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ACCORDING to a recent report, *Drug-Taking in Youth*, issued by the Office of Scientific Support of the U.S. Bureau of Narcotics and Dangerous Drugs (Justice Department), over 80 percent of the new addicts reported in recent years were teen-agers and young adults. In analyzing the social context of drug use among young people, the report characterizes the newer values as the "Cult of Experience" in which drugs are used for sociability, kicks, insight, spirituality, or relaxation.

The report recommends that drug education, with emphasis on attitude development, be integrated into the curriculum at all levels, kindergarten through college. Yet it goes on to acknowledge the difficulty of the school in countering the influences of the larger society on young people through the mass media and "advertising tactics of Madison Avenue . . . which urge the use of over-the-counter medication to solve personal problems." Although the report points out that "Out-of-school experiences

with television, movies, radio, and the high-speed, show business approach of these media are too much competition for the long-term, low-key, routine, step-by-step processes of classroom teaching," it advocates that the schools develop curriculum materials and alternative techniques which are "equally exciting and more satisfying."

Ends vs. Means

Among the objectives of the Chicago Public Schools are: helping each pupil to plan for and achieve realistic and worthwhile goals, strengthening the ability to learn by providing health and counseling services, and providing basic educational opportunities for adults. In order to balance the 1972 budget, however, the following changes have been made: class size has been increased in elementary schools to 35.5 and the class load of high school teachers has been increased by one class; counseling and health services have been reduced; and evening schools

and Americanization programs have been eliminated.

Curriculum Change in Chicago

A consumer education program began at several Chicago high schools this year on a pilot basis. The course is being team taught by teachers of business education, home economics, and social studies. Representatives from the Illinois Department of Weights and Measures and the Attorney General's Consumer Fraud Department are meeting with students throughout the course. Consumer education will be expanded to all high schools throughout the city as a part of the regular curriculum.

An experimental ethnic studies program in Greek, Polish, and Italian history and culture began this year for many Chicago eighth graders. Developed by Greek, Polish, and Italian teachers, the project is part of the social studies unit on the historical development of Chicago and Illinois. The program is in compliance with recent state legislation

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which requires that all students know something about the leaders and culture of all ethnic groups.

Consumer Research in Biology Classes

Students in Jerry Aschenbrener's biology classes at West High School in Green Bay, Wisconsin, are testing 10 commonly used mouth washes this year. The purpose of the project is to help students become aware of differences in the effectiveness of products in the market place.

While the sampling is too small to produce conclusive data, it does dramatize marked differences in products. For example, the 60 products tested by three previous classes ranged from an effectiveness of 47.9 percent to 96.6 percent in controlling or inhibiting pure bacteria cultures.

Core Class Publishes Two Newspapers

According to two "newspapers" in Omaha, there is a wigmaker in town who will make house calls. The newspapers are the *Boston Informer* and the *London Times*, both printed as part of an eighth grade core project on the Revolutionary War at Bryan Junior High School.

Content includes topics much more serious than wigs. Page 1 stories cover the Boston Tea Party—from different angles, of course. There is a "personal interview" with King George III, a story of a tarring and feathering, letters to the editor, and want ads.

According to Mrs. Berna Kauffman, eighth grade teacher at Bryan, the original plan was to publish one paper, a colonial

newspaper. As the students began the project, the idea of two papers with opposing viewpoints emerged. Students researched and wrote their own articles (each student in the class contributed five articles), did their own art work including mastheads, made the decisions for page layouts, and proofread copy.

The project provided instruction in language arts and history as well as in the field of journalism.

Good News

Fairwold Middle School in Columbia, South Carolina, is contacting parents with good tidings. The contact is a "Tiger Letter," written on gold paper bearing the school's tiger emblem. The letter is sent to parents of pupils who have improved in their classwork, helped at school, demonstrated special traits, etc.

One pupil returned a wallet, another found a meal ticket and returned it, and another was elected class president. Their parents received Tiger Letters. Over 500 letters have been sent home in the three years the program has been in action. The response from parents has been very positive; some parents have even sent thank you notes.

Year-Round School Survey

Results of a community survey on the year-round school in Salem, Oregon, indicate that nonparents generally support a switch to a year-round operation as an alternative to an extensive construction program. Parents, on the other hand, favor building new schools and staying on the traditional schedule.

Students "Carpet" Classroom

Fifth graders at West Salem Elementary School in Salem have planned and furnished their own "reading room," a part of their classroom designed for reading in comfort. This end of the room is filled with a large rug that pupils have made from samples they have gathered. They purchased a pad and have been gluing the samples to the pad with carpet glue in free periods. The result is not only a comfortable place to stretch out with a good book, but also a colorful addition to their classroom.

Students "Well-Informed" at Adams High School

Student broadcast crews at Adams High School in Portland, Oregon, are beaming televised news programs four times each day to classes throughout the school on a closed-circuit channel. Adams also plans to begin all-day radio broadcasts from the school's radio station (equipment and facilities built and assembled by students).

The Community School Is Alive and Well in Tacoma

Junior high pupils staying after school by choice and even coming to school on Saturday morning to attend class? Improbable though this may seem, each week 1,680 pupils are present for late afternoon, evening, and Saturday classes at Jason Lee Junior High School in Tacoma, Washington.

The classes are part of Tacoma Public Schools' Community Involvement Program (CIP), and many of them

teach skills that will be used through a student's lifetime. Some of the classes combine the skills of a regular teacher and someone in the community. One such course, so popular that no student has missed even one class, is team-taught by an industrial arts teacher and a motorcycle mechanic. The subject matter dealt with in "Chopper Checks" is how to repair a motorcycle.

Another popular class is "Photo Phlix" in which a regular teacher has teamed up with a community person to teach photography. The word of the quality of the students' work has spread, and several humanities classes are assigning projects to the photography class. According to Charles Chapman, coordinator of the CIP program and assistant principal at Jason Lee, the program has stimulated student interest in regular school, reduced discipline problems, and increased attendance.

Through the CIP program, the school day has been extended to 14 hours, the school week to six days, and the school year to twelve months. Several programs run through the summer that give city children an opportunity to explore Puget Sound and the nearby mountains.

Last year 5,237 persons, including 790 adults and 1,224 out-of-school youth, participated in the program. Persons attending ranged in age from three to 94. The program is supported primarily by state funds.

Community-Based Instructional Program

Some 500 students from Stadium High School in Tacoma are spending six weeks

this semester observing and learning in the community. Major goals of the program, popularly known as the mini-quarter, are to provide exposure to the "world of work" and relate the academic to the real world.

Some of the students are spending one-half day in a judge's chambers, bank and computer centers, retail stores, motels, government offices, and nursery schools. Others are learning from the inside how a major metropolitan newspaper is published. Still others are in the district's own schools, spending six weeks with an elementary teacher.

The other half-day students take courses ranging from archaeology to philosophy. Especially popular are the creative arts. Now in its second year, the program is being financed by federal (Title III, ESEA) and state funds.

An Alternative System for an Alternative School

After an experimental period last year, a "scramble system" of class attendance has been adopted by Lincoln Continuation High School in Sacramento. The system allows the student considerable freedom in choosing which of his classes he will attend each day.

Each student is assigned four courses at the beginning of his enrollment. He may attend all four as scheduled, or he may stay in one class for three periods and attend another class the remaining period. (Teacher assignment limits the student's stay in one course to three periods a day.) After the student has finished the requirements for a course,

he can divide his attendance among his other courses. He is not assigned new classes until he has finished three of his four assigned courses.

Class sizes are limited, and the door is closed when the limit is reached. When this happens, the student must go to another class within a five-minute period in order to be admitted. Those who have not entered a class report to the no-credit supervised classroom which is provided for students who either choose not to work in class or are sent by teachers because they are interfering with the learning of others. If a student is spending too much time in the no-credit classroom, he probably needs help. He is counseled to determine why he is avoiding opportunities to learn.

Since 1919, nearly every school district in California is required by law to provide an adjustment-type continuation program for pupils with severe attendance or behavior problems so that they can complete the requirements for high school graduation. Continuation schools tend to be small, classes nongraded, and students are permitted to work at their own rate. As a result, those who have never been successful in school often become motivated to do a great deal of work for the first time.

Students Build Plane

The Industrial Arts Department at Cleveland High School in Los Angeles has built a two-passenger all-metal monoplane powered by a 130 hp engine. All the work was done by the Industrial Occupation Technical Drafting class under the guidance of their teacher, Fred Ferdon, who is a

licensed and certified aircraft mechanic. Ferdon is also conducting a ground school class after school. Plans are in the offing to include this course, which is now experimental, in the Industrial Occupations curriculum.

Career Program at Junior High

Recognizing the need for pupils to be informed about career requirements before they enter high school, Parkman Junior High School in Los Angeles is offering a "Career Speakers Program" for ninth graders. Twice a week at 8 a.m. (the school day begins at 8:45 a.m.), pupils participate in question and answer sessions with professionals in various fields, who give advice about the requirements and procedures necessary to enter a particular vocation.

Careers which have been discussed thus far include advertising, architecture, civil engineering, electrical engineering, law, merchandising, nursing, office management, public relations, social work, television journalism, and veterinary medicine. Speakers are scheduled in the areas of airlines, corporate finance, data systems, dentistry, and graphic arts.

Awareness Is a Trip Through "Urbia"

Pupils at Ewing Park and Wright junior high schools and Waverly-Belmont School in Nashville are exploring their urban environment as a basis for their social studies program. In a chartered bus, pupils get a good look at housing, governmental agencies, industry, health, and cultural facilities, and engage in on-

site discussions with resource persons. Called "awareness trips," the information-gathering expeditions aim to help pupils identify problems of urban life and provide background information for units they wish to study in depth.

Based on these experiences, pupils at Wright elected to study urban geography, and at Waverly-Belmont sixth graders began a study of ecology. Ewing Park pupils undertook to study political processes, the courts, law enforcement, and justice.

Report Card Guide

A Report Reference Card to help parents better understand what their child's report card is trying to say has been distributed to parents of elementary pupils in the Richmond, Virginia, Public Schools. The reference card, which is being used on an experimental basis, lists skills and goals to be attained by pupils in kindergarten through grade 5.

Teaching-Learning Center for Mentally Retarded

Now in its sixth year of operation, Buffalo's demonstration center for mentally retarded serves 55 children and plays a vital role in improving teacher skills. The center's objectives are to help teachers translate theory into workable practices; to demonstrate new materials, equipment, and techniques; and to assist in the solution of individual teaching problems.

Buffalo teachers of the mentally retarded periodically spend several days at the center to observe experienced teachers, to teach classes themselves, and to work with

new materials and teaching approaches. The center employs two full-time substitute teachers who trade places with the visiting teachers until they complete their in-service experience.

School for Adults

This year 400 students ranging in age from 16 to 55 are enrolled in Buffalo's Community Education Center, a storefront school for adults. The center's offerings range from adult basic education and high school equivalency preparation to college courses taught Saturday mornings by professors from the State University of New York at Buffalo.

Looking Backward

On January 11, 1930, the Encyclical Letter on the Christian Education of Youth was issued by Pope Pius XI with the following pronouncement on the question of coeducation:

False . . . and harmful to Christian education is the so-called method of "coeducation." The Creator has ordained and disposed perfect union of the sexes only in matrimony, and, with varying degrees of contact, in the family and in society. Besides there is not in nature itself, which fashions the two quite different in organism, in temperament, in abilities, anything to suggest that there can be or ought to be promiscuity, and much less equality, in the training of the two sexes.

Teaching About Religion

A National Council on Religion and Public Education is being established for the purpose of encouraging the comparative study of religion in public elementary and sec-

ondary schools. The decision for establishing the council was made at a conference last winter, sponsored by the Religious Education Association and attended by 60 representatives of 40 major Protestant, Roman Catholic, and Jewish religious organizations. The council is intended to create a climate of public awareness and acceptance of the introduction of courses for the "legal, appropriate, and academic study of religion in the public schools."

Teaching About Africa

Are You Going To Teach About Africa?—a handbook for teachers—has been published by the School Services Division of the African-American Institute. Various teacher aids and teaching kits also have been developed to improve the quality of teaching about Africa in grades K-12.

The project is a nonprofit venture funded by the Institute and the Carnegie Corporation. For further information, write to School Services Division, African-American Institute, 866 United Nations Plaza, New York City 10017.

Kindergartners Benefit from High Schoolers' Efforts

Sophomore and senior woodworking students at Henry High School in Minneapolis have been engaged in making 140 cylinder sets to be used in each kindergarten classroom in the school system. Graded cylinder sets are a Montessori Material designed to develop depth and size perception and provide seriation (ordering) activities.

Each cylinder set consists of four boards, and each board

contains ten cylinder positions. Each hole was drilled separately and each board was hand cut, sanded, lacquered, and finished. Each cylinder was hand cut and finished and a small golden knob screwed into each piece. Thus a great many hours of student effort have gone into the project.

Volunteer Tutoring Program

In Milwaukee, about 60 volunteers have completed training as reading tutors to provide individual help for pupils having difficulties in reading. The demand for tutors far exceeds the supply; one school requested 60 volunteers.

Most of the reading tutors thus far have been recruited through the efforts of parent groups and principals, and most of the tutors are mothers of children in school.

The training sessions for tutors are held at various locations throughout the city.

Vocational Program for Special Education Students

In Wichita, Kansas, vocational classes for special education students who are juniors and seniors in high school are offered at the Community Education Center. Juniors may attend for one-half day and receive two credits. Seniors have the option of attending all day and receive academic credits as well as three hours in vocations. Students will graduate from their own high school with their classmates, but spend their school day at the Community Education Center.

The vocational skills offered include food services, shop or metal work, child care, janitorial training, home nurs-

ing or nurse's aide, and home living.

Policy Change

A growing number of school systems are liberalizing their policies relating to the school attendance of pregnant pupils. In Springfield, Missouri, the policy of the district has been that a girl must leave the regular classroom when she is four months pregnant. Now, a pregnant pupil can continue regular attendance in school upon monthly certification by a physician that attendance will not be detrimental to her health. In Spokane, Washington, a new policy "affirms the right of married students and/or pregnant girls to the educational program established for all students."

N.Y. Times To Include Population Crisis Supplement

The Population Crisis Committee, in agreement with *The New York Times*, is sponsoring a 28-page supplement entitled, "Population: The U.S.—A Problem; The World—A Crisis," to be distributed by *The New York Times* on April 30, 1972. The supplement will call attention to the final report of the Commission on Population Growth and the American Future. That report considers the U.S. problem and recommended population policy to deal with it.

In addition, the first half of the issue will present statements by U.S. leaders of religious, women's, and minority groups, expressing interest and concern to promote population stabilization in this country by voluntary means as soon as possible.

The second half of the

supplement will contain materials bearing on the world population crisis, by United Nations figures and leading statesmen of the developing world. These men have recognized the need to reduce population growth substantially to advance human, social, and economic development.

The supplement can be made an important tool of population education both by the schools in this country and by various groups in other parts of the world. Single copies can be obtained by writing Box 6585, Washington, D.C. 20009.

New Vocational Program in Former Post Office

The Jefferson Center for Vocational Rehabilitation in Toledo, Ohio, is receiving its first students in a setting quite different from anything they have known in school. The former Old Post Office on Jefferson Avenue, given to the schools by the federal government and renovated and equipped with funds provided by the Bureau of Vocational Rehabilitation, is carpeted throughout and air-conditioned for year-around operation. It includes nine skill areas: child care, building maintenance, a home center, a fabric service center (which includes

a laundry), health care, manufacturing, construction, merchandising, and warehousing.

In the child care center there are day care facilities for preschoolers, toddlers, and infants.

Students are referred by schools, social agencies, employment agencies, and individuals. The program is in three phases: (a) an evaluation period, to last about six weeks, when students undergo testing, counseling, medical examination, and work evaluation; (b) a training period, of about four months, when students will learn vocational skills as well as any remedial work they need; and (c) a work study program, also of about four months.

On completion of the work study program, students are returned to their own school, employed full time, or referred to another facility. The center serves youth from 15 to 20 years old.

New Notre Dame

Notre Dame University plans to admit its first women undergraduates this fall. In the past, Notre Dame has had to rely on St. Mary's College, a nearby women's college, for its football cheerleaders—as any TV football fan knows. Now Notre Dame will have a

plentiful supply of its own cheerleaders. Plans call for a total enrollment of 1,000 women students four years hence.

Students "Act Out" Problems in San Antonio

Students at Irving High School in San Antonio have been investigating through drama some of the problems which they encounter at their school. The students act out typical problem situations found at Irving and seek solutions. Recently, a number of students put together a series of skits and playlets based on the problems they face at school. Performances of the skits were held in the school auditorium.

Student Teacher Handbook

A Handbook for Supervising Teachers has been developed by a committee of Fort Worth, Texas, classroom teachers with the cooperation of three area colleges. The purpose of the handbook is to bring about improvement in the student teaching program by making known both to the supervising teacher and the student teacher the policies of the schools and colleges involved. □

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