

LAUREL N. TANNER*
DANIEL TANNER

ONLY a few years ago, the U.S. Office of Education was predicting a continued teacher shortage of considerable proportions. Referring to the Office of Education's first annual assessment of the nation's educational manpower and training needs, an article in the February 1969 issue of *American Education* (an official publication of the USOE) stated that "there is now and will continue to be in the foreseeable future a considerable shortage of teachers and other education personnel, professional and subprofessional, at preschool through postgraduate levels."

One year later, an NEA survey reported the end of an era of general teacher shortages. However, the NEA study noted that in order to achieve a minimum level of quality in staffing for public education (to reduce overcrowded classes, to provide adequate staff for new programs, to replace teachers who do not hold the bachelor's degree, etc.), more than 157,000 teachers were needed over and above the sup-

ply of beginning teachers last year. Similar conditions continue to prevail.

Thus there is the paradox of an "oversupply" of teachers while, at the same time, there is a shortage of teachers to meet the "quality staffing criteria" in our nation's schools.

SR Education Supplement and the Foundations

Last fall, for the first time in its 11-year history, the Education Supplement of *Saturday Review* was published independently of foundation auspices. Between 1960 and 1965 the SR Education Supplement was sponsored and largely financed by the Ford Foundation's Fund for the Advancement of Education, which also selected the editorial staff. The original members of the editorial staff of the Supplement had served in various capacities with the Ford Foundation or its subsidiary, the Fund for the Advancement of Education. From September 1965 until August

1971, the Supplement was published under the sponsorship of the Kettering Foundation.

Over the years, a number of educators expressed concern that the Supplement was serving as a kind of house organ for its private-foundation sponsor, although Norman Cousins, editor of *Saturday Review*, claimed that he maintained final editorial responsibility for the Supplement. Whether the Supplement can once again come under the sponsorship of a private foundation is subject to question in view of the Federal Tax Reform Act of 1969, which prohibits private foundations from engaging in work that might influence legislation. Moreover, since *Saturday Review* is profit-motivated, there is the legal question under the Act as to whether a private, tax-exempt foundation can sponsor any part of the operations of a profit-seeking enterprise.

Saturday Review has made no mention of the severing of ties between its Education Supplement and the Kettering Foundation.

* 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

Curriculum Guides in Consumer Education

Through the Joint Council on Economic Education, teachers' curriculum guides containing instructional materials and suggested classroom activities have been prepared for teaching consumer education, either as a separate course or through an integrated approach with social studies, homemaking, or business education. Four guides are presently available: *Teaching a Course in Personal Economics*, *Teaching Personal Economics in the Social Studies Curriculum*, *Teaching Personal Economics in the Business Education Curriculum*, and *Teaching Personal Economics in the Home Economics Curriculum*. An evaluation manual and discussion guide also have been prepared for use with the teachers' curriculum guides.

The teachers' curriculum guides may be purchased for \$2.50 each, or \$2 each for 10 or more copies, from Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

More Schooling

In the United States today, the median number of years of schooling completed by persons 25 years of age and older is 12.2. In 1950, the figure was only 9.9.

A Matter of Degree

According to a survey by the NEA Research Division, about 43 percent of all men teachers and 24 percent of all women teachers hold a master's or higher degree. In 1961

more than one out of every five teachers did not have a bachelor's degree, as compared with one out of every twenty teachers today.

Redundant Testing

In response to criticisms concerning the redundancy of standardized tests during the high school years, the College Entrance Examination Board has combined the Preliminary Scholastic Aptitude Test with the National Merit Scholarship Qualifying Test beginning with the current school year.

Teachers Visit Graduates

Twenty-one Pittsburgh teachers of business and distributive education recently spent two days each visiting the graduates of their vocational programs at the graduates' places of employment. The purpose of the visitations was to speak with the students about the relevancy of the vocational program for their current positions.

While the format of the interview with the graduates was developed by the administrative office of the Pittsburgh schools, each teacher selected the students to be visited. The students expressed delight in being selected by their former teachers for an "on the job" visit.

Drug Abuse Education in Pittsburgh

Despite the development of new curriculum materials concerning drug addiction and an intensive in-service training program for teachers, the drug abuse problem has continued to grow in Pittsburgh. Past efforts in curriculum develop-

ment have emphasized types of drugs and the physical, psychological, and social effects of drug abuse. An effort is now being made to develop a program with emphasis on the motives and pressures which lead to drug addiction. In order to include the findings of current research, consultant help from Carnegie Mellon University is being used.

City and Suburban Schools Begin Joint Program

The Philadelphia Public Schools have joined with school districts in Bucks, Chester, Delaware, Montgomery, and Philadelphia counties in a cooperative environmental education program entitled CARE (Cooperative Action to Restore our Environment).

The aim of the project is to increase knowledge about environmental problems and help eliminate environmental deterioration through local action programs involving teachers, students, parents, and industry. Project CARE is being financed for the 1971-72 school year by a grant of \$278,000 from the U.S. Office of Education.

Problems in Federal-State-Local Relationships

A study of intergovernmental relationships in the administration of educational programs has been published in a 150-page report under the title, *Evidence for Administrative Changes in Federal-State-Local Education*. The study focuses on two important problems relating to federal-state-local administration of elementary and secondary education: (a) "inadequately coordinated and poorly timed

program authorizations and appropriations," and (b) "the multiplicity of necessary, desirable, unnecessary, and counterproductive requirements that constitute an organizational overload on official agencies at all levels."

The report includes separate chapters on the various titles of ESEA, vocational education, general laws and regulations, and public participation. The study finds that many of the federally funded categorical programs have regulations and administrative requirements that are so complex and demanding that they cannot reasonably be met.

Regarding the requirement for public participation in federally financed programs, the report notes that "advisory" groups often have taken on administrative functions with results that are detrimental to these programs. Financed by the U.S. Office of Education, the study was under the direction of Edgar Fuller, Executive Secretary Emeritus, Council of Chief State School Officers, who coordinated the work of project committees in eight states. Copies of the report may be obtained from the Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

GBS Said It

Almost 30 years ago, George Bernard Shaw had this to say about competitive examinations: "Competitive examinations should be abolished, as they give the competitors an interest in one another's ignorance and failure, and associate success with the notion of doing the other fellow down. Competition should be between

teams, as this incites members to share their knowledge and help one another."

Dropout Study

An intensive follow-up study of students who dropped out of school during the 1970-71 school year is being conducted by the Dallas Public Schools. The report will serve as a basis for curriculum improvement and developing strategies for helping the dropouts to return and graduate.

Retreat into History

How did San Antonio youngsters spend their time 100 years ago? Recently, more than 60 sixth grade students from Milan Elementary School in San Antonio had an opportunity to find out at firsthand. They spent a full day at the San Jose Mission working and playing like early Texas settlers' children. The day's activities included grinding corn, riding burros, attending a mission church service, studying outdoors, taking nature walks, and play. A luncheon much like a meal enjoyed by early Texans rounded out the reality of the day.

Math-Science Program

A new program which coordinates and relates instruction in mathematics and science is under way in all 69 San Antonio elementary schools. Sponsored by the National Science Foundation, the program is being developed cooperatively with the University of Texas. It was initiated last summer with a three-week workshop aimed at the preparation of "lead teachers" who are now guiding other district

teachers. At the workshop, the teachers conducted experiments and worked out mathematics problems. According to David Butts of the University of Texas, since the program takes the learning-by-doing approach, the teacher can most effectively guide the students after the teacher himself has experienced the activities.

The program develops activities which will help the child understand the natural correlation between mathematics and science and relate the two disciplines in practical terms. For example, while bouncing a ball, the child investigates the theory of gravity. During the mathematics follow-up, he records the number of bounces he and his classmates have counted and computes the average, the median, and the mode.

Cooperative Art Program

Atlanta high school students with interest and ability in art have the opportunity to take courses in sculpture, enameling, graphic design, textile design, and ceramics at the Arts and Humanities Center of the Atlanta Public Schools in the Memorial Arts Center. The program is sponsored by the Atlanta system and the High Museum of Art. Students are recommended by their art teachers in the individual high schools. Work done by the students is exhibited in the Galleria of the Memorial Arts Center.

Family Camping

Atlanta Public Schools' summer quarter includes Family Camping. On Saturdays and Sundays entire families engage in camping activities at YMCA

Camp Pioneer. The purpose of Family Camping, which is part of the Community School Program, is to move the classroom out-of-doors to make learning more meaningful. Comments made by campers (of all ages) range from: "I didn't know I was going to have to study" to "I don't want to go home yet." Atlanta's four-quarter plan is now in its third year of operation.

Directory on Asian Studies

Now available from the National Committee on U.S.-China Relations is a nationwide *Directory of Asian Studies in Secondary Education*. The purpose of the directory is to increase communication between persons concerned with planning and teaching Asian Studies. Educators designing units on the Far East will find listed a large number of persons experienced in teaching about Asia upon whom they may call for advice. Each of the 693 entries includes programs used to present units on Asia and the grade level at which these courses are taught.

The National Committee on U.S.-China Relations is a non-partisan education organization which seeks to stimulate public discussion on China and U.S.-China relations. The directory may be obtained for \$1.95 plus 25¢ for mailing and handling charges from the National Committee on U.S.-China Relations, 777 United Nations Plaza, 9B, New York, New York 10017.

Hawaiian Typing

Hawaii is the first state to provide access to typewriters for all its public school children from kindergarten

through high school. During the current school year, more than 25,000 Hawaiian children ages 5-10 are teaching themselves to touch-type on electric typewriters, using a series of self-instructional texts written especially for primary children. Developed by the Hawaii State Department of Education, the materials were field tested for three years before statewide installation last year.

Typing stations with one typewriter for 30 children are provided in nongraded K-3 classes. In grades 4-6, one machine is provided for every 15 children. Children work alone at the typing stations except for periodic checks by a peer—the teacher works only with the first few learners. Teachers have learned to set up the typing stations by attending workshops held throughout the state.

Alternative High School

The Home Base School, an experimental high school in Watertown, Massachusetts, began operations this year with a student body of 100 in grades 9-12 (25 per grade) and 6 teachers. The Home Base concept is founded on three ideas: (a) that there are many places in addition to classrooms where students can learn; (b) that students can and should be actively engaged in identifying their own needs and interests and in planning educational projects to meet those needs; and (c) that parent and community participation in education is more feasible when the school is smaller.

In order to give students a "head start" in planning their individual programs for the

year, a two-week summer workshop was held for students and teachers. During the current academic year, students are being involved in identifying community resources and developing courses. Students were selected for the Home Base School at random from over 200 applications.

The Watertown School Department has received a planning grant under Title III of the Elementary and Secondary Education Act. The focus of the grant is on evaluation of the program.

Community Survey in Fresno

The Fresno City Unified School District has completed a survey designed to assess the community's attitude toward the district's operation. In reply to a question concerning contemplated programs in the Fresno schools, 48 percent of the respondents indicated that they would be inclined to favor a free hot lunch for every child, while 52 percent said they would be inclined to oppose it. Ninety-one percent of those surveyed said they would be inclined to oppose bussing students on a mandatory basis to integrate schools.

Preventing Problem Behavior

At Belt Junior High School in Montgomery County, Maryland, a student resource center is proving an effective means for dealing with inter-related learning and discipline problems. Belt has set up a classroom where two resource teachers help students to practice self-discipline and overcome the learning problems that lead to misbehavior. At the beginning of the year, every youngster had a tour of

the center. The faculty has made a special effort to treat the center as a positive thing—as an alternative to the classroom whenever anyone needs special help or understanding.

About 70 students visit the center regularly, and dozens of others drop by for a few minutes between classes. If a student decides he wants to stay longer, his teacher is notified. While a student may be referred to the center by a teacher, counselor, or administrator, the objective is to have him go voluntarily when he is upset and before he creates a classroom incident.

Summer Session for Preschoolers

The early childhood education program of the Madison Township Public Schools in New Jersey now includes a four-week summer session for four-year-olds. Initiated in the summer of 1971, the Pre-First Grade Education Program (PEP) provides readiness experiences, initiates skill development, and gathers data on the academic and social needs of each youngster. The objective of the program is an elementary school curriculum based on the principles of child development and specific pupil needs. PEP will include three-year-olds next summer.

Open Library

Weekly story hours in which preschoolers hear stories and check out books are a part of the library program at the Myers Elementary School in Tucson. The library is open to elementary, junior high, and senior high schoolers before and after school, on Saturdays, during most school

holidays, and in the summer. The community also serves the library; parent volunteers assist with media circulation. All library media, including film-strip projectors and tape recorders, may be checked out by pupils for use at home.

Funded under Title III of the Elementary and Secondary Education Act, the Myers Library provides a training center in school librarianship for the University of Arizona.

Scholarship Show

Each year, the Tucson Public Schools' Music Department produces a show in which the music faculty are the performers. Proceeds are used to provide scholarships for deserving music students. The scholarship fund is administered by a committee of the music faculty.

Jobs on Wheels

Now under way in Kansas City, Missouri, is a program that is literally putting jobs on wheels for mentally handicapped ninth graders. Four trailers have been equipped for instruction in four vocational areas—Food Service, Clothing Service, Maintenance and Repairman, and Electrical Assembler. Each day, 135 pupils from eight high schools are transported to the site of the mobile classrooms for two hours of instruction.

Program Ideas Solicited

In Portland, Maine, students and teachers are encouraged to submit ideas for new programs (and modifications of old programs) right to the superintendent.

The superintendent gives

his reaction directly to the person submitting the proposal. If the reaction is favorable, it is also sent to those staff members who would be involved in starting the program. Forms for submitting program proposals are available in each school office.

Options

On Friday afternoons from 1 to 3 o'clock, fourth, fifth, and sixth graders at Butler School in Portland are involved in an activity period which includes serving, cooking, woodwork, swimming at the YMCA, bowling, arts and crafts, photography, dramatics, physical education and games, and guitar. Each child participates in one of these areas for a period of five weeks. Among the objectives of the program are these: to help children learn to make choices, to build self-confidence, and to create an informal atmosphere which will enhance understanding and respect between pupil and teacher.

Social Learning

Two sixth grade teachers at the Robert F. Kennedy Elementary School in Providence are utilizing the physical arrangement of connecting classrooms to foster the social as well as the academic growth of their combined total of 56 pupils. Much group work is done, with groups ranging in size from two to eight. The group is given the goal to be achieved, but how group members accomplish it is entirely up to them. The teachers, Nancy MacDonald and Margaret Ralston, explain: "The children are learning how to interact socially and be independent in

making decisions. They live in a society in which many occupations are service-oriented and are based on a knowledge of human relations. Therefore, they should be guided to function in this real world."

Project for Hearing-Impaired Preschoolers

In Toledo, plans are under way for a Family Learning Center for preschool hearing-impaired children. The crucial period for language development is in the years before school; if the deaf child is left by himself, there can be no language learning. Thus, a requirement for enrollment will be that at least one parent attend with the child. In this way, parents can learn to help the child overcome his language lag. Although it is expected that most children will be from the Toledo metropoli-

tan area, the center will serve 14 counties in northwestern Ohio.

"School-Away-from-School" Day

Every Thursday some 60 third and fourth graders at Spencer Sharples Elementary School in Toledo have their classes at the Downtown YMCA. In addition to reading, mathematics, language arts, and social studies, taught by their regular teachers, they also have classes in swimming, indoor sports, and games, taught by "Y" personnel. The school cafeteria packs lunches for them.

Parents have been invited to spend one Thursday at the "Y" to see the new program. According to Mildred Pack, curriculum specialist at Spencer Sharples, the program was begun at the invitation of the YMCA.

Gifted Program

The Skokie, Illinois, Schools have been granted \$4,000 from the state to develop a program to meet the needs of "gifted and talented children." The program will focus on two aspects of teacher education: identifying gifted children and developing instructional strategies to meet their needs. □

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.

Index to Advertisers

The Continental Press, Inc.	266
Encyclopaedia Britannica Educational Corporation	278
General Electric Company	288
Houghton Mifflin Company	4th Cover
The Instructor Publications, Inc.	270
NAB/JOBS	3rd Cover
Scholastic Magazines, Inc.	268
Steck-Vaughn Company	280

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