

**In the nation's capital
an action-producing
work-session
for**



Educators / Government Officials / Civic Leaders / Industrial Executives

THE NATIONAL LABORATORY FOR THE ADVANCEMENT OF EDUCATION

A new medium of communications to demonstrate, analyze, evaluate the nation's most outstanding examples of innovative classroom projects focused on

INDIVIDUALIZED LEARNING FOR THE INNER CITY

presented by

THE AEROSPACE EDUCATION FOUNDATION

in cooperation with

THE U. S. OFFICE OF EDUCATION

Washington Hilton Hotel

Washington, D. C.

November 18-19-20, 1968

THE NATIONAL LABORATORY

for

THE ADVANCEMENT OF EDUCATION

featuring

- **Classroom Demonstrations** — actual classroom experience demonstrated by teachers who have provided effective changes in the learning process through innovative concepts and techniques — covering all grade levels from preschool through adult education — and a wide range of subject areas.
- **Three-Phase Seminar** — “Individualized Learning for the Inner City” — featuring reports and panel discussions on actual results achieved in the movement from classical group instruction to self-paced individualized learning — with concentration on education’s role in solving urban problems.
- **Exposition** — industry displays and demonstrations of products and services complementing the subject areas covered in the Classroom Demonstrations and Seminar sessions — with the Exposition Area adjacent to the conference rooms — and a program schedule which not only encourages but requires multiple visits to the Exposition.
- **Talk-Back Sessions** — each registrant does more than attend the National Laboratory. He participates in it. To enhance personal involvement, each evening of the conference will be devoted to follow-on question-and-answer discussion periods with the principals involved in the Classroom Demonstrations and Seminar Sessions, and with Industry representatives as well.



OBJECTIVES

The "on switch" for the National Laboratory was triggered by the fact that far too many human switches, particularly in the teaching profession, have been turned "on" by promises of an educational revolution which has yet to materialize; with resultant frustrations obvious for all to see.

At issue here are the innovative practices in education. And by "innovation," a word badly maligned, we mean "significant changes in teaching which measurably improve the learning process through the creative application of ideas, methods, and devices."

Establishment of the National Laboratory was the outgrowth of a widespread survey of educational innovations, conducted by the Aerospace Education Foundation. The survey revealed that, while completely innovative systems are not yet available, significant innovative components, or modules of systems, do, in fact, exist in a number of subject areas; and further, that both the producers and users of innovative materials deserve a new means of communicating their successes, as well as their failures, one to another.

The National Laboratory has been created to demonstrate outstanding examples of innovative components on a national platform, and on a teacher-to-teacher basis, to show that changes in the learning process are on the march (if not on the run) and that effective innovation *is* proving out. Thus, rather than thrash more wordage at the inadequacies of education today, the National Laboratory will demonstrate what *is* working, and how — by the people actually doing the job. The aim, of course, is to precipitate follow-on action in many classrooms.

Individualized Learning was selected as a practice which has progressed to the point where it merits exposure as the prevailing theme. Further, individualized learning shows potential as a key to the solution of many urban problems in education. With these problems in high priority status, we have concentrated on Individualized Learning for the Inner City.

WORKING EXAMPLES OF

OBJECTIVE

In a nationwide survey involving numerous evaluations, the Aerospace Education Foundation encountered a number of on-going projects qualifying as "significant changes in teaching which measurably improve the learning process," to quote from our own definition of educational innovation.

Some of these are the outgrowth of long-range, heavily funded studies; others seemed to grow out of the classroom woodwork when dedicated, hard-working practitioners, on their own, faced up to the need for change.

With the huge communications gap that exists in education today, far too little of this effective experience has spilled over from one school district to another. Hence the Classroom Demonstrations as a major feature of the National Laboratory.

This project, the first of its kind, will bring together for demonstration purposes the best examples the nation has to offer in educational innovation — and reveal the results on a teacher-to-teacher basis.

These demonstrations will simulate — in terms of facilities, resources, teacher-student relationships, etc. — the actual situation in the originating classrooms across the country. The teachers from these classrooms will conduct the demonstrations with actual students (not adults pretending to be children). Demonstration periods will range from thirty minutes to one hour.

To present this unique program in a realistic manner, and permit each observer to visit each of the eleven demonstration areas, it will be necessary to limit participation to 1,500 registrants. Attendance, on an invitation-only basis, therefore will be highly selective to guarantee a cross-section of the educational community.

INNOVATIVE TEACHING EXPERIENCE

PROGRAM

- **Preschool: Learning to Learn**
How the Montessori, Moore/Kobler and Deutsch concepts are combined to motivate the desire to learn— *Washington, D.C.*
- **Individualizing in Elementary**
Where every student pursues learning according to his own personal inventory of abilities, needs and interests— *Duluth, Minnesota.*
- **High School Work and Learn**
How cooperative education stimulates learning, reduces drop-outs and produces responsible future citizens— *Patterson High School, Dayton, Ohio.*
- **LSD: The Trip Back Home**
A school system's unique educational campaign against LSD and marijuana— *San Mateo Union High School District, California.*
- **College Without Classrooms**
How the unstructured college day increases student alternatives and enhances individualized learning— *Oakland Community College, Detroit, Michigan.*
- **Sex Education**
How new approaches to an age-old teaching problem help to take the mystery and the mystique out of sex— *Dr. John Gagnon, University of Indiana.*
- **Self-Pacing Vocational Skills**
How the U. S. Air Force employs learner-centered instruction and advanced communications technology— *Air Training Command, Randolph Air Force Base, Texas.*
- **Computer Managed Instruction**
How computer technology is utilized in the classroom for diagnostic, prescription and evaluation purposes— *New York Institute of Technology.*
- **Strategy for Teacher Training**
How teachers are better prepared to meet student problems in disadvantaged areas— *Pennsylvania Advancement School, Philadelphia, Pa.*
- **Education in the Factory**
How private industry's factory classrooms help solve under-employment and unemployment— *MIND, Inc.*

INDIVIDUALIZED LEARNING FOR THE INNER CITY

OBJECTIVE

Individualized learning involves a system of instruction in which educational objectives are based on individual student achievement rather than on average behavior or on group scheduling. Thus, student activity is controlled largely by specific performance criteria, rather than by blocked-out time periods, and the students often have a strong voice in the selection of procedures and materials to fulfill these criteria.

Contrary to popular belief, this means that any instructional method or device might be appropriate in the pursuit of individualized learning. It can involve studying alone, in small or large groups, with or without a teacher, with or without machines, with or without lectures.

But it *does* involve learner-centered rather than teacher-centered instruction, and self-pacing to the extent that students move ahead according to their individual abilities, needs, and interests.

Given the proper arrangement of teacher strengths, support and participation, instructional materials and administrative support, an individualized program of instruction can be achieved *now*, with the means we have at our disposal.

All major elements of individualized learning will be evaluated at the Seminar — by members of the educational community who have made individualized learning work — and evaluated from a standpoint of results.

With urban education posing massive problems in the handling of disadvantaged youth, the presentations and panel discussions will be concentrated on Individualized Learning for the Inner City.

PROGRAM

Phase One—9:00 A.M., Monday, November 18, 1968

Participants

- Role of the Teacher
- Role of the Student
- Role of the Administrator
- Role of City, County and State Officials
- Role of the Parent

Note: Discussion periods follow each presentation

12:00 Noon—Buffet Luncheon—Exposition Area

Phase Two—9:A.M., Tuesday, November 19, 1968

Results

- Self-pacing in Elementary
- Work-and-Learn in High School
- Individualized Teacher Training
- Factory Classrooms

Note: Discussion Periods follow each presentation

12:00 Noon—Conference Luncheon—International Ballroom

Phase Three—2:00 P.M., Wednesday, November 20, 1968

Futures

- Guaranteed Education
- Toward the Comprehensive High School
- The Growing Work-Study Movement
- Facing up to Facilities
- The Search for Values



THE WASHINGTON HILTON HOTEL . . . ONE OF THE WORLD'S NEWEST AND FINEST!

FEES

Full Conference (includes opening reception, two buffet luncheons, the annual Educators Awards Luncheon, and all other events described in the brochure).

Early Registration (reservation made prior to
October 1, 1968, with or without payment of fee) \$50.00
Regular Registration (after October 1, 1968) \$60.00

Individual Days (includes all events described in brochure for each day of conference)

Per Day (regardless of registration date) \$25.00

Hotel Accommodations: National Laboratory registrants are responsible for making their own reservations at the hotel of their choice. However, a block of rooms has been set aside for registrants at the Washington Hilton Hotel, site of the conference. If you desire such accommodations, a hotel reservation card is attached for your convenience. For further information or assistance, please contact the sponsor: National Laboratory for the Advancement of Education, c/o Aerospace Education Foundation, Suite 400, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (202/298-9123).

Press Accommodations: Complimentary registration, credentials, and appropriate facilities will be available for the working press.

REGISTRATION

Invitations: Registration, on an invitation-only basis, will be limited to a select group of educators, government officials, civic leaders and industrial executives.

As many as 3,000 registrants can be accommodated at the Seminar Sessions, and even more in the Exhibition Area, but both facilities and scheduling limit participation in the Classroom Demonstrations to 1500 registrants.

Early Reservations: To meet scheduling requirements for the Classroom Demonstrations, it is desirable to receive as many conference reservations as possible by October 1, 1968. Therefore, prior to that date, early reservations (for the full conference only) will be accepted—with or without remittance of the registration fee.

Confirmation: Early registrations received with fees remitted will be confirmed immediately. Early reservations not accompanied by fees will be confirmed and invoiced by October 21, 1968.

Procedure: Early reservations and registrations can be accomplished by using the conference registration card enclosed with this brochure, or by direct contact with the National Laboratory for the Advancement of Education, Suite 400, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006. The National Laboratory's Registration Desk at the Washington Hilton Hotel will be open from 4:00 P.M., Sunday, November 17, 1968.

TEAM REGISTRATION

The National Laboratory will stimulate action which relates to society as a whole—to industry, government, civic agencies and organized labor as well as the academic community.

Therefore, the sponsor encourages participation by teams of individuals who represent these interested and responsible elements in their communities. For example: educators and school administrators, industrial planning and training executives, PTA heads and civic leaders, local government officials and labor union personnel.

Community teams, with information obtained at the National Laboratory, can create follow-on action programs to enhance the quality of education in their areas.

We invite industrial organizations and other groups to assume leadership in implementing this concept. We do so in the belief that team registration at the National Laboratory will lead to team interaction at the community level.

The staff of the National Laboratory is prepared to work closely with team contacts in this new and promising effort.

INDUSTRY DISPLAYS OF EDUCATIONAL RESOURCES

CONCEPT

The Exposition, featuring Industry displays and demonstrations, will be an integral part of the National Laboratory for the Advancement of Education.

In attendance will be the educators who will observe the Classroom Demonstrations (limited to 1500 participants) plus the additional 1500 educators who can be accommodated in the Seminar sessions. All will be present on an invitation-only basis.

These educators — from campus, government and industry — represent organizations deeply concerned with the growing need for new educational resources. Example: the administrators and program directors responsible for the 100 major innovative projects currently being funded by the Office of Education.

From the Office of Education itself will come a large contingent of key staff members to participate in the National Laboratory events and view the Exposition.

The District of Columbia school system is selecting 500 of its administrators and teachers to attend the Exposition. As the District moves toward a heavily-financed Model City program, changes in its educational system will have national significance.

The schedule of events at the National Laboratory will permit all participants to spend ample time in the Exposition Area, which opens out to the demonstration classrooms. In fact, two of the three luncheons scheduled, plus a reception, will be held in the Exposition Area. The evening Talk-Back Sessions are available for deeper exploration of Industry's products and services.

THE NATIONAL LABORATORY FOR THE ADVANCEMENT OF EDUCATION

Washington Hilton Hotel • Washington, D. C.

PROGRAM

Sunday, Nov. 17

7:00 PM - 8:30 PM	Opening Reception and Preview of Displays	<i>Exposition Hall</i>
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Monday, Nov. 18

9:00 AM - 11:30 AM	Seminar: Individualized Learning for the Inner City	<i>International Ballroom</i>
11:00 AM - 6:00 PM	Review Displays	<i>Exposition Hall</i>
12:00 Noon - 12:45 PM	Reception (cash bar)	<i>Exposition Hall</i>
12:30 PM - 2:00 PM	Buffet Luncheon	<i>Exposition Hall</i>
2:30 PM - 5:00 PM	Classroom Demonstrations	<i>Exposition Area</i>
5:00 PM - 6:00 PM	Reception (cash bar)	<i>Exposition Hall</i>
7:00 PM - 9:00 PM	Talk-Back Sessions	<i>Exposition Area</i>

Tuesday, Nov. 19

9:00 AM - 11:30 PM	Seminar: Individualized Learning for the Inner City	<i>International Ballroom</i>
11:00 AM - 6:00 PM	Review Displays	<i>Exposition Hall</i>
12:00 Noon - 12:30 PM	Reception (cash bar)	<i>Exposition Hall</i>
12:30 PM - 2:30 PM	Awards Luncheon	<i>International Ballroom</i>
2:30 PM - 5:00 PM	Classroom Demonstrations	<i>Exposition Area</i>
5:00 PM - 6:00 PM	Reception (cash bar)	<i>Exposition Hall</i>
7:00 PM - 9:00 PM	Talk-Back Sessions	<i>Exposition Area</i>

Wednesday, Nov. 20

8:00 AM - 2:00 PM	Review Displays	<i>Exposition Hall</i>
9:00 AM - 12:00 Noon	Classroom Demonstrations	<i>Exposition Area</i>
12:00 Noon - 12:45 PM	Reception (cash bar)	<i>Exposition Hall</i>
12:30 PM - 2:00 PM	Buffet Luncheon	<i>Exposition Hall</i>
2:30 PM - 5:00 PM	Seminar: Individualized Learning for the Inner City	<i>International Ballroom</i>
5:00 PM	Adjournment	

THE NATIONAL LABORATORY FOR THE ADVANCEMENT OF EDUCATION

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THE SPONSOR . . .

The Aerospace Education Foundation, now in its fourteenth year, is a nonprofit organization dedicated to educational, scientific, and charitable purposes; it is supported by the Air Force Association.

The Foundation takes a basic interest in the educational significance of the vast research, development and operational experience underlying the advancement of air travel and space flight.

Currently the Foundation is pioneering in the organized adaptation of advanced Air Force course materials for use in public school systems.

The governing body of the Foundation, the Board of Trustees, represents the purposeful combination of educators, industrial executives, and professional men, most of them with personal experience in the movement of aerospace technology.

The Foundation thus reflects the efforts of dedicated, forward-looking men from three prime elements of our society, working closely with representatives of government at all levels, to enhance the impact of advanced concepts and techniques on the learning process in this country.

Each year, for more than a decade, the Foundation has made it possible for hundreds of selected educators to attend the nation's largest display of advanced technology — the annual Aerospace Development Briefings of the Air Force Association — and this experience has resulted directly in the enhancement of many school curriculums.

Now, with the same professional staff responsible for these major expositions, the Foundation enters the field of educational displays — convinced that our school systems merely have scratched the surface of American industry's vast potential in the field of innovative learning.

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