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IN A recent issue of the *International Review of Education*, the Swedish educator Torsten Husén recounts how "American educators began to pass Scandinavia breathlessly heading for Moscow" almost immediately after Sputnik I. Looking back on this era in which Americans heaped severe criticisms on their own schools while seeking "remedies" in Europe, Husén describes the American reaction as the "Sputnik psychosis" and "spell of masochism." He goes on to relate how, under the impact of the "Sputnik psychosis," American educational critics made many "naïve comparisons" between American and European educational systems based upon assumptions that were without empirical foundation.

During the post-Sputnik era of "talent hunting," the term "educational standards" was used in such a way as to denote "a metaphysically anchored concept," declares Husén. Analyzing the data from the International Study of Achievement in Mathematics,

Husén concludes that "the comprehensive or 'retentive' (educational) system provides a broader range of opportunities and a better utilization and development of talent." He stresses that "one cannot compare a comprehensive with a selective educational system solely in terms of their respective end-products," but that "we must consider the 'productivity' of an educational system by asking: 'How many are brought how far?'" Husén notes that in the International Study of Achievement in Mathematics, "the United States' top four percent scored about the same as most comparable European groups." According to Husén, the study reveals that "an elite comparable in size and quality to that of an 'elite system' can be cultivated within a retentive and often comprehensive system. In the selective system, however, the high standard of the elite is often bought at the price of low accomplishments by the mass."

Husén concludes from the mathematics study that

the data "justify a policy whereby educational opportunities for children from all walks of life are broadened by making the educational structure of a country more flexible so that everyone can get 'as much education as he can stand.'"

Drugs and Grades

A survey of 6,000 seventh through twelfth graders attending Houston Public Schools has revealed significant new information about the problem of youthful drug abuse in that city. A major finding was that the reported use of drugs is significantly related to grade average. Of students who had a grade average last semester of A, only 13 percent reported that they had used a drug in the past and might use drugs again or are continuing to use them. Among students who had an F average for the last semester, 59.8 percent reported past drug use and stated that they might use drugs again or are continuing to use them.

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It was found that the highest incidence of drug abuse occurs at grade 12 with 36.8 percent of students surveyed indicating that they have used drugs.

In general, the higher the educational level of the parents, the more likely the child is to have used drugs. Greater use occurs in children whose fathers are college graduates or have a higher degree.

Curriculum Hearings

In Houston, a committee comprised of teachers, administrators, and school board members is evaluating materials now being used in the district's social studies program with the objective of offering a curriculum that will more accurately reflect the multicultural and multiethnic character of Texas, American, and world history. The Multiethnic/Multicultural Approach to Education Committee is in the process of hearing testimony from various professional associations and community organizations.

Job Descriptions Required by Law

A law recently enacted by the Texas Legislature provides that boards of education adopt policies specifying the duties of each professional position operating within the school district.

In Fort Worth, a 123-page book, the *Plan of Administrative Organization*, has been published by the office of the superintendent. While the primary purpose is to fulfill the requirements of the new law, another purpose, as explained by Superintendent Julius Truelson, is "to make each member of the staff fully un-

derstand the plan, his duties and responsibilities, the duties and responsibilities of the other members, and to utilize this knowledge to coordinate his work with that of the other staff members."

Extended Day in San Antonio

Elementary schools in the San Antonio Independent School District are in the second year of organized after-school activities, with more than 5,000 children taking part. Known as Extended Day, the activity offers elementary school children supervised programs in art, music, dancing, recreation, and reading and is funded by the federal Emergency School Assistance Program.

Extended Day is being offered in 65 of the district's 68 elementary schools. The three nonparticipating schools will be used by the U.S. Office of Education for comparison with schools that offer Extended Day, in an attempt to measure results.

After-school activities are conducted for one and one-half hours a day, between 3:30 p.m. and 5 p.m., four days each week.

ERIC Reports on Curriculum Guides

Curriculum guides and courses of study for elementary and secondary schools are reported in *Research in Education* (RIE), the basic abstract journal of the U.S. Office of Education. Readers can determine the contents and availability of some 2,000 guides and decide whether or not they wish to secure them from original publishers or—when available—through the

ERIC Document Reproduction Service (EDRS).

RIE's basic bibliographic data, index terms, and abstracts are informative in themselves and help the user in deciding if he wants to obtain particular guides. Costs from EDRS are on a sliding scale, beginning at \$3.29 for up to 100 pages in xerox form and \$0.65 for an unlimited number of pages in microfiche (a 4 x 6 inch acetate sheet which requires a machine reader). Ordering information is published in each issue of RIE. Further information is available from Joel L. Burdin, an ASCDer who directs the ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036.

Who Wants To Smoke?

Certainly not the fifth graders in William Peltier's class at Brown School in Tucson, after operating a gadget designed to show the hazards of smoking. Three packs of cigarettes puffed by the machine turn water and cotton balls in a flask from white to dark brown. But the students don't "bug" their parents if they can't stop smoking. "After all, they were not educated about this when they were our age," one student said kindly.

Early Childhood Program for Navajo Children

Five Bureau of Indian Affairs (BIA) schools, located in four agencies on the Navajo Reservation in Arizona and New Mexico, have been selected as demonstration and training centers in early childhood education for Navajo children. The project is a coop-

erative venture of the BIA, the U.S. Office of Education, the Navajo Tribal Education Committee, and Northern Arizona University. Although there is considerable variation in the programs of the demonstration centers, all attempt to provide an open, exploratory-type learning environment, patterned to the needs of young Navajo children.

A not insignificant feature of the demonstration centers is that, unlike previous Indian educational programs, children are given the opportunity to develop skills in Navajo arts and crafts and to learn about various aspects of Navajo culture.

The program is being funded jointly by the Bureau of Indian Affairs and the U.S. Office of Education. The centers are located at Canoncito, New Mexico; and Dilcon, Kayenta, Rocky Ridge, and Teecnospos, in Arizona.

A Commitment Is Reaffirmed

Fluency in American Indian languages will be recognized as satisfying the foreign language requirement at Dartmouth College under a change voted by the Faculty of Arts and Sciences and approved by the Trustees.

The college was originally conceived by its founder, Eleazer Wheelock, to educate and instruct "Youth of the Indian tribes in this Land in reading, writing, and all parts of Learning which shall appear necessary and expedient for civilizing and christianizing Children of Pagans as well as in all liberal Arts and Sciences."

Until 1970, when the college reaffirmed its commitment to educate American Indians as part of its Program of Equal

Opportunity, very few Indians had sought to take advantage of the founder's purpose. Now more than 30 Indians are enrolled—Dartmouth is admitting about 15 per year.

Integrated Approach to Knowledge in the University

The curriculum in general education at the University of Wisconsin—Green Bay is organized as a four-year series of seminars, carrying six semester hours of credit each year, focused on ecology through an integrated approach to knowledge. The core in general education is comprised of (a) an introduction to values, ecology, and environment during the freshman year; (b) the study of a particular set of environmental problems, with an off-campus Northern Great Lakes regional experience during the sophomore year; (c) the study of selected problems in a region other than northeastern Wisconsin during the junior year; and (d) the exploration of problems of values, beliefs, and ecology during the senior year, with particular attention given to the consequences of these problems for future generations. In addition, each student must satisfy the requirement in "tool" studies by taking either a foreign language or a studio experience in the arts, and either data processing or an approved combination of mathematical studies.

The curriculum and the organizational structure of the University are based on environmental themes rather than the traditional disciplines. The University is structured according to four theme colleges: the College of Environ-

mental Sciences emphasizes the problems of the natural environment; the College of Community Sciences focuses on the process by which man relates to his social (man-made) environment; the College of Human Biology is concerned with human adaptability to the social and physical environment; and the College of Creative Communication centers its studies on human identity. At the junior-senior level, students pursue interdisciplinary concentration programs in such areas as "communication-action," "environmental control," "growth and development," "human adaptability," "regional analysis," and "modernization processes" (social change). Students also pursue a variety of preprofessional and professional studies.

The integrated curriculum was launched with the opening of the University's new main campus in the fall of 1969. Faculty and students call their institution a "communiversity" because the curriculum is relevant to the pervading problems of society.

"Ford Foundation English"

Last year, when the Ford Foundation announced a grant to the Language Curriculum Research Group at Brooklyn College for linguistic experiments on the uses of "Black English," the magazine of the NAACP, *Crisis*, denounced the program as "Black Nonsense." In renewing the grant for the coming year, the Ford Foundation contends that the program has been misunderstood and that it is intended to improve the teaching of *standard* English by having the freshman college course take the students' facility with nonstan-

dard English as a starting point.

Position Paper on the Social Studies

In a position paper addressed to administrators and supervisors, Leonard W. Ingraham, Director of the Bureau of Social Studies of New York City's public schools, notes that of the six and one-half years of required social studies in the intermediate, junior high, and senior high schools, the only fixed requirement is American history. Ingraham urges the local schools to introduce experimental pilot courses in the social studies to enable each student to "develop a sense of personal interest . . . and to think for himself." The position paper includes a number of suggestions such as student involvement in curricular development of "open-structured" courses, citizenship-in-action programs, and out-of-class work-study involving guided community service.

Preschool Program Includes Parent Education

The new Preschool and Parent Education Program of the Jefferson County Public Schools in Colorado is a two-fold effort to meet the developmental needs of four-year-olds. More than 1,400 children are involved in 12 preschool centers located throughout the county. Personal-social growth, language development, and large and small muscle skills are the areas on which the program is focused. Parents pay a \$12 per month tuition charge (which includes bus transportation), but opportunities to assist in the operation of the school are available in lieu of tuition.

Parent education—the second part of the program—includes home visiting by the teachers to establish an understanding between home and school during this early education experience. A major purpose of these visits is to help parents reinforce and extend preschool learning experiences.

As noted by Katherine Whiteside Taylor in her book, *Parent Cooperative Nursery Schools*: "In providing a rich and stimulating play life for our children in their earliest years, we are doing far more than providing for their immediate happiness. We are laying the basic groundwork for happy and effective living all the way along."

Special Day

Typical of the often un-sung efforts being carried on by teachers to give children a personal sense of importance is the "special day" idea being implemented by Mrs. Joyce Larsen, second grade teacher at Columbine Hills Elementary School in Jefferson County, Colorado; she has set aside a "special day" for each of the children in her class.

On a child's special day he is given space on the bulletin board for personal snapshots and art work. He is encouraged to bring to school his special treasures, such as postcards, dolls, and other possessions. The child shows his belongings to classmates and tells about them. He can also tell about the places he has lived, his family, and what he did on his vacation.

Mrs. Larsen says the idea has been received enthusiastically by the children, and that children who are inclined to misbehave show more maturity and responsibility on their spe-

cial day. "Each child in our class is important," she explains, "and we are taking a little extra time to make him or her feel so."

Mini-Courses on Current Issues

Perhaps because the age to vote and assume responsibility comes sooner for today's youth, students at Millikan Junior High School in Los Angeles have expressed the desire to study more than the traditional history courses. To meet this need, the faculty is offering a social studies elective entitled "Issues Today." The course consists of four five-week mini-courses: "You and the Law," "War and Peace," "You and Your Environment," and "America's Intercultural Heritage." Each mini-course is taught by a different instructor.

Because the mini-courses have been so popular, plans are being made to expand them into six or eight areas of contemporary interest offered as a year's course.

It's Happening in Pasadena

Any high school student in the Pasadena Unified School District who has "special needs" may apply for transfer to Pasadena's new evening high school which opened this year with 48 students enrolled. In operation four days a week from 3:30 to 9:30 p.m., the new school provides an option for students to attend who are employed during the day or have other responsibilities.

Because the goal of the evening high school is to meet the needs of students whose achievement levels vary widely, classes are nongraded. For the

present, the school is limiting its enrollment to 92 students.

Four New Schools

For the first time in 14 years Pasadena can boast of brand new elementary school construction. This year Burbank, Edison, Jefferson, and Linda Vista schools opened new buildings. The facilities, which are identical, have movable interior partitions so that classes can be conducted in a variety of ways, including large and small group instruction, team teaching, or self-contained classroom instruction.

In celebration of the opening of the new buildings, members of the community were invited to tour the schools to see for themselves what their bond and tax dollars have bought.

New Policy

In Dayton, Ohio, according to a revision in board of education policy, a girl who becomes pregnant may remain in her home school, apply for admission to the Daytime Center for Girls, or request assignment to the Dayton Night High School. A girl who is physically unable to attend school on a regular basis may apply for home instruction.

Prime Time Television Project

Midwestern metropolitan areas are participating during the present school year in a new national project to improve educational use of evening "prime time" television. The goal of the project, called "Prime Time School Television" (PTST), is to provide services leading to more effective utilization of television during the

hours of 6:30 to 10 p.m. PTST programming is drawn from either regularly scheduled commercial television or specially acquired programs aired on educational TV channels. PTST works closely with ETV consultants from major Midwestern school systems and provides related materials for use in classrooms. Thus far, PTST programming has been primarily in the social studies.

As put by Sy Yesner, English consultant for the Minneapolis Public Schools: "The whole idea is a good one because it brings through the medium of television excellent programs that can be related to school work at prime viewing times. . . . Our advice is being solicited about the types of programs, about the way these programs can be presented in the schools."

PTST is being sponsored by the Harris Foundation of Chicago, the Buck Foundation of Minneapolis-St. Paul, and the Corporation for Public Broadcasting.

High Schoolers Prepare for Medical Careers

Thirty-six seniors—all girls—at Monroe High School in Portland, Oregon, are preparing to become medical assistants. Students devote three periods daily to subjects related to careers in medicine such as basic anatomy, and to medical terminology, insurance, and office procedures.

Each student spends six weeks in on-the-job training at the University of Oregon Medical School Hospital in admissions, pediatrics services, and at the surgery desk. Then for nine weeks the girls serve as medical assistants in doctors' offices or hospitals.

The course is open to twelfth grade boys and girls throughout the district. To date, however, only girls have enrolled. More than half of the 1970 graduates from Monroe's program now hold jobs in hospitals, clinics, and nursing homes. Others are enrolled in nurses training and pre-medical programs in college or are seeking certification as technicians.

Students Choose Advisors

At Horace Mann Junior High School in Tulsa, Oklahoma, students select advisors from among the faculty members.

Secondary Education Changes in Norfolk

In an effort to meet the needs of the individual student rather than groups of students, the faculty of Maury High School in Norfolk, Virginia, is changing the curriculum and moving to a modular form of scheduling. Courses are being designed in cycles of weeks rather than a semester or a year. For example, the world geography course is being broken into units on various aspects of geography and parts of the world. Students will select those cycles they need or are interested in studying. Cycles can be combined in various ways to meet graduation requirements in world geography.

A number of renovations are being made at the school in connection with the program. The library is being expanded to provide study space and a dial access programmed learning center, a student lounge will be constructed adjacent to the cafeteria—providing a comfortable place to

relax and talk—and resource centers are being developed in various departments where students may study independently.

On-the-Job Training

The Duval County, Florida, school system is serving for the second year as a field station for doctoral students at the University of Florida. Students work with staff members at various levels and carry out assignments in the area of school administration. Ralph Kimbrough, chairman of the university's Department of Educational Administration, states that the field assignments are designed "to assist students in transferring conceptual knowledge gained in the classroom to experience situations."

Tacoma Students To Study in Mexico

Twenty-five students from Wilson High School in Tacoma, Washington, and their teacher will be studying in Mexico City for six weeks this spring. The students will be living with Mexican families and attending a Mexican secondary school.

During the school year the students have been conducting a number of fund-raising activities to defray part of the expense, but the cost will be borne largely by the students and their families.

Program for Preschool Handicapped Children

In Louisville, a new program for handicapped preschoolers will give hope to children once destined to receive their education in isolated separate classes, blocked

off from their contemporaries. TOOT, which stands for "teaching of orthopedic tots," will mean a special classroom at first, but the program is geared toward the transition of children into regular classrooms when they begin first grade.

TOOT pupils are drawn from the ranks of emotionally and physically handicapped children, including victims of muscular dystrophy, heart ailments, epilepsy, accidental injury, and the many causes of crippling. The program began operation with 30 children in a rented classroom at the University of Louisville's Child Psychiatry Center. In an effort to provide a school-like atmosphere, school desks have been moved into the center, along with equipment for a library, training toys, sandboxes, and woodworking tools such as saws and hammers.

The program is designed for parents as well as children. "Many parents of handicapped children are overprotective," explains Director of Special Education A. B. Harmon. "We're gearing the classroom work here to the handicaps of the students. We want to show them and their parents what they are capable of doing."

Empathy

Last spring Minneapolis schoolchildren were asked, "What kind of pictures would you like to see if you were in the hospital?" They responded with some 7,000 colorful and humorous posters that will be used on the walls of the new Children's Health Center, now under construction.

Many of the posters will be available for young patients to select for their room during their stay at the center.

War and Peace in the Curriculum

The Center for War/Peace Studies is developing a curriculum collection service for elementary and secondary schools. The center is collecting curriculum units for teaching about war, peace, conflict, and change. The units will be catalogued for distribution to teachers and curriculum workers. The center also will develop teaching units and kits, conduct workshops and seminars for the improvement of instructional materials, and disseminate materials and information. For further information contact the Center for War/Peace Studies, 218 East 18th Street, New York City 10003.

Source Guide on Teacher Training

A bibliographic guide containing descriptions of some 200 films, filmstrips, and videotapes for preservice and inservice preparation of teachers has been published by the ERIC Clearinghouse on the Teaching of English under the auspices of the National Council of Teachers of English. The audio-visual resource materials in the guide are classified under such topics as general teaching methods, teaching relationships and attitudes, student behavior, and educational trends and innovations. The guide includes a list of sources for obtaining the materials, along with purchase and rental costs.

According to Bernard O'Donnell, Director of the Clearinghouse, the guide was prepared in response to the constant inquiries and requests regarding the availability of

such resource materials. Compiled by Carole M. Kirkton, *Teacher Training Films: A Guide* may be obtained for 75¢ from the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Court Cases on Church and State

The thirteenth issue of the *Litigation Docket of Pending Cases Affecting Freedom of Religion and Separation of Church and State* has been published by the American Jewish Congress. The docket provides summaries of court cases involving ESEA, state aid to sectarian schools, provision of teachers in religiously affiliated schools, direct financial aid, religious practices in public schools, and religious freedom. Copies of the docket may be ordered from the American Jewish Congress, 15 East

84th Street, New York City 10028.

Parent Workshops in Kansas City

Reading workshops for parents are being held by grade levels K-6 at the Weeks School in Kansas City, Missouri. The program is designed to help parents understand the school's reading efforts and to offer suggestions for help which parents can give children at home.

Research on Reading

Under a grant from the U.S. Office of Education, a report has been prepared which identifies and evaluates the significant research contributions on (a) language development related to reading, (b) learning to read, and (c) the reading process. *The Literature of Research in Reading*

with Emphasis on Models analyzes 860 leading studies on the subject. The project was conducted under the direction of Martin Kling of Rutgers University and Frederick B. Davis of the University of Pennsylvania. For further information contact Martin Kling, Graduate School of Education, Rutgers University, New Brunswick, New Jersey 08903. □

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.

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