

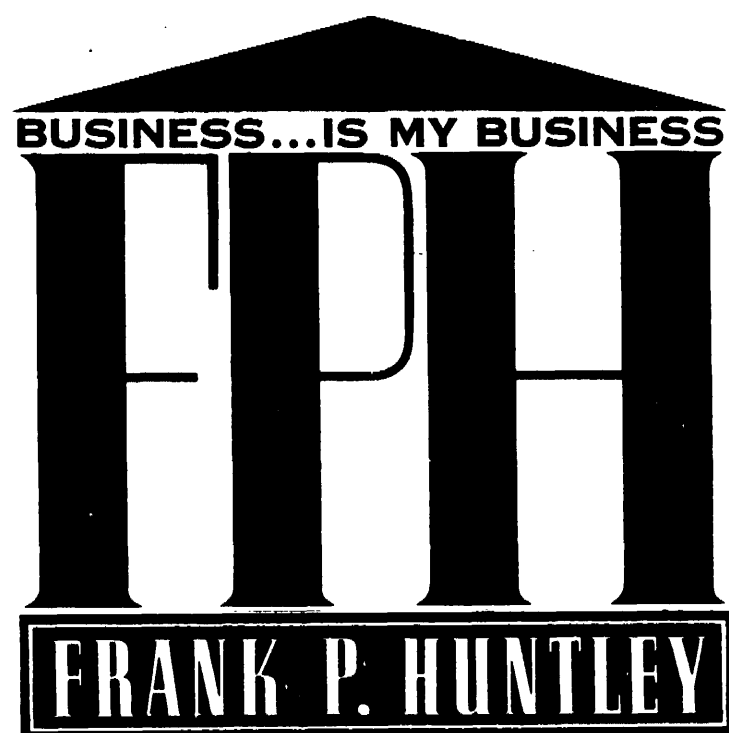
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11 New Highline College Buildings To Open; More Students Welcome

Highline College will open 11 new buildings in September to bring the present total to 27 of the 80-acre campus at 240th S. and Pacific Highway S., according to Dr. M. A. Allan, president.

This expansion will result in a total of 35 new instructors and an official state allotment of 2,769 full-time equivalent students, as compared to last year's 1,820. Applications are still being accepted for Fall quarter, according to Dr. Robert McFarland, Registrar and Admissions Officer.

New buildings include a swimming pool, which will open for classes and community use about September 25; three technical-vocational buildings; a performing arts center; a data processing center; a graphic arts center; a homemaking center; a counseling and administrative building; new faculty offices and classroom buildings. The pool was paid for out of an accumulation of Highline College student fees.

Counseling and registration at the college is set for September 18-21. Classes begin September 25.

Highline College serves the community in a variety of ways through diversified training.

Three associate degrees are granted under the regulations of the Washington State Board of Education: Associate of Arts, Associate in Applied Science, and Asso-

ciate in General Studies. These are approved two-year programs with successful completion of 93 credits with a grade average of not less than 2.0.

Certificates are granted for special programs of shorter duration such as those under the Manpower Development and Training Act, special institutes such as Data Processing and Secretarial Refresher, or multi-day programs, and special workshops such as those for small businesses.

Students may elect of prepare for transfer to four-year institutions, earning two years of transferable credits in such subjects as foreign languages, English, natural sciences, mathematics, history, anthropology, psychology, business administration, fine arts, physical education and engineering.

Students also may elect to choose one of the occupational programs. These include: Offset printing, data processing, home economics, registered nursing, welding, drafting, law enforcement, office occupations, library technician, underssea technician, mid-management (with an option of air transport or management), engineering technology (with an option of construction, production, or welding technician), quality control, and inhalation therapy.



Second Phase of Construction Brings Three-Year-Old Campus To a Total of 27 Buildings, 2700 Students

CAMPUS DOUBLED—The second phase of construction bring 27 more classrooms, plus a number of other specialized spaces, faculty offices and vocational education facilities and will add 103,000 sq. ft. to the present 145,000 sq. ft. and ties to the campus.

Each occupational program has a limited enrollment and admission to a special program requires approval of the program coordinator.

The faculty of the College is well qualified, Dr. Allan

said. Many instructors have had previous experience in university or college teaching or in technical work.

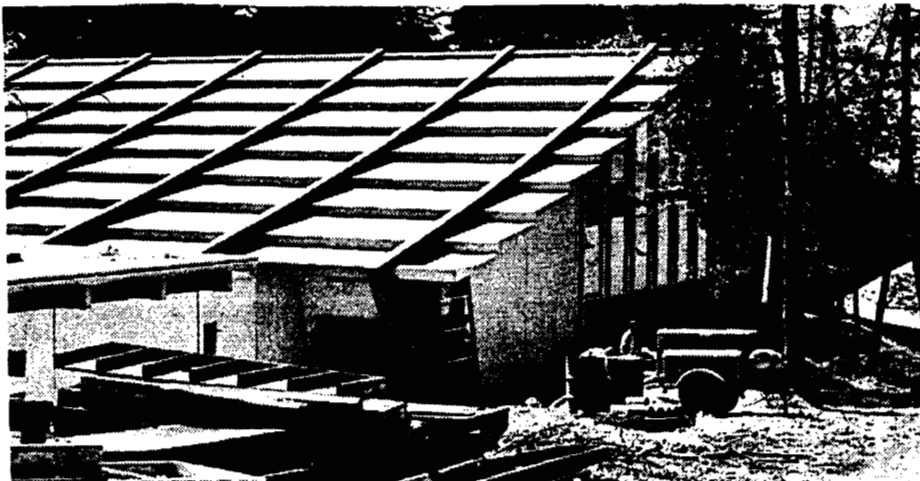
Thirteen hold three types of doctorates; more than 80 hold 12 types of masters degrees; others hold bachel-

nical degrees. Forty-four different educational institutions are represented in their training.

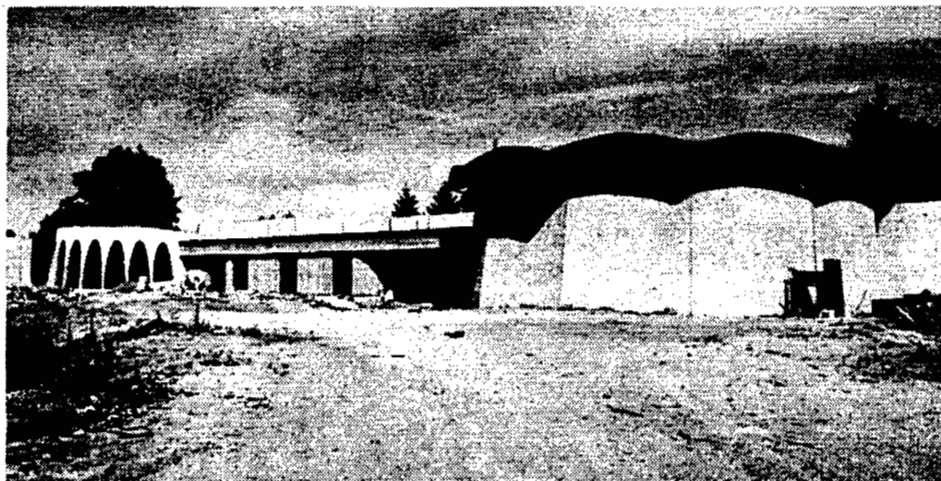
Adequate financial help is available for persons with limited resources. The financial aids program at High-

line College includes scholarships, loans, and part time employment. Student need is the basic criterion for all financial aids.

Fees are: non-refundable application fee, \$5; fulltime fee (12 or more credits) \$70; part time fee (1-11 credits), \$5 per credit hour.



INDOOR POOL—One of the finest indoor pools on any campus is being included in the second half of the Highline College construction. The 75 ft. by 75 ft. pool, and structure is being built from student funds.



PERFORMING ARTS—The performing arts will be housed in this facility which includes five classrooms, fitting into both the dramatic and musical curriculum of the college.

TASK FORCE LOOKS TO FUTURE

Ungraded Primary, Middle School, Four-year Two-level High Schools All Being Considered

During the past school year, "task forces" have been studying eight significant areas of the Highline School District's operation. Some of their recommendations, as presented in reports pending or already submitted may have a far-reaching effect on the future of the Highline schools.

The term "task force" rather than committee, connotes a definite assignment. The groups were charged with the responsibility of the most up-to-date information available and making recommendations by these data.

Task forces have been evaluating current professional literature, research studies and other data in the following areas: primary (kindergarten through grade 2); intermediate (grades 3, 4 and 5); grades 6, 7 and 8 (including evaluations of "middle school" programs in other districts); secondary school (grades 9, 10, not be available to other

11 and 12); planning for the proposed new Valley View Elementary School; evaluating proposals to use closed-circuit television for instruction; considering possible adaptation of data processing equipment for educational purposes; and developing plans for a proposed resource center.

The first task force reports, culminating several months work, were presented to the school board in July. The reports reflected evaluations of pilot programs, experiments and research studies. Task force members observed several innovative programs in operation in other districts.

"Already the contribution of these task forces has been substantial," said Superintendent Carl Jensen. "They have diligently compiled and organized useful information, based on in-depth studies, which otherwise might

staff members for month or years."

The trends in teaching technology which in part led to the decision to commission the studies are "exciting and inspiring," Jensen said.

"But the mere fact that some schools are trying out new techniques or gadgets is not in itself justification for their sudden wholesale adoption by education. The task force reports are significant for what they recommend, but as well for what they do not recommend."

"Fellow teachers will appreciate task force members' reluctance to 'play the innovation game' for innovation's sake. They are as concerned about the dangers of rushing pell-mell into unproven ground as they are about falling behind the innovators."

For the most part, reports presented in July are considered preliminary. More

data will be gathered before the task forces ask the board to approve significant changes in the district's organizational or curriculum patterns. Some tentative recommendations were offered, including the following:

1. At the primary level it was recommended that any reorganizational changes proposed be evaluated in terms of a "continuous growth" concept. The district is asked to consider a structure or combination of which would stress levels of performance rather than conventional grade designations.

2. Studies by the task force concerned with grades 3, 4 and 5 resulted in a recommendation that serious consideration be given the idea of elementary schools for kindergarten through the fifth grade. The suggestion hinges on the outcome of 9 and 10 in one and grades 11 and 12 in the other. "middle school"

3. It was agreed by another committee that building needs may necessitate adopting a middle school pattern, or something similar. However, data available were not considered sufficient to recommend it as educationally superior.

Before final determination is made, the committee urged that objective information be gathered on the results of such innovations as flexible scheduling, team teaching, and independent study. Earlier maturation of students was seen as a major factor affecting the placement of early-teen students.

4. The task force evaluating high school programs and the Highline District weigh the merits of the "school-within-a-school" plan. High schools (limited to 1,500 students) would have two divisions: grades 9 and 10 in one and grades 11 and 12 in the other. The higher division would have

greatest flexibility. It also was recommended that more attention be given the non-college-bound student.

5. The proposed Valley View School is seen as an opportunity to "break away from the conventional." Innovations considered are areas offering privacy for individual pupils and a workroom where "messiness" and noise would be acceptable.

6. One task force proposed that the Highline District prepare to ready its instructional program to take advantage of new developments in data processing anticipated during the next few years.

7. Closed-circuit television viding highly qualified instructors in every area.

8. If the Highline District is to avoid the disadvantages of suburban sprawl, it was recommended that plans be developed soon for an integrated educational resources center.

Things To Do For Tomorrow

SIX MAJOR SCHOOL PROJECTS UNDERWAY, NINE MORE PLANNED

The Highline School District board of directors' current answer to the growing need for more facilities is six major additions, now under construction. Their total cost will be approximately \$3 million.

In addition, the board is considering proposals for nine more projects, including at least one new school. These would require another \$4 million, it is estimated.

Not included in these estimates are the new facilities being completed on the Highline College campus at a cost of \$2.7 million. "Virtually from the date of consolidation, the Highline School District has been faced with a serious problem of providing needed classrooms," Superintendent Carl Jensen pointed out. "At times it has been almost a crisis situation; but the citizens of our district have given their understanding support."

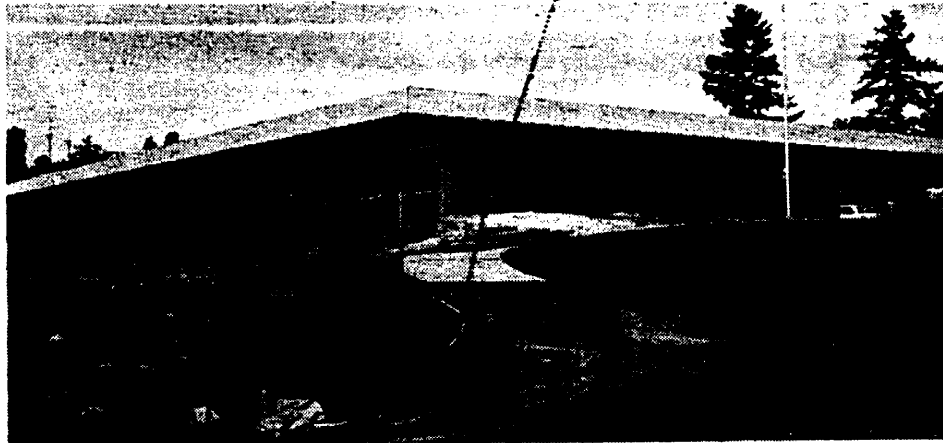
Federal assistance and state matching monies, Jensen said, made it possible for the Highline District to put up new schools at a record pace during the post-war years. Current projects also were subsidized substantially. Financing of the nine tentatively proposed projects is less certain, he said.

PROJECTS UNDER CONSTRUCTION:

1. The North Shorewood Elementary School addition includes two classrooms, a multi-purpose unit, library, teachers' room, storage and toilet facilities. This project is ready for final inspection and acceptance by the board, according to Joe Durand, director of school planning.
2. The Manhattan Elementary School addition includes three classrooms, library, conference room and heating equipment. It also is ready for final inspection and acceptance.
3. The Woodside School has added a general shop, music unit, two showers and locker rooms, two conference rooms and alterations. These improvements for the school serving handicapped pupils are nearly completed.
4. The Olympic Junior High School addition consists of ten new teaching stations, two science laboratories, a music unit, a physical education facility, showers, locker area, library, teachers' room, toilets and storage areas. This project is scheduled for completion by October 1 and is essentially on schedule. Some portions will be ready for use when school opens next week.
5. The Chinook Junior High addition will provide 17 more teaching stations. There will be eight general classrooms, group instruction area with three teaching stations, two science laboratories, a music unit, three physical education teaching stations, show and locker room area, multi-purpose area, library, office, conference room, toilets, storage and heating facilities.
6. Phase I of the Highline High School enlargement includes a multi-purpose unit (cafetorium), kitchen, teachers' room, heating plant, toilets and storage. There will be additional areas for music instruction and physical education. The completion date for Phase I is January 1, 1968.
7. An Occupational Skills Center building is urgently needed. The South Central Districts have shared in this program for high school students. The old Foster High School, leased for the OSC operation for two years, will not be available for 1968-69.
8. Phase II of the Highline High modernization program may become a reality as the result of legislation passed by the 1967 legislature. Previously, matching funds could not be made available for the modernization of old buildings.
9. An educational services center is needed to house the supporting services necessary for a district the size of Highline. These include instructional materials; pupil personnel services; such as counseling and guidance, testing, health services, special education, in-service training and other central services. At present these services are housed in six different locations, including leased quarters. Higher costs, Superintendent Jensen said, may result in the postponement of needed school facilities. Other factors affecting the district's building program have been the gradual increase in total assessed valuation (limiting bond sales) and a reduction in the percentage of state matching money.



TYEE HIGH SCHOOL—Newest in the Highline District, incorporated several school construction innovations. Its design has resulted in greater space utilization than conventional schools. In spite of general increase in construction costs, Tyee's cost per square foot was less than the other newer high schools and one of the lowest in the state in recent years. The school, built in 1963, is at 4424 S. 188th. The architect was Arden Steinhart.



NEWEST SCHOOL—Highline's newest school is the North Shorewood Elementary school, built three years ago and already is acquiring an addition.



THIS IS WHERE IT BEGAN—Highline High, built in 1924, is the cornerstone of the district and has served the district. Highline has undergone changes, and has more still to come. A great deal, insofar as outward appearances go. But even prior to and following the consolidation. This photo (taken in the early 1930's) shows that the building hasn't changed



ADDITION TO HIGHLINE HIGH—Most residents probably have not noticed major construction which is under way at Highline High because it all is taking place behind the high school. One million dollars' worth of construction is taking place in the form of an addition to the present P.E. facilities and this new cafetorium, music-instruction building. Present cafeteria space in the high school will be remodeled to serve additional classroom needs.

Foreign Language Instruction First Step in Equipping Students With 'Eyes' To Look Beyond Our Boundaries

Foreign Language Classes Reach Down Into Elementary Schools, Utilize Electronic Teaching Aids

Sweeping changes have occurred in foreign language instruction since Highline School District 401 was established in the early days of World War II. For the most part, these changes have been during the past decade.

"In application, the new approach means teaching toward the goal of practical communication and understanding," explained John Eiland, coordinator for foreign languages. "It no longer means just knowing facts about people in other lands, but developing a more thorough understanding of people as they are. It doesn't mean merely knowing about their speech, but having a command of it."

"Students today not only are learning to use other languages; they are developing an appreciation of the traditions, institutions, history and value systems that give a people their character and their language its particular force."

Major Changes Cited

Five major changes have combined to make foreign language and integral part of the student's total educational growth, rather than a special area of study: (1) a new philosophy and new goals have been accepted, geared to the needs of today's world; (2) imaginative, effective and interesting new teaching materials and books have been produced; (3) teaching methods have undergone dramatic revision; (4) better facilities and instructional equipment have been provided, and (5) the FLES program (Foreign Language in the Elementary School) means a better foundation for language learning at the secondary levels.

The first step was to make foreign language study available to more pupils at an earlier point in their education. To this end, the junior high program has been expanded during the past decade to include French and Spanish, beginning at either grade 7 or 8. This makes it possible for Highline District students to have up to six years of modern foreign language study.

Jr. High Classes Increased

Greater emphasis on language skills has made the courses more meaningful and interesting to younger

students. District-wide, the number of foreign language classes in Highline junior high schools has increased 42 per cent since 1963. During the past year, for example, one junior high had more than two-thirds of its seventh graders enrolled in French or Spanish.

"Foreign language instruction has been transformed from a badge of intellectual achievement for the few to a vital and interesting growth experience for many young people," Eiland said.

Many of the Highline district's language teachers have attended one or more summer institutes during the past few years, often in a foreign country. Nearly all have taken special courses to keep abreast of new teaching methods and to sharpen their skills.

'Every Teacher Fluent'

"Fluency in the language can be assumed to be a minimal qualification of every foreign language teacher in our district," Eiland said.

Instruction includes maximum use of the language by the students and extensive drill in language laboratories. A generation ago students typically concentrated on grammar and translation, with the hope they could learn to read some of the foreign literature.

Major Changes Cited

Jr. High Classes Increased

'Every Teacher Fluent'

Today it is not unusual for them to take summer tours of Mexico, France or Germany.

In the new sequence of study, listening and speaking are learned first, then reading and writing. Grammar and precise translation are seen as refinements for more advance stages of learning.

Electronic Equipment Helps Federal matching money has made it possible for the Highline district to equip teachers with electronic instructional equipment.

was provided a tape recorder. These helped youngsters to develop listening and speaking skills and made it possible for the teacher to use the excellent tapes now available.

In due time each high school was equipped with an electronic language laboratory. Portable language labs were made available for use in the junior highs, until enrollment in foreign language classes grew. This year will see three junior high schools equipped with language teaching centers. These are specifically designed not only to meet modern objectives but also to accommodate such procedures as modular scheduling and team teaching.

'Fles' Movement Spreads

One of the most significant developments in foreign language teaching has been the introduction of instruction in the elementary grades. This movement is being initiated in districts all across the nation, in an attempt to correct an inconsistency that has existed in American education from the beginning. Foreign language teaching has been the only area of the curriculum of which elements were not taught in the elementary grades.

Withholding foreign language instruction until the secondary level, it has been found, frequently meant that optimum developmental and interest levels had been passed.

Because of the relative newness of the FLES movement, Highline has proceeded with caution. The concern was to make certain that any program undertaken be of a quality consistent with the total instruction. It was felt too that study data should be available to indicate the effect on other areas of instruction.

Research Documents Value During the past three years, Highline district staff members have done considerable research, evaluating programs in other districts as well as pilot operations in Highline schools. The result has been a steady expansion of foreign language teaching in the elementary grades.

The concentration has been on Spanish, which children find interesting and of which a large percentage of teachers have some knowledge.

In 1963 there were 12 teachers in the Highline district who included Spanish instruction in their teaching; last spring there were 72, including four buildings



JUNIOR HIGH INSTRUCTION—7th grade students at Glendale Junior High listen to Spanish lessons on tape.

in which children receive sequential instruction grades 3 through 6.

Llew Ingram, last year assigned as full-time FLES consultant, works closely with teachers and pupils. He has developed instructional aids to strengthen the teacher's skills and to supplement televised lessons.

Miss Marlena Scordan,

former teacher at Shorewood School, will work with Ingram in 1967-68.

She studied at the University of New Mexico this summer in preparation for the assignment.

Pilot Program Successful

The Sunnydale School's pilot program has helped stimulate interest in FLES.

Principal Wilt Poolman is

a member of the district-wide FLES Committee.

"Throughout the district there is a feeling of optimism and excitement about foreign language learning," said Deputy Superintendent William Sorenson. "We believe it soon will be an important part of almost every child's education."

'Global Frame Of Reference' Aim Of Today's Social Studies Teacher



AMBITIOUS PROJECT—Because of a social studies program at Parkside, the students of fourth grade teacher Mrs. Gloria Gibbs know a great deal more about the state of Washington. They built a scaled relief map of the state showing rivers, mountains, lowlands, and plateaus. Shown admiring their handiwork (l. to r.) are: Mike West, Diane Judd, Patricia Huff and Jeff Sanders.

A major objective of the junior high and high school Highline School District's social studies program is to provide a global frame of reference as the foundation social studies.

"But the big change is yet to come," Amundson predicted. "There are now more than 40 national research projects in progress, covering all phases of social studies. Highline district teachers, and others throughout the nation, will be implementing exciting new trends during the next several years."

In addition to increased emphasis of the global concept, he cited the following trends:

1. Establishing a conceptual framework for each year's work;
2. Closer planning of sequential development, kindergarten through high school;
3. Systematic consideration of revised views of students' learning readiness;
4. Breaking away from traditional dominance of history, geography and civics and bringing in material from other social sciences;

5. Provision for more study of current affairs and of the unsolved problems of society, at appropriate levels of maturity;

6. Movement away from survey instruction, repeated in cycles at various grade levels, toward in-depth study of selected topics each year;

7. Experimentation with content placement at different grades;

8. Greater emphasis on the discovery approach and encouraging the use of inquiry methods in teaching social studies;

9. Development of a multimedia or "systems" approach in the selection of learning materials;

10. Greater emphasis on experimentation and innovation, with social scientists and educators working together.

"Workshops and inservice classes will be offered on a continuing basis to enable social studies teacher in our district to evaluate these trends and to select the best of the new materials and methods resulting from these research projects," Amundson said.



GERMAN INSTRUCTION—Mt. Rainier High foreign language students learn by hearing German spoken by natives of the country, rather than instructors who themselves were taught the language. A two-year evaluation program preceded the establishment of this program through the district.