

**LAUREL N. TANNER\***  
**DANIEL TANNER**

## We Must Be Doing Something Right!

REPORTS on the latest studies by the International Association for the Evaluation of Educational Achievement (IEA) reveal that the United States leads all other nations in school retentivity and educational yield. More than 75 percent of the age group is enrolled in the senior or terminal year of secondary schooling in the United States as compared with 70 percent for Japan, 45 percent for Sweden, 29 percent for France, 20 percent for England, and 13 percent for the Netherlands.

Achievement test results "refuted the hypothesis that the more selective a nation is in terms of gross percent excluded from the last year of secondary education, the better the achievement level of those still in school will be." In other words, nations with school systems having the highest rates of retentivity or holding power

do not suffer any loss in educational quality as far as the most able students are concerned; and since these systems enable more youngsters to go further in their formal education, they have the highest educational yield.

In comparing the achievement test scores in literature for the most able students at the senior year of secondary schooling in ten countries (top 5 percent and top 9 percent of the senior-year population), American students attained the highest mean scores.

Results of the study on science achievement in 19 countries revealed that although U.S. schools have the highest rate of retentivity, American students scored only slightly below the highest performing nations at the upper score levels. A conclusion of the study on science achievement was that when the per-

formances of the top 1 percent, 5 percent, and 9 percent of the age cohort of students in each nation were examined, the top ability students in the nations with the highest level of school retentivity attained achievement scores that were comparable to those of the top students in nations with selective secondary systems. In the words of the report, "It does not appear likely that the performance of the more able students is greatly affected when a higher proportion of the age group remain in school, but it is clear that the number of students with advanced training in science is increased."

Here is what a West German educational publication, *Kulturbrief*, had to say about the IEA results:

The International Association for the Evaluation of Educational Achievement (IEA) has now published a comparative

\* Laurel N. Tanner, Associate Professor of Curriculum and Instruction, College of Education, Temple University, Philadelphia, Pennsylvania; and Daniel Tanner, Professor of Education, Graduate School of Education, Rutgers University, New Brunswick, New Jersey

survey, based upon seven years work, of the knowledge and abilities of 10-, 14-, and 18-year-old pupils in 19 different countries. The investigations took in the spheres of the natural sciences, literature, foreign languages, political education, and comprehension in reading. One of the most important findings is that a selective school system (as still dominates in the Federal Republic of Germany) does not in any way guarantee better top performances than the comprehensive school system on which American and Swedish education is based. Even though only 9 percent of 18-year-olds in the Federal Republic are at a gymnasium compared with 75 percent of this age group at high school in the U.S.A., performances by the best German pupils are slightly below the test results of the best Americans. The best pupils in Sweden, where 45 percent of this age group are at high school, achieve clearly better results than their German equivalents.

Three volumes of the IEA study have been published by John Wiley & Sons and are available for purchase from the publisher. The three volumes are: *Science Education in Nineteen Countries*, *Literature Education in Ten Countries*, and *Reading Comprehension Education in Fifteen Countries*.

### **Career Ladder?**

Less than 18 months ago, Sidney P. Marland, Jr., as U.S. Commissioner of Education, declared that, "Many young people go to college simply because it is the thing to do. I think it is a curse upon our system, and a wasteful exercise for our colleges and universities and our treasury, to have young people going to college simply because it is the thing to do." At that time Marland

was promoting career education on the ground that going to college is overvalued in our society.

Early this winter, Marland resigned his post as Commissioner of Education to become President of the College Entrance Examination Board (CEEB). The chief purpose of CEEB is described in one of its official publications as "to increase access to the movement of students into college."

### **Zip Device Puts Zap in Learning**

Learning how to zip, snap, tie, button, and buckle is a lot easier for five- and six-year-olds at William Tyler Page Elementary School in Montgomery County (Maryland) thanks to a homemade device. Made of oil cloth and corduroy, the nameless wonder slips over a small desk. Up to four children at once can zip a jacket-type separating zipper, button coat-type buttons, snap snaps, buckle buckles, and tie laces larger than but similar to those on shoes. The device was produced by volunteer aides.

### **Adult Education**

The Wayne, New Jersey, Adult School has borrowed a technique from vocational education and introduced a work-study arrangement for adults. The students are learning to be travel agents through a 60-hour course that combines evening discussion sessions and daytime on-the-job training in local travel agencies. The school is sponsored by the Wayne Board of Education.

### **Comparative Education Costs**

In Los Angeles County the current expense per Aver-

age Daily Attendance (ADA) in the Beverly Hills Public Schools is \$1,541.25, while that of Los Angeles City Schools is only \$907.15. The average expenditure per pupil in California school districts rose from \$461.50 in 1962-63 to \$990.88 in 1972-73.

### **Archeological Expedition in Illinois**

Eighth graders at Washington School in Peoria, Illinois, spent a week last fall on an archeological digging project at the Koster site at Kampsville, Illinois. Accompanying pupils were their teachers and the school principal. In addition to digging for artifacts, they attended lectures by the resident archeologists.

### **Metric System on Its Way**

The National Bureau of Standards is offering a wallet-size metric conversion card with minimum data needed for converting customary units to metric units or vice versa. There is also a centimeter scale along one side of the card and an inch scale along another side as well as a direct read-out scale for converting from Fahrenheit to Centigrade. Conversion cards may be ordered for 10 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Ask for S.D. Catalog Number C-13.10:365.

### **In the Swim**

More than 4,000 third graders are involved in a swim program sponsored cooperatively by the Toledo (Ohio) Public Schools and the YMCA. Each child spends one half hour per week in the water at one of seven pool sites under

the supervision of "Y" instructors. Many of the youngsters have never before been in a pool and must overcome fear before getting used to the water.

By the close of the eight-week course, all are expected to be at ease in the water, know basic water safety habits and simple strokes, and be able to survive in case of accident. Last year (the first year of the program), 4,392 pupils completed the swim course and not one swimming death occurred during the summer among swim program participants.

Each child receives a certificate upon completion of the course.

#### **Units on Population Studies**

*Population Profiles* is a series of 14 units in social studies for high school students, prepared by the Center for Information on America through the financial aid of the Population Council, Commonwealth Fund, and other foundations. The units are focused on such topics as "The Nation's Minorities," "Growth and Future of Cities," and "The Desertion of Our Countryside." For information on obtaining the units, write to: Center for Information on America, Box C, Washington, Connecticut 06793.

#### **Fourth Graders Learn About Nutrition**

Gail Reed's class of fourth graders at Green Bay Avenue School in Milwaukee, Wisconsin, recently culminated a unit on nutrition and health with a breakfast at the school. Breakfast included cereal with bananas and milk, orange juice, scrambled eggs and sausages, toast and jam. Before eating,

the class sang a song: "For Health and Strength and Daily Food."

Besides appreciating the importance of a good breakfast, Mrs. Reed said the pupils have learned to distinguish between foods that make for good nutrition and those which are only empty calories. They assembled a well-balanced meal, bringing to class magazine pictures of the foods they selected for the menu. Each child made a scrapbook of the work he or she did in the health unit.

#### **Contemporary Education**

In a recent issue of *University College Quarterly*, a publication of Michigan State University, an article by Jack M. Patt entitled "Contemporary Education in the Soviet Union" offers this description of the typical classroom:

Discipline is extremely strict and enforced from the first day of school. When the children are not busy they are expected to sit quietly with arms folded on top of their desks. When the teacher calls on the student to recite, he rises and must wait for the teacher's permission to sit down again. He also rises when the teacher or any adult comes into the classroom. This strict discipline is enforced everywhere on the primary and secondary level in the same way. Consequently, school authorities are not faced with the same kind of problems as in the United States. Students are made to work extremely hard, and this burden increases with the higher grades. As a result, many students are very tense, disturbed emotionally, and ill.

#### **Growing Polarization Toward Assessment**

A national survey of state educational assessment programs, conducted by Educa-

tional Testing Service, found that 30 states are conducting ongoing assessment programs. However, the survey also found "negativism and resistance on the part of teachers" and "a growing polarization between teachers and advocates of assessment." The report of the survey noted that, "Many teachers have a real fear there will be oversimplistic interpretation of results."

Educational Testing Service operates the Center for Statewide Educational Assessment. The report, *State Educational Assessment Programs 1973 Revision* is available for \$4.00 a copy from Office of Information Services, ETS, Princeton, New Jersey 08540.

#### **Revised Arithmetic Project Course Available**

Education Development Center in Newton, Massachusetts, has available the revised edition of The Arithmetic Project Course for Teachers. Such mathematical topics as jumping rules on the line and in the plane, frame equations, and maneuvers on lattices will be learned. These ideas are easily adapted to individual styles of teaching and learning. A one-session introductory workshop package on lattices can be obtained from Ms. Lisa Gregorian, Assistant Director, The Arithmetic Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

#### **Team Approach to Truancy**

The Dayton, Ohio, schools have expanded services to children and adolescents having attendance problems. Objectives of the new program are fourfold: (a) identification of out-of-school youth of compul-

sory school age; (b) diagnosis of reasons for dropout or truancy; (c) assistance and direction for appropriate school placements; and, (d) establishment of cooperative relationships among school, police, and court authorities. Four centers have been established to coordinate the program. The staff members locate students with attendance problems, determine the cause of difficulty, and then work with the student to help him take full advantage of school programs.

A typical case was that of Richard, an eighth grader who had missed eight days the first three weeks of school. Alert to a developing truancy pattern, the assistant principal called the nearest center for help. A member of the center staff made a home visit that same day and found that Richard was not attending school because he had no lunch money. The school and center determined that the family qualified for free lunches and Richard's problem was solved immediately. He has not missed a day since.

Centers generally act upon referrals from schools. However, if center resource personnel spot children and youth on the streets during school hours, the center initiates the case. The point is that center and school work cooperatively to help the student get back in school.

#### **"Accidental" Poisoning Seldom Accidental**

Most of the "accidental" poisoning cases involving children and adolescents brought to poison control centers are suicide gestures, according to M.D.'s Matilda S. McIntire and Carol R. Angle of Omaha, Nebraska.

The researchers assessed suicidal intent in 50 patients, ages 6 to 18, treated at two poison control centers in Omaha. Initial diagnosis showed 42 percent of the cases to be accidents and 58 percent suicide attempts. Following psychological study, these figures changed to 4 percent accidents, 70 percent suicide gestures, 2 percent suicide attempts, and 24 percent other causes. Twenty-six percent of the patients had made previous suicide gestures. (A gesture generally means that the child does not really wish to take his life, but wishes to gain parental attention by appearing to try.)

In 60 percent of the cases, extremes in parental control and unreasonably high expectations were often a factor. Too little parental control or indifference on the part of the parent and the child's feeling that he was not wanted also was often involved.

Other researchers have found two striking circumstances in adolescent suicides: a history of academic failure and inadequate social identification in the school environment. The socially isolated suicides are involved in social interaction neither with peers nor with teachers.

#### **Comprehensive Curriculum Laboratory**

While most curriculum laboratories have tended to emphasize elementary school instruction, not so in San Jose, California; secondary school resources are as plentiful and diversified as elementary school resources. Known as the Curriculab, San Jose's district facility provides rooms, equipment, and materials for teachers to create their own teaching devices and class displays—

even to duplicating the ideas gleaned from Curriculab displays. Many of the curricular materials on display are "teacher made."

Intended primarily as a resource and workshop center for San Jose teachers, Curriculab has attracted teachers, supervisors, and curriculum people from all over northern California.

#### **Point of View**

A majority of East Lansing, Michigan, parents believe that teachers do not adequately communicate their educational objectives to parents, according to a recent survey conducted by Michigan State University. While most of the teachers surveyed do not believe that more written reports from teachers to parents would improve the present system of evaluation and reporting, parents think otherwise. The survey was made for a school-community committee on pupil evaluation and reporting.

#### **Math Fellowship and Research Grants**

The National Research Council has recently revised its brochure entitled *Fellowship and Research Opportunities in the Mathematical Sciences*. Copies may be obtained from the Mathematics Division, National Research Council, Washington, D.C. 20418.

#### **Students Take to the Sea**

Biology students at Pearl City High and Kailua High in Hawaii have an opportunity to study marine science in a living laboratory. Their classroom is the 65-foot motorized schooner *Machias*, operating out of Kewalo Basin. The marine laboratory was developed

by the University of Hawaii as a service to secondary school students. Curriculum materials for the program were created jointly by the Department of Education and the University.

### **Geometry Yearbook**

Now available from the National Council of Teachers of Mathematics is NCTM's Thirty-sixth Yearbook, *Geometry in the Mathematics Curriculum*, the first yearbook to be devoted to the teaching of geometry since the Fifth Yearbook was published in 1930. The new yearbook presents the various theories on how geometry might best be taught at levels K-14. This 480-page publication may be ordered for \$9.00 from the National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091.

### **Sixth Graders Manage Corporation**

Wearing dungarees and pigtails, they certainly do not look like business executives, but sixth-grade pupils at Kellogg School in Portland, Oregon, are directors of a corporation valued at more than \$150. The corporation was formed to finance a student store which sells school supplies.

Pupils issued stock at 50¢ per share to nearly 40 persons. Each stockholder was limited to ten shares. They contracted with a local wholesaler for delivery of pens, pencils, and paper. Although pupils sell supplies for about 40 percent off listed retail prices, they still clear a substantial profit. To date they have earned \$50 and stock has risen 25¢ a share.

At the end of the school

year, pupils plan to divide the profits among stockholders according to the number of shares owned and time contributed to the project. The corporation is the brainchild of teacher Ken Duvall who says: "I've discovered kids learn math a lot faster when they are handling money, and they are really eager when they can invest and make a profit."

### **Curriculum Innovation Encouraged in Torrance**

In Torrance, California, a new program, "Creativity and Innovation," provides incentive and financial support for teachers to develop and apply ideas for curriculum improvement. Proposals are submitted by teachers to the district's curriculum department for consideration. Categories for proposals range from original application of an instructional or organizational design to development of techniques for classroom management.

### **Fifth Graders Bury "Time Box"**

In the year 2043 or 2053, when it is time to replace Keyser School in Toledo, Ohio, workmen demolishing the old building will uncover a metal "time box" under the structure. Inspired by a social studies lesson on artifacts, Carolyn Hoyt's fifth-grade class decided to bury a metal chest of items typical of 1973, to be uncovered in the future. They chose a spot in the center of what will be the library floor in the new addition to the school.

What went into the box? Pictures of the class, pictures of men's clothing styles and women's hair styles, a baseball, the American flag, a copy of *The Blade*, a map of Ohio, a

list of the Keyser teaching staff, the 1973-74 administration directory, the school's weekly newspaper, and a crayfish claw found in Lake Erie.

What a great time for a class reunion when the chest is found and opened!

### **"Let Them Eat Ice Cream"**

For districts that cannot afford milk for children, the U.S. Department of Agriculture says let them have ice cream. Or orange juice or cheese. USDA is conducting studies to see if something less expensive can replace high priced milk in school lunch programs.

### **Curriculum Mandate**

The Illinois Legislature has mandated consumer education programs from grades 8 through 12.

### **Adult Education in Minneapolis**

During the 1972-73 school year, enrollment in adult classes in Minneapolis reached an all-time high with more than 31,000 adult students attending over 1,500 classes. This year's enrollment is ten percent above last year's. (These figures do not include enrollment in vocational classes.)

Who are the persons seeking additional education in Minneapolis? Says Stan Baraga, assistant director of community education: "They are over 17 years of age to 80 or 85 . . . and come from all walks of life and professions. Some persons haven't completed their elementary education while others may hold a doctoral degree, and their subject interests vary from reading to astro-physics."

## "Take Me Along"

*The Franklin Falcon* is a newspaper published by pupils in grades 5-8 at Franklin School in Peoria, Illinois. Reporters from these grades are assigned to each grade from kindergarten through grade eight. The reporter goes along on all field trips and writes a firsthand report for the paper. All interesting and important classroom happenings are "covered" by the assigned reporter.

## Student Page Program

High school seniors who attend schools in Maryland are serving as pages at the 1974 session of the Maryland General Assembly in Annapolis. The student pages run errands and perform other services for the legislators. At the same time they have an opportunity to learn about the operation of state government. Each page has been assigned duties for two one-week sessions. There are 115 students in the program this year.

## Schools Receive Music Grant

A number of Los Angeles elementary and secondary stu-

dents are being admitted free to a series of symphonies and are taking music lessons from professional musicians as a result of a \$1,000 grant presented to the school district by the American Jewish Committee. Half of the grant is being used to provide admissions to the Saturday morning Symphonies for Youth which are sponsored by the Southern California Symphony-Hollywood Bowl Association (SCS-HBA). The second half of the grant gives talented minority students the opportunity to study with members of the Los Angeles Philharmonic Orchestra.

## Curriculum Monographs

What are the developmental skills in reading required by the individual from early childhood to adulthood? Now available from the Oregon ASCD is a booklet listing 375 skills in order of difficulty. *An Inventory of Reading Skills* (Oregon ASCD Bulletin No. 312) is obtainable for \$1.50 each. Also available for \$1.50 each are Jack Frymier's 1972 ASCD conference paper, *A Curriculum Manifesto* (Bulletin No. 314), and *Teaching Crea-*

*tive Writing* (Bulletin No. 318). Order from Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308.

## Census Bureau Publication

*Our Incomes*, a 20-page booklet published by the Census Bureau, is intended to acquaint students with facts about the cash incomes of Americans. Part of the *We, the Americans* series, which is designed to present census findings in an attractive form to students, the publication includes numerous illustrations, simple graphs, and charts.

The booklet reports such facts as these:

- Median income of U.S. families topped \$10,000 in 1971

- Highest family income is in Alaska

- Suburban residents earn the most money.

Copies of *Our Incomes* may be obtained for 45¢ each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. A 25 percent discount is given on orders of over 100. □

---

## Index to Advertisers

General Learning Corporation .....	Cover 3	McKnight Publishing Company .....	556
Hendershot Bibliography .....	552	Random House, Inc. ....	572
Houghton Mifflin Company .....	Cover 4	Science Research Associates .....	568
J. B. Lippincott Company .....	564, 570	Scott, Foresman and Company .....	558

Copyright © 1974 by the Association for Supervision and Curriculum Development. All rights reserved.