Moving presents a problem for teacher and student

WASHINGTON — There are usually a lot of new faces in classrooms across the land as schools open each fall — and not just in kindergarten or the first grade. For ours is a shifting "here today, gone tomorrow" society.

About one out of every five persons moves during a year, according to the Bureau of the Census. Large diversified firms tend to shift their people freely about.

Migrant farm workers work their way north with the harvests. Military personnel are transferred to new assignments. The lure of greener pastures sets others on the move.

In one New England community with a high proportion of armed forces personnel, there were 64 first graders in the school opening day a few years ago. Two years later, only seven of them were still around to enter the third grade there.

• • •

High geographic mobility puts stresses and strains on both the schools and the students (although the results may contain some plusses as well as minuses). Teacher in a "revolving door" school — one with a constantly and rather rapidly changing enrollment — are hard put to provide good education to children who come and go.

And teachers have their own special problems when they, too, pull up stakes and move.

If the contrast between the old and the new environments is great — regardless of the geographic distance the child has moved — the re-rooting may be difficult. Strong prejudice in the new community can further complicate the process for the minority-group child.

Adjustment is more difficult for one special group of mobile pupils, the great army of children of poor migrant farm workers. Living half of the year or less in one southern area, especially Florida, Texas, and California, they are ever on the movet he rest of the time.

Teachers move too. The Research Division of the

(Continued on Page 25)

TACOMA PUBLIC SCHOOLS

A BETTER PLACE TO TEACH . . .

Because of good facilities . . .

Because of low class loads . . .

Because of strong support for teachers through a variety of specialized programs in curriculum, child study, counseling, etc. . . .

Because voters support a high level of per pupil expenditure . . .

Because school board and top administrative leadership has made eTacoma one of the leading school systems in solving problems of desegregation . . .

Because Tacoma is known as a "district on the move," one that is constantly seeking to improve learning opportunities for pupils, and teaching conditions for teachers.

WHO SAYS SO?

Here's what Roy Wilkins said about Tacoma Schools in April, 1971 . . .

"It's not generally realized that Tacoma, first of all, has a school system that is the envy of many cities in the country. You have made progress here on not only the desegregation of the schools in accordance with the Supreme Court decision of 1954, but you have made progress also in bringing quality and diversified education to numbers of pupils in the Tacoma school system . . .

WHO SAYS SO?

DR. EUGENE BRECKENRIDGE, administrative assistant for school-community affairs Tacoma, a member of the superintendent's cabinet.

"The Tacoma Public School System is recognized by many leaders in the field of education as one of 25 of the outstanding systems in the nation today."

WHO SAYS SO?

WILLIE STEWART, principal of Lincoln High School, Tacoma, second largest high school in the system, with an enrollment of 2,051 students.

"I have been in the Tacoma district for 12 years, six as a junior high science teacher, three as a junior high assistant principal and one year as a senior high assistant principal before taking my present assignment as a senior high principal. This alone is a testimony for the opportunity for advancement. Above all, however, we have a good system with equal opportunity for everyone."

CONTACY MR. TRYGVE BLIX
Assistant Superintendent, Personnel
Tacoma Public Schools
Box 1357, Tacoma, Wash. 98401

Hughes Aircraft helps Grambling set up No. 1 technology section

GRAMBLING — Hughes Aircraft Company, which has equipped a machine shop in the Grambling College industrial Arts Complex, now has a five-man crew on campus re-arranging and furnishing an electronics laboratory.

Hughes is providing electrical workbenches or 15 stations constituting the most modern in electronics equipment. The Hughes company of El Segundo, Calif., is a member of the Grambling College Industry Cluster.

The company also has plans for designing and equipping a sheet metal laboratory in the complex under a three-year plan in which Huges will spend an estimated $500,000 in improving the facility at Grambling.

At the start of the project, Hughes donated and had their own personnel install transformers to provide adequate power for the laboratories housed in the T. L. James building on campus. The company also re-wired and re-arranged the woodworking laboratory in the complex.

Hughes has also donated manuals and books for all of the industrial arts laboratories. These will be kept in the complex for ready reference of students. Drafting equipment and a blueprint machine has also been presented the college by Hughes.

The electronics lab will consist of 11 basic stations and four special stations. The basic stations will include basic test equipment to perform basic experiments using the test equipment to back up the electronics theory and to test and troubleshoot circuits, radios, television sets, stereos and other electronic gear.

The special stations will include two digital stations, one analog station and one microwave station. Such equipment for the test station provided include oscilloscopes, coltmeters, audio oscillators, pre-amplifiers, signal generators, demonstration kits, generator kits, basic electricity kits, radio kits etc.

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-Gifted

(Continued from Page 23)

dings of the study are these:

Although 21 States have legislation to provide resources to school districts for services to the gifted and talented, such legislation in many cases merely represents intent.

There is an enormous individual and social cost when talent among the nation's children and youth goes undiscovered and developed. These students cannot ordinarily excel without assistance.

Identification of the gifted is hampered not only by costs of appropriate testing, but also by apathy and even hostility among teachers, administrators, guidance counselors, and psychologists.

Gifted and talented children are, in fact, deprived and can suffer psychological damage and impairment of their abilities to function well. The damage is equal to or greater than the similar deprivation suffered by any other population with special needs served by the U.S. Office of Education.

Special services provided to the gifted will also serve other target groups singled out for attention and support.

In preparing the report, the Office of Education collected research and other information from its experts and other acknowledged leaders in the field.

Data were collected by regional commissioners of education through public hearings, and from state education agencies and directors of programs for the gifted.

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Princeton's Henry Drewry named master of Woodrow Wilson College

PRINCETON, N.J. — Henry N. Drewry, a senior Princeton University administrator and faculty member, has been named master of Woodrow Wilson College, Princeton President Robert F. Goheen announced.

Wilson College, a student organization offering residential, dining and extracurricular facilities to nearly 400 undergraduates, was organized in 1968 as an alternative to the upperclass eating clubs on Prospect Avenue. About 20 faculty members are also associated with the college.

Drewry, who will continue to serve as director of Princeton's Office of Teacher Preparation and Placement and as lecturer in history with rank of professor, will assume his new duties July 1.

He succeeds Dr. John V. Fleming, associate professor of English and Wilson College Master since 1969, whose research and teaching are in the area of medieval literature.

Unanimously recommended by a student-faculty-administration search committee of 12 after consideration of a number of candidates, Drewry will be responsible for coordinating the activities of Wilson College.

Such activities in the past have included non-credit courses and seminars, poetry readings, film series, faculty-student forums, concerts, dances, drama, and the publication of a poetry magazine.

Announcing Drewry's appointment, Dr. Goheen said: "As an administrator and faculty member with wide experience at many levels of education, Henry Drewry has a lively interest in the educational process both in and out of the classroom.

"I am sure that the members of Wilson College over the years will benefit greatly from their associations with him and Mrs. Drewry. President-elect Bowen joins me in expressing appreciation to Mr. Drewry for undertaking this major assignment."

Drewry, 47, left the chairmanship of the social studies department at Princeton High School in 1968 to head the University's Office of Teacher Preparation and Placement.

• • •

That office helps prepare Princeton undergraduates for secondary school teaching careers, and assists them in finding teaching and administrative jobs.

He also teaches a course in Afro-American history and is active in many university and community educational programs for the disadvantaged. With Frank Freidel of Harvard University, he is the author of **America: A Modern History of the United States.**

Recipient of the A.B. from Talladega College and the M.A. from Columbia Teachers College, he is president of the Princeton Association on Human Rights and a trustee of Mercer County Community College, Talladega College and The Choate School, Wallingford, Conn.

He has also been a director of the Princeton YMCA and helped establish the Princeton Study Center, a volunteer-staffed facility offering Princeton school children turorial help.

• • •

Drewry's wife, Dr. Cecelia Hodges Drewry, is assistant dean of the college and lecturer in English with rank of associate professor at Princeton. The Drewrys live at 2 Glenview Dr., Princeton.

Members of the search committee were: Dr. Fleming; Dr. Sheldon R. Isenberg, assistant professor of religion and associate master of Wilson College; graduate student Robert R. Singer, assistant master; Halcyone H. Bohen, assistant dean of students; Dr. Gene H. Outka, assistant professor of religion; Dean Rudenstine (ex-officio); and the following undergraduates: Beverly F. Canzater '73; John T. Carpenter IV '73; Jeffrey L. Carples '73; Judith Friedman '74; Michael L. Rodemeyer '72, and Susan L. Shackman '74.

—Moving presents

(Continued From Page 24

National Education Association estimated that during one year (fall 1968 to fall 1969) some 185,000 public school teachers would move to a different school.

Main reasons for moving, as indicated by teachers, were: higher salary, improved working conditions, personal reasons, husband's work changed location, undesirable community situation, position eliminated, marriage, disagreed with school policies or administration, and termination of contract.

Many of the moving teachers have traveled light, for they have had to leave behind their retirement benefits, their seniority, their certification, when they crossed state lines.

Frequently they have had to take additional college courses to become re-certified in the new state, have had to start at the bottom of the seniority ladder again, have had to rebuild a retirement equity. For the most part, the states havei ndicated limited interest in alleviating the problems. Why make it easier for teachers to leave the state and go elsewhere to teach?

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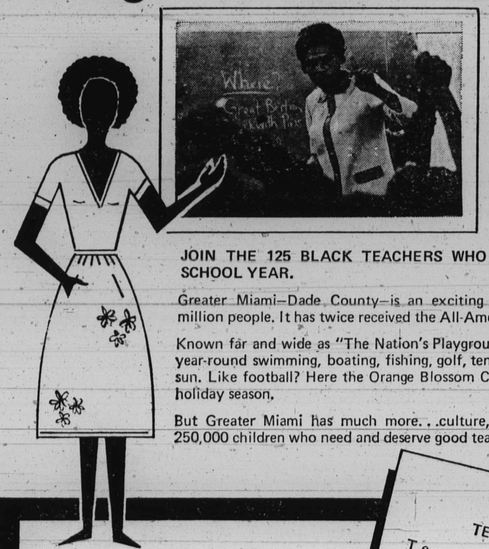

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M.A. (Rank 2)	8,000	13,755
M.A. +30 hours (Rank 1A)	8,500	14,155
Doctor's (Rank 1)	9,100	14,755

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