachers, the children are being included in the program.

Teachers from the other six district schools will be involved in the 1971-72 school year. The program is operating this year under a grant of \$18,964 from the Illinois Department of Public Instruction.

New Ninth Grade Social Science Courses

During the spring semester of the 1969-70 school year, more than 30 Sacramento teachers were released from some of their classroom responsibilities to develop ninth grade courses of study more

closely attuned to societal conditions and requirements. Among these elective courses, now being taught, are *Introductory Ecology*, which includes such topics as conservation, the soils, population, and industry; *Contemporary Problems and Their Roots*, which deals with the urban scene, crime, and pollution; *Man and His Culture*, which is an introduction to physical and cultural anthropology, sociology, political science, and economics; and *Public Opinion, Propaganda, and Political Parties*, which examines the ways that political decisions are made.

Emphasis on Prevention

According to a resolution unanimously approved by the school board, reading is the major goal of the Salem, Oregon, Public Schools for the 1970's. In an effort to prevent pupils' reading problems, the district will attempt to recruit elementary teachers who meet more than the minimum college course requirements in the teaching of reading.

Vocational Program for Mentally Retarded Students

A new project designed to help mildly mentally retarded students, recent graduates, and dropouts between the ages of 17 and 22 become socially competent and economically self-sufficient has been launched by the Portland, Oregon, Public Schools. Although the school system has for many years provided training and job-placement services for mentally retarded students, those with the lowest potential were found to need more intensive training than existing facilities could provide.

The Vocational Training Project for Low Potential Students can accommodate up to 32 enrollees. Students are tested, trained, and evaluated in a variety of vocational roles. Each enrollee spends half his (or her) time in a workshop doing piecemeal work for pay. The rest of the time is spent learning more specialized skills in accord with a plan developed by the counselor. The project is staffed by instructors who are trained in working with the mildly mentally retarded.

Citizens of the Month

Each month the primary grades at Kelly School in Portland elect "Citizens of the Month," and principal Glenn Sweeney takes their pictures with a Polaroid camera. The pictures are displayed on a hall bulletin board. Now in its second year, the purpose of the project is to encourage the children's sense of responsibility for themselves, toward their peers, and toward their school.

Junior High Pupils Land Big Catch

Pupils at Jones Junior High School in Philadelphia have a big catch on the line and are not about to let it get away. The "catch" is learning to read through their interest in fishing. The idea was that of David Williams, mathematics department head at Jones. Williams teaches the students how to handle tackle, tie knots, and cast while he introduces them to books and periodicals on fishing. The fishing-reading sessions take place twice a month.

The program was developed with a \$300 teacher grant

to Williams from the Board of Education.

Cooperative Program in Philadelphia

Four Philadelphia schools are operating under the "portal school" concept of urban teacher education in a cooperative program with Temple University. The portal schools offer Temple students two years of experience in an inner city school. Juniors begin by participating in small group instruction and tutoring. They also attend classes under the Elementary Program for Inner City Teachers (EPICT); Temple University instructors come to the public schools to teach the students working there. Seniors have their student teaching experience in the portal school.

Betty Schanz, Assistant Dean of University-School Relations at Temple, points out that, in the portal schools, Temple professors are actively confronted with the problems of the urban school. This aids them in developing a more appropriate program for the training of urban teachers.

The portal schools are Blaine Elementary, Carver Elementary, Welsh Elementary, and Vaux Junior High Schools.

Pupils Produce Television Shows

Available almost exclusively for student use is a one-inch video-tape recorder system at the Irving Intermediate School in Fairfax County, Virginia. Students are trained to use the equipment by the school's audio-visual coordinator, Keith Harvey, who also discusses with them how a script is researched and put to-

gether. "Students decide the theme, do research, make crew assignments, operate equipment, make visuals and credits, do props—do the whole show," states Harvey.

The system, which cost approximately \$10,000, came to Irving via a federally-supported project on the use of closed circuit television in Fairfax County schools.

Library Program Expands in Boston

In the fall of 1966, no Boston school had its own central library. Now all high schools have libraries. The junior high, middle, and elementary schools have libraries in 54 schools, servicing 57 schools and over 30,000 students. Plans are for every Boston school to have its own library or to be serviced by the library of a district school nearby.

Evening Course for Practical Nurses

Recognizing the need for an evening course for licensed practical nurses, the Boston Public Schools have established a two-year course to start next September at Trade School for Girls. On the day of the announcement of the new offering, there was a rush of applicants so great that the first-year class of 25 could have been filled perhaps ten times over.

Although there is a shortage of licensed practical nurses and the pay is attractive (ranging from \$123 a week for beginners to \$173 after five years), until now there has been no evening course for their training anywhere in Massachusetts.

Problem of Curricular Design

A publication of the Kent State University School, *Ideas Educational*, devoted its entire fall 1970 issue to addresses presented at last year's meeting of the National Association for Core Curriculum.

In his address, "Involving the Learner," Paul R. Klohr of The Ohio State University makes these observations concerning problems of curricular design:

In the 1950's and 60's, despite all the fascinating resources that we had at our disposal, fragmentation of the curriculum as a whole continued as before. This was partly because we addressed ourselves to "micro-problems" instead of "macro-problems."

... We are almost always caught up in a linear, logical, technological rationale. ... The technological rationale is reflected in the current effort to specify curriculum in terms of the nearly hundreds of thousands of behavioral goals.

Klohr calls for other

modes of conceptual ideology in the curriculum development process and other conceptual tools in curricular design. He points out that some of the "old-time problems" are still with us even though they have been virtually ignored in the literature for over a decade—"balance, vertical and horizontal articulation, sequence, and the whole matter of general education components."

Copies of this issue of *Ideas Educational* are available for 75¢ each through The Kent State University School, Kent, Ohio 44240.

Dayton Schools Hold Line on Dropouts

According to a survey by the school district's research division, the high school dropout rate in Dayton has not changed significantly since the 1966-67 school year and has stabilized at about 8.5 percent. Three years of "Operation

Comeback," a concerted effort each fall to encourage dropouts to return, is felt to have contributed to the stabilization.

Those who dropped out evidenced lack of interest in school activities. Nearly three-fourths of the dropouts had no more than one school activity which they enjoyed, and 46.4 percent said they had none. The program, according to the researchers, provides a guideline for early identification of potential dropouts.

Supermarkets Aid Class

A supermarket checker course has begun for high school students and adults at Whitney Vocational Technical High School in Toledo, Ohio. The state department of vocational education has provided \$12,000 worth of cash registers. Local merchants have donated stands and shelving and indicate they can absorb 200 trainees into their businesses each year. □

Index to Advertisers

American Guidance Service, Inc.	768	International Center for Educational Development	772
The Continental Press	754	Lyons & Carnahan	736-37
Curriculum Advisory Service	778	The Macmillan Company	758
Encyclopaedia Britannica Educational Corporation	740	McGraw-Hill Book Company	744
Grade Teacher Magazine	4th Cover	Rand McNally & Company	776
Great Plains National Instructional TV Library	764	Reader's Digest Services, Inc.	724
Harcourt Brace Jovanovich	770	Science Research Associates	738, 752, 762, 774, 780
Hendershot Learning Consultants	766	Threshold	2nd Cover
Holt, Rinehart and Winston, Inc.	760	The Viking Press	756
The Instructor Publications, Inc.	722	The Zaner-Bloser Company	732

Copyright © 1971 by the Association for Supervision and Curriculum Development. All rights reserved.