THE first reports of the National Assessment of Educational Progress (NAEP) reveal findings that reconfirm what has long been obvious to most educators. As reported in the NAEP Newsletter, "Young people from affluent suburbs led the nation by a large margin, while those from the urban fringe areas performed near the national level of success. Respondents from the core inner city performed well below the national average in every subject area."

Neither educators nor the NAEP staff have been able to interpret the NAEP data in terms of finding evidence for specific ways of improving educational practices. Last winter 46 research directors and curriculum supervisors from the nation's 23 largest urban school districts, representing the Council of Great City Schools, attended a conference with the NAEP staff in Denver to examine the possible uses of the NAEP test results to implement improvements in big city schools.

Although the school representatives asked that NAEP present its results in such a way that they can be utilized meaningfully by local school systems and that NAEP establish guidelines for the interpretation of its data, NAEP staff director J. Stanley Ahmann replied that "the job of interpretation goes to those on the firing line, those who are directly involved in the educational process."

NAEP was first proposed and financed by the Carnegie Corporation in 1963, but is now financed primarily by the U.S. Office of Education. At the time NAEP was proposed, it was strongly endorsed by then Commissioner of Education Francis Keppel, who declared, "The American people today expect more of American education than ever before. At such a time, isn't it clear to all of us that what we don't know can hurt us?"

Now that the NAEP test results are in, no one seems able to figure out how what we do know can help us.

Ohio Commission Reports

A report by the Commission on Public School Personnel Policies in Ohio, entitled Realities and Revolution in Teacher Education, identifies deficiencies and makes recommendations for the improvement of teacher education. The report stresses that standards for selection of students and requirements for teacher certification are too low, teacher candidates are too quickly immersed into full teaching responsibilities, and that teachers have suffered from both the isolation of their classrooms and an almost total lack of educational leadership.

The report notes that the public universities do not receive a level of financial support from the state for teacher education comparable to the funds provided for other fields. For example, the State of Ohio allocates more than three times as much money for the education of a nurse as compared with the education of a teacher.

According to the report, a significant portion of the state monies that are allocated to teacher education are reallocated by the universities to programs other than teacher education. Moreover, although prospective secondary teachers take between 80 and 85 percent of their course work in various academic disciplines outside the professional education sequence, few professors outside the departments and schools of education see them-

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May 1973
selves as having a responsibility for teacher education. "They are specialists in their disciplines and for the most part feel very little obligation to help future teachers discover the relevance of their subject matter to, or the best ways of teaching it in, elementary and secondary schools," declares the report.

Although the report recommends that the liberal arts and sciences professors "provide academic courses in their disciplines which focus on the content that future teachers will be dealing with in the schools," it does not show how this might be accomplished nor how the liberal arts professors are to be convinced of such a need.

Other recommendations call for a five-year program of teacher education encompassing a carefully designed sequence of laboratory experiences; more rigorous criteria and policies for the selection of students; a two-year internship for beginning teachers; and the establishment of 1,000 "Initiation Schools" in Ohio, each receiving special state financial support, for the training of teacher interns.

The Commission, composed of 16 lay citizens assisted by a staff of teacher educators, is funded through grants from several private foundations. Since 1971 the Commission has issued seven reports on various topics relating to the improvement of education. The price of the report, Realities and Revolution in Teacher Education, is $1, or 75¢ each for five or more copies. Orders and requests for a list of the Commission's publications should be sent to: Commission on Public School Personnel Policies, 736 National City Bank Building, Cleveland, Ohio 44114.

Teacher Ambassadors

The opportunity to internationalize your school faculty with a "Teacher Ambassador" or "Foreign Language Assistant" can be arranged through the auspices of the Experiment in International Living. Each year "Teacher Ambassadors" from more than 20 countries come to American schools to serve as visiting curriculum consultants, resource teachers, or regular classroom teachers. For detailed information contact: Mr. Roy Tucker, Teacher Ambassador Program Director, School for International Training, Kipling Road, Brattleboro, Vermont 05301.

Youth Vote

According to a Census Bureau study, only 48 percent of all eligible 18- to 20-year-olds reported that they had voted in last November's Presidential election, as compared with almost 71 percent of the 45-64 age group.

Engineering Careers for Blacks

Unable to find black engineers, the DuPont Company provided funds for the establishment last summer of the Delaware Program for Black Engineers. The program identifies high school students who possess recognizable talent for engineering careers, and assists them in preparing for entrance to the engineering professions.

The program is conducted by a consortium including the University of Delaware's College of Engineering, Delaware State College, Delaware Technical and Community College, and the schools of New Castle County, Delaware. During its first year of operation, more than 150 secondary school youngsters have been identified for participation in the project.

For further information, write to Wilbur H. Bryson, Delaware Program for Black Engineers, Delaware Technical and Community College, 330 East 30th Street, Wilmington, Delaware 19802.

Adulthood at Eighteen

Guide to 18 Year Old Adulthood in New Jersey is a handbook developed for high school students by the newly established Office of Youth Services of the New Jersey Department of Community Affairs. The handbook presents a summary of the legal rights and obligations of persons between the ages of 18 and 21 who, as a result of a state law effective last January 1, have been granted full adult status.

The reader who has reached the age of 18 is informed in the handbook that: "You can now adopt a child; you have the right to sell, buy, and drink alcohol; you have the right to buy and sell property; you have the right to enter into a contract; you may participate in legalized gambling (New Jersey has a state lottery); you can now seek public office; you can apply for and be appointed to public employment; you have the right and responsibility to vote; (and) you may write your own will."

The 18-year-old also is informed that "you must be treated as an adult in school—you may sign your own report cards, as well as your own absence excuses; you may sign
your own permission slips to participate in athletic programs, field trips, and other school events; (and) you may review your official school records." The handbook notes, "Of course, as a student 18 years of age or older, you must still obey school rules and regulations."

For further information about the handbook, write to: Office of Youth Services, New Jersey Department of Community Affairs, 363 West State Street, Trenton, New Jersey 08625.

**Pupils Produce Antidrug TV Spots**

Working in teams or individually, fifth through ninth graders in Port Washington, New York, are writing, directing, and producing their own antidrug video tapes. According to project director Barbara Dolan, the purpose of the program is to help pupils "develop their own set of values and be in a better position to decide about using drugs."

The finished films of three minutes or less are viewed and discussed by other pupils. The project is being funded by the National Institute of Mental Health, which hopes to encourage the development of similar programs in schools across the country.

**Community Respect for Schools**

A 95-page report, *A Safer Environment for Learning*, prepared for the New York City Board of Education by a panel appointed by the Academy for Educational Development, notes that "most trouble in the school is a reflection of the society beyond the schoolroom door." It goes on to state that "primary emphasis must be on community involvement to engender community respect for its educational institutions."

The report also warns of the possible dangers in the Board of Education's contract clause with the United Federation of Teachers which calls for the hiring of 1,200 para-professionals as security aides. According to the booklet, "Unless these 1,200 men and women are carefully screened and trained, there is a real danger . . . of introducing potential safety violators into the school rather than in bringing in personnel who will make the school safer."

The report recommends a more "flexible and relevant curriculum" in the high schools, including the expansion of career and work-study opportunities, and the establishment of a School Safety Committee in each school by the principal with broad representation from the school community and the community at large.

**Mini-Courses**

When Hunter College High School in New York City offered a full week of mini-courses during the semester break early this year, the students were free to elect three courses from the more than 100 mini-courses offered in a wide range of studies—from witchcraft to comic books. However, one of the most popular mini-courses was typing, with 130 students enrolled, as compared with only 11 students in the course on comic books.

Why was typing so popular? No typing courses are offered in the regular curriculum at Hunter College High. The school enrolls 1,200 students, all girls, who are adjudged to be academically talented. The school encompasses grades 7 through 12 and the curriculum is limited primarily to the traditional academic studies.

**Decentralization Problems**

When the New York State legislature enacted the school decentralization law for New York City in 1969, some political scientists warned that municipal corruption had flourished in the past when controls over public agencies operated on the neighborhood level. In recent months, charges have been leveled at a number of school boards of decentralized districts pointing to the misuse of school funds.

A member of the city's central board of education reported that more than 1,500 persons were employed in the schools in various professional positions without having to meet civil service system requirements. Such appointments are made by local school boards, under the decentralization law through the issuance of "certificates of competence." Albert Shanker, president of the teachers union, has charged that such appointments were being made primarily as a form of political patronage. When a city councilman's report criticized this practice in a local school district, the president of the local school board called the report a "political hatchet job so that he can get more jobs for his political hacks."

The councilman's report also criticized the allocation by the local district of almost $5,000 for air fares to Wash-
ington, D.C., the use of tax funds to finance a trip to the Soviet Union by the local district superintendent, and payments of $210 and $170 for new suits of clothing for two board members whose suits were ripped during a stormy school board meeting.

Project CAREER

On behalf of Project CAREER of the Massachusetts Department of Education, Educational Testing Service is conducting a nationwide search for behavioral objectives, test items, and task analyses in an effort to develop a data bank for occupational instruction. Schools, community colleges, and other educational agencies are invited to submit sets of behavioral objectives and copies of criterion-referenced tests related to any of the vocational cluster areas.

Contributors will be provided one-time access at cost to the Project CAREER data bank when it becomes operational sometime during the 1973-74 school year. The data bank will provide educators with specific sets of objectives in any subject area.

The project is financed by a federal grant. For further information write to Charles Loch, Project CAREER, Educational Testing Service, Princeton, New Jersey 08450.

Secondary School Drug Survey

An annual survey of junior and senior high school students in San Mateo County, California, reveals that 22 percent of the youngsters used marijuana 50 or more times during the year, as compared with 16 percent in 1970. The figures for alcohol consumption (50 or more times during the year) were 25 percent in 1972 and 16 percent in 1970. Marijuana was “tried experimentally” by 51 percent of the students in 1972 as compared with 42 percent in 1970.

The survey is conducted each year by statistician Lillian Blackford under a grant from the National Institute of Mental Health. Copies of the 1972 report are available from Lillian Blackford, San Mateo County Department of Health, San Mateo, California 94403.

Not Behavioral Objectives

The California legislature has set guidelines for local school districts to formulate educational goals with the help of lay citizens. Early this semester the San Francisco Board of Education officially adopted a Statement of Educational Goals which is divided into four broad categories: (a) democratic citizenship, (b) intellectual development, (c) vocational and economic competence, and (d) physical and mental health.

Teachers Tell About Problems

According to a recent national survey, students’ reading problems, “turned-off” students, and discipline are the three biggest classroom problems found by today’s elementary and secondary teachers. Fifty-two percent of the teachers responding to the poll, which was conducted by Scholastic Institute of Teacher Opinion of Scholastic Magazine, Inc., believe that students’ reading problems pose one of the three most difficult problems they face in carrying out their daily responsibilities. Forty percent said “turned-off” students account for one of their three biggest problems, and 39 percent picked discipline.

Other problems cited by the teachers were inadequate teaching materials (28 percent), school board or administrative policies (28 percent), and inadequate facilities (27 percent).

Pupils Illustrate and Publish Books

Primary grade pupils at Abernathy, Gray, and Meek elementary schools in Portland, Oregon, have published three books about what a child can see and learn by touring a bakery, dairy, and livestock show. The books are being distributed to Portland and suburban teachers to use when preparing pupils for field trips.

Administration Studies

Bibliography

Since 1967, a program has been under way at the Center for the Advanced Study of Educational Administration to develop techniques for helping school faculties communicate, solve problems, and make decisions more effectively. The strategy being developed is called training in organization development.

For a current bibliography of program products, write to: Director of Program 1503, Strategies of Organization Development, CASEA, 1472 Kincaid, University of Oregon, Eugene, Oregon 97401.

Self-Contained “Open” Classrooms

At Wheeler School in Tucson, Arizona, fifth graders move freely about their self-contained classrooms, which are arranged in “pods.” Class-
rooms have five pods: math, social studies, language arts, science, and art. In addition to completing a minimum assignment in each pod, pupils are encouraged to become involved in enrichment activities of varying degrees of difficulty in each area.

Teachers Ann Schaeffer and Barbara Aurand find this form of organization particularly well suited to the "unit of work" or project method. After initial instruction about new assignments, pupils work at their own pace on individual and group problems.

"Alternative" High School

Tucson High School's Extended School Day Program provides an "alternative" method for obtaining a high school diploma. Students who for any reason cannot attend high school during regular school hours may enroll in classes which meet between the hours of 4:30 p.m. and 10:40 p.m. and complete the requirements for high school graduation.

The majority of students in the Extended Day Program hold full-time jobs during the day or feel out of place in a regular school program because they have been away from school for a year or more. About 200 students are enrolled in the program.

Cooperative Work-Study Program

In St. Louis, a cooperative program involving the schools, the Mayor's Youth Council, and the juvenile court has resulted in work-study jobs for 103 high school students.

The Student Work Assistance Program (SWAP) places students who are referred by the juvenile court in nine city departments, involving them in neighborhood beautification, forestry, sanitation, nursing work, and clerical work. Students receive $1.60 per hour for a half day's work and spend the rest of the day in work-study classes.

Feedback from those involved has been highly favorable, and plans are in progress to add more students to the program.

Preschool and Parent Education Program

Mothers and their four-year-olds are attending classes at the same time at Milwaukee's Luther Burbank School. While the mothers are attending a class on family living, which meets one morning per week, their preschoolers are being introduced to school experiences in the school library.

Begun in November, the program was designed for a two-week period but was extended through the school year at the request of the mothers.

Conference Proceedings

The Proceedings of the 1972 Invitational Conference on Testing Problems, published by Educational Testing Service, includes the full texts of addresses on such topics as "Heredity, Environment, and Class or Ethnic Differences," "A Theoretical Approach to Cultural and Biological Differences," "Models for Preschool Education," and "Black Colleges and Black Studies."

Copies of the Proceedings are available at $2.00 each, while audio cassettes of each address are priced at $5.00. Order from: Invitational Conference on Testing Problems, Educational Testing Service, Princeton, New Jersey 08450.

Reading Project Shows Results

Last year Hawthorne Elementary School in Boise, Idaho, embarked upon an individualized reading program. Objectives were to provide reading instruction to individuals and small groups on the basis of identified needs, to enable pupils to read effectively in content areas, and to develop positive attitudes toward reading for both information and pleasure. Eighty pupils, ten of whom had learning disabilities, were involved.

A wide variety of interesting and exciting books (both hardbound and paperback), as well as pamphlets, periodicals, and other instructional materials, were the staple item for the project. Specialized help was provided by Boise State College consultants as well as school district personnel. Student tutors were also enlisted to help with the project.

Several evaluation instruments were used to measure results at the end of the school year. According to the Gates Reading Test, reading comprehension increased 1.5 years on the grade placement scale. A book circulation count developed by teachers and the librarian showed that pupils read 50 percent more books than previously.

Particularly significant, in view of the relationship between learning and behavior problems, was this comment by teachers: "Classroom management was easier, with discipline problems almost eliminated." Thus, the evidence is that all objectives of the program were met.

The project was funded May 1973

781
by a $3,000 grant under Title II of the Elementary and Secondary Education Act (ESEA).

Senior Volunteers

In a recent column, we described two programs involving the "adoption" of senior citizens by junior high schoolers. The purpose of these programs was to provide pupils with opportunities to contribute to the well-being of others.

Senior citizens also need to have a chance to serve others; they are a valuable instructional resource only infrequently tapped by the school. At Taylor Elementary School in Boyds, Montgomery County, Maryland, senior citizens from the Asbury Methodist Apartments work as volunteers. Ranging in age from 60 to almost 90, they make instructional materials, work with small groups in special interest areas such as sewing and woodworking, and work on a one-to-one basis with children who have learning problems.

Says Taylor's principal, Dr. Susan Warrell: "Our children have really benefited from the individualized attention the volunteers give them. It is not only the extra help they give with math and reading, but sometimes just sitting in a rocking chair listening to children talk or reading them a story. Many of these children have no grandparents and perhaps not even a father in the home. This has been wonderful for them."

The volunteers are the first group active in Montgomery County's new Retired Senior Volunteer Program (RSVP). For some, it is not the first time they have worked in a school; at least half the group are highly qualified former educators.

Interlude

At Conroy Junior High School in Pittsburgh, music is played during module changes instead of the traditional ringing of bells.

Resource Book for Drug Abuse Education


Opportunities and problems in freeing space, structure, and curriculum for improved learning.

To accompany this booklet: A one-hour tape cassette captures a discussion by Alexander Frazier and four doctoral students of the merits of the open school concept. Side 1 considers "Structure in the Open Classroom"; Side 2 discusses "Criteria for a Good School in an Age of Alternatives." Alexander Frazier and Doctoral Students, "Questions About Open Schools," 1972. 60 min. $5.00.

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