

News and Trends

. . . in ASCD Units

Margaret Gill

IN today's world much is heard about new ideas and innovations in education. . . . For a practical day-to-day educator who deals with decision directly, there is only one thing to do. Get hold of the ideas and deal with them as skillfully and as intelligently as possible. Let's know what research says, let's know where there is little research evidence, let's know what areas need study. . . . Curriculum leaders play a deliberate and intelligent role in change. Explore simple research skills and competencies so efforts are organized for study.

Thus Ohio ASCD launched Project Research in November with a first meeting of the Curriculum Research Institute at Green Meadows Country Inn. "Learning Through Discovery" is the theme for this activity which is evidence that "OASCD intends that Ohio should hold its place as one of the leaders in curriculum research."

Operation Quotation has been prepared by the Music Committee of California ASCD, Southern Section. The booklet consists of quotations about the values of music in education today. Contributors are government, community and religious leaders, scientists, doctors, mathematicians, students and athletes, school and business administrators as well as philosophers, writers, musicians and artists.

The producers of *Operation Quotation* (available at cost, 50 cents, from the Office of the San Bernardino County Superintendent of Schools, 172 West Third Street, San Bernardino, California) hope the pamphlet will stimulate readers

—to reaffirm constantly their belief in the deep and lasting values of music in our society

—to stress the necessity for the interdependence of science and the arts for the good of mankind.

A representative quote is one from Finis Engleman, former Executive Secretary of the American Association of School Administrators:

An advance in the area of science and mathematics without an accompanying advance in the creative arts and humanities is dangerous. The modern world has a particular need for men educated in science but also in the creative arts and humanities as well. . . . Surely Americans are too wise to neglect either.

Monroe E. Spaght, President of the Shell Oil Company, states, "The future of our company, our nation, indeed the world depends on the intellectual and cultural growth of our youth."

All curriculum workers and instructional leaders with responsibility for balanced programs will want to reexamine "music values in education today."

. . . in Teacher Education

Work and study for the past several years by leaders in teacher education have resulted in *Criteria for Curriculum Decisions in Teacher Education*, a report from the ASCD Commission on Teacher Education. Although this statement followed James B. Conant's proposals for improving teacher education in *The Education of American Teachers*, it cannot be construed as a response to Dr. Conant because this ASCD study was initiated several years prior to Dr. Conant's study.

The pamphlet does not deal with the specifics of teacher education, curriculum or with certification; rather, it treats the philosophical bases necessary for decisions about curriculum. As ASCD President Kimball Wiles notes in the Foreword, "In a period when many people, professional and others, are making evaluative statements about teacher education, it is important to have the standards of judgment clearly defined."

A strong statement of the Commission's position is: "Teacher education needs to be a cooperative responsibility of the total college or university faculty.

. . . The interlocking relationships of general education, specialization, and professional education require cooperative planning under the leadership of the school or department of education."

This position approaches what Dr. Conant stated as characterizing his recommendations, in the CBS Radio Network broadcast of October 29, "Our Teachers—Educated or Miseducated?" that more freedom should be allowed the colleges and universities preparing teachers so that each institution will do what it considers the best it can in preparing teachers. Then the whole institution and the whole faculty, preferably through the president, would be in a

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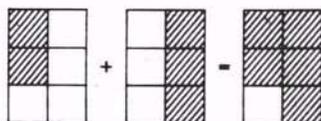
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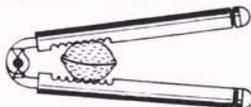
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position to say when a student graduates prepared to teach, that the person is well prepared to teach and that the university says this before the public.

Another strong ASCD Commission statement is: "The institutional privilege of preparing teachers is earned through demonstrated willingness and readiness to make a commitment in goal, personnel and physical resources. Many institutions of higher learning are committed only to liberal education and to the preparation of students for graduate studies."

Both President Wiles' Foreword and Dr. Conant's broadcast state that there will be disagreement about proposals for teacher education and the underlying value assumptions. The ASCD report concludes that ". . . we have hardly scratched the surface in devising the budgetary and policy-determining arrangements that will best support such a vision of cooperative contribution to teacher education."

A close resemblance to the ASCD criteria and to Dr. Conant's recommendations is found in an unexpected source, the concluding statement of a National Association of Educational Broadcasters' report of a survey of educational television personnel, *Developing Human Resources for Educational Television*. The statement is:

The need to develop a professionally effective curriculum for television specialists and television users is intimately related to the urgent need for revision of teacher education curricula and communication media curricula. It seems clear, by the evidence of this study and of recorded empirical experience, that it is no longer possible to separate these disciplines either in basic preparation or in effective practice.

In the report, information is presented regarding the number, location, training

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and experience of people now staffing and managing educational television facilities. Data show more than 60 percent of the people involved are between the ages of 34 and 53, a fact which suggests that most of them might not have been in the field when it was first developed ten years ago. There is a large proportion whose training and experience have been in some other area of education or communication.

Nearly four times as many men as women are employed in the field. The people in educational television are generally better paid than suspected and their educational level, as measured by degrees, is relatively high.

Fewer than 30 universities offer some kind of work in educational television. Schools of education are teaching about television much as they teach about other "audio-visual devices and instructional materials." Educational television

personnel are being trained in colleges and universities only as a by-product. Yet closed-circuit facilities are developing faster in higher education institutions than at any other level of education. Public schools are increasing their use of television for direct instruction and teacher training. The military and government are expanding uses of television in a variety of ways: management, communication, exchange of presentations and reports.

The educational need resulting from these developments cannot be met without carefully trained personnel. It is increasingly difficult to find people with education backgrounds who are also competent in various skills and knowledge of mass communication.

Vernon Bronson, Director, Office of Research and Development, NAEB, directed the project, which was carried out in cooperation with the U. S. Office of Education.

. . . in Cooperation for Improving Instruction

The Peoria (Illinois) Program for Gifted Children was initiated in September as a cooperative venture of Bradley University, Peoria Diocese Catholic Schools and Peoria Public School District 150. For the past five years the Committee for the Academically Gifted for the Greater Peoria area visited and studied programs for the gifted in all parts of the United States. After completing the study, the plan was proposed and adopted by the three groups and is being studied by Peoria County Schools.

In the Peoria program, exceptional scholastic ability and potential achievement constitute "giftedness." This is considered to represent about two and one-half percent of the school population.

The Committee via the cooperating schools, offered a research program for students who were nominated by teachers and principals with the approval of parents. Students were thoroughly tested at Bradley University, Diagnostic Center. With final selection based on their test results, each school selected students to be in the program, again with parents' approval.

The fourth grade was selected for the beginning of the program, which will continue through high school because by then the basic skills have been quite well established. The program includes the work of regular fourth grade students but explores in depth language arts, history, geography, economics and related areas, fine arts, science and mathematics. Talented teachers have been carefully selected by each school administration.

Four classrooms were set up for the academically gifted, two in the Peoria Public Schools and two in the Peoria Diocese Catholic Schools. Each year classes will be provided for an additional grade. All academic work will be provided for these children with their own classes but will be integrated with regular school programs for recreation, health, safety, physical education, recess and other activities common to the whole school.

Each cooperating school system has complete administrative control of its students. The Committee for the Gifted is a service agency, a coordinating body and a resource group to improve the program. Talman W. Vanarsdale, Jr., President of Bradley University, is Chairman of the Committee and Frances Halstrom is Director of the project.

This type of cooperation in developing a program will be watched with great interest. Such an approach may

give other cities guidelines as to how several schools can work together to develop a program for a special group defined as gifted and how such schools may find in this cooperation improved ways for cooperative curriculum development.

Each member of ASCD and the American Association of School Administrators will be receiving a copy of *Organizing for Improved Instruction*, a joint statement prepared by a committee made up of representatives of the two organizations. Chairman of this committee is Chester Babcock, Vice President of ASCD and Assistant Superintendent, Curriculum and Instruction, State Department of Public Instruction, Olympia, Washington.

The joint committee was asked to describe the services and resources a modern school system should provide the teachers and pupils in the classroom; to

examine the relationship of the central (administrative) unit to the problems of instructional leadership; and to set up guidelines for organizational patterns.

The guidelines concern the "necessary role for resource people not identified as administrators," such as "assistant superintendents for instruction or for curriculum, curriculum workers, supervisors, researchers, instructional material workers, and others who provide services designed to support and enrich the learning experiences of children."

One recommendation from the Committee is that all resource people in a school system not on the staff of an individual school should be organized, and their functions be incorporated, in a unit called the Division for Curriculum and Instruction, under the leadership of an Assistant Superintendent for Curriculum and Instruction who is the responsible administrative head of the unit.

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Another recommendation is that each school system have some continuing body called the Curriculum Council with special responsibility to formulate recommendations and to make decisions within the framework of overall policy. The Council initiates, and acts as a clearing-house for, studies, experiments and innovations; makes decisions when appropriate; formulates recommendations and serves in an advisory capacity to the Assistant Superintendent for Curriculum and Instruction.

Many members of ASCD and AASA will not agree with all of the recommendations but the ensuing discussions should result in improved patterns of organization for instruction and improved procedures for decision-making in curriculum and instruction.

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... in Communicating

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been predicted that every member of every family of every community can identify.

Franciscus hopes the series will do for teachers what others have done for lawyers and doctors. Really the series is an experiment in communication that may alter the stereotype of teachers established via television—"Our Miss Brooks" and "Mr. Peepers," two series which could not be admired for anything except their comic images. NEA is now consulting and advising MGM-TV in what has been described as "breaking ground into the hitherto untouched field of education . . . which could well turn into the next pattern for television series."

Just as Mr. Novak is communicating an image of teaching in a modern high school, we hope News and Trends

. . . in ASCD units

. . . in teacher education

. . . in cooperation for improving instruction

. . . in communicating

will make it a bit easier for readers of *Educational Leadership* to develop the image of ASCD as an organization made up of educational leaders with broad concerns, a wide range of interests and tremendous responsibilities for what happens to the children and youth in the schools.

—MARGARET GILL, *Executive Secretary, ASCD.*

Community Leaders—

Lewis

(Continued from page 160)

The background and interests of the consultants include not only the behavioral sciences but also business, industry, religion, community development, and speech and communication.

Through the facilities of the public

and university libraries members of the Rocky Mountain Workshop have access to extensive bibliographies and may draw upon a wealth of books, pamphlets and articles. The Rocky Mountain Workshop is collecting in the office of the Adult Education Council a reference library. This includes materials from the Adult Education Association of the USA, the National Training Laboratories of NEA, Leadership Resources, Inc., the national offices of a number of voluntary and church organizations, and materials prepared for the Workshop's own program during the past 14 years.

The impact of the Rocky Mountain Workshop for Group Development on the community will probably never be fully measured. Some estimated statistics are interesting. Approximately 800 community leaders have attended three-day introductory workshops; another thousand have participated in the Rocky Mountain Speech conferences and single-session or one-day institutes. More than 2500 leaders and members of local organizations have taken part in workshops staffed by persons from the Rocky Mountain Workshop.

This kind of program could be adapted to any community as the resources are available to any locality. In fact in Denver the program was started in 1951 by a small group of community leaders interested in developing their own leadership abilities. Since that time the Rocky Mountain Workshop for Group Development has organized and used small groups in a variety of settings to develop leadership in many segments of the community. The program is designed and carried out by the participants drawing upon top local and national resources and is continuously giving opportunity for follow-up and a progression of planning and training experiences.

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