

ROBERT C. MCKEAN\*  
BOB L. TAYLOR

### Television Dramas in Hawaiian Classrooms

KATHLEEN BUSICK takes portable videorecording and camera equipment into Hawaiian schools and gets youngsters to become writers, cameramen, directors, producers, and stars. "It really turns them on," she says. "Children who are not usually articulate become very active and involved."

The video equipment is not complicated and can be used even by primary level pupils. It seems to offer exceptional motivational advantages and is especially attractive to students who are visually oriented. The success of the program was illustrated by the taping of the Hawaiian legend of Puapualenalena by 4th and 5th grade pupils at Waiahole School. They got so involved on the last day of filming that the whole class persuaded their mothers to come by to pick them up so they could work late after school.

Busick is a staff member of the Hawaii Department of Education's ETV Section. This year she has been working with district ETV coordinators in helping them start this program and she is visiting the neighbor island schools. According to *Na Lono Kula*, the Hawaii Department of Education newsletter, Busick also coordinates an exchange of classroom-produced videotapes with other states and countries all over the world. Exchanges have been made with schools in New York, Maryland, California, Alaska, New Zealand, and Newfoundland, among others.

### Educators Question Bilingual and Bicultural Directives

Educators in Colorado have petitioned to enter the Denver Public School integration case "as friends of the court for the purpose of questioning the extent to which a federal court may extend its authority and assume jurisdiction for the governance of a

Colorado school district," states Frank S. Miles, in the *Colorado School Board Bulletin*. For this purpose the Colorado Association of School Boards, the Colorado Association of School Executives, and the Colorado Board of Education have each filed petitions with the appellate court to enter the case as *amicus curiae*.

Miles lists a number of directives set forth in the Cardenas Plan, which the Federal District Court has ordered the Denver School District to follow "to the extent feasible," to which possible objections may be raised. Several of these have potential significance to curriculum workers and supervisors.

"The Board of Education for School District No. 1 shall adopt and publicize a general, written statement of its philosophy towards education which will incorporate the following

\* Robert C. McKean and Bob L. Taylor; both Professor of Education, University of Colorado, Boulder

principles." (Ten statements of philosophy are listed.)

"There must be an adequate and extensive health program provided for students at all levels."

"Bilingual and bicultural programs must be implemented in all schools beginning with early childhood programs through adult education programs."

"The school must demonstrate its commitment to the bilingual concept by ensuring that all official notices and communications are in Spanish as well as in English."

The district "shall direct all personnel to eliminate the negative effects of poverty on school children and to adapt to the child's preferred learning styles."

The district "shall reform the societal perceptions of its staff by instituting mandatory, comprehensive, and sequential instruction and retraining in the area of societal perceptions of minorities."

The district "shall advise all new applicants that proficiency in bilingual-bicultural education is a criterion for employment."

"Guidance counselors will not use standardized test results as a guide for scheduling."

Districts "shall make school facilities and programs available to the adult population for educational, vocational, and recreational purposes."

#### Curriculum Turns to Sailing

"Why not teach Basic Sailing as a high school course?" asks Robert E. Mehaffy writing in *Sail*, a national magazine dealing with the age-old sport. The author describes how he and Dick

Guches, a fellow sailor and colleague in the Sacramento (California) City School District, developed just such a course for the summer session at the secondary school level.

Student interest from the beginning has been great; the first time the course was offered, in 1972, 153 applications were sent in within three days after enrollment forms went out. Two classes of 30 students each were scheduled and, with the help of volunteer tutors during the first few weeks, it was found that "one instructor can successfully introduce 30 young people to sailing at the same time."

The plan called for approximately 120 hours' study in sailing. Enough boats were rented so that half of the students in the class would be in the boats and half on shore. Films, lectures, and discussions dealt with basic sailing concepts, theory, terminology, and law. An adopted text and learning activity packages were utilized. Two field trips were featured as enrichment for the course.

#### Curriculum on the School Bus

Fifteen students attending Diamond High School in Anchorage, Alaska, will "go to school" while riding the school bus from their homes in Girdwood, 50 miles and about one hour and twenty minutes away from the school building. This instructional experiment, reported in the *Newsletter* of the Agency for Instructional Television and National Instructional Television, makes available headphones and a video-cassette recorder presenting programs on a seventeen inch monitor mounted in the front of the vehicle. Bob Penn of the Anchorage Bureau

School District administers the project which is said to include such programs as "Life World 2000," "Pilgrims to the West," and "Project History."

#### Middle School Concept Threatened

"Middle schools are constantly under pressure to become a miniature of the senior." In fact "organized senior and junior high groups put pressure on middle school administrators, parents, and children to incorporate programs not consistent with the purpose of middle schools." James DiVirgilio, Assistant Director of Secondary Schools, Howard County, Maryland, made these charges in an article published in the Maryland ASCD *Focus*.

A good example of this is his concern about developments in the music programs. DiVirgilio indicates that most recently pressure has been building for middle schools to have their bands adjudicated. This involves a process of evaluation by a jury of instrumental music instructors resulting in a formal rating. The champion of the county schools goes to district competition and then to a state meet. "Another phase of adjudication" is the evaluating of an individual's performance to judge eligibility to vie for the state band."

If the middle school philosophy is not to be violated, such evaluation and judgments must recognize that the middle schools "include a wide range of students all of whom are not accomplished musicians but who in turn are seeking self-direction in music." DiVirgilio seeks (a) to call our attention to this curricular problem and its threat to the

middle school and (b) to urge the formation of a middle school unit in the Band Directors Association.

### **Bremerton Students Study Future**

"Today's schools are faced with the challenge of providing students with the competencies which they will require in meeting the unknown demands of the next fifty years." Funded by Title III of ESEA, FUTURE is a project in the Bremerton, Washington, schools which involves about 350 students and 15 teachers in pilot classes at the primary, junior, and senior high school levels. The expressed goal is to develop a program which "(a) will allow students to become aware of work in a changing world, (b) will help students to become effective in group interaction, and (c) will permit students to recognize their personal value systems and become skilled in making decisions."

This project, as described in *WSCEE*, the newsletter of the Washington State Council on Economic Education, provided training for teachers in pilot classes in areas of employment, economics, careers, and human relations. These teachers are involving students in class activities which are designed to stimulate interest and understanding about the functions of work in our economy.

With the cooperation of about 200 community and regional employers, older students are able to observe at firsthand more than 400 different occupations. Each secondary student in the program is permitted to select four situations to observe. Each individual is matched

with a worker for a full work shift and is able systematically to gather information about the job he or she is observing.

Pilot classes at all school levels study the human elements of work. Each student is encouraged to consider his or her own personal values related to the various occupations being examined. An attempt is made to try to predict present and future demand for different types of employment.

### **Research on Income Change**

- Changes in a family's well-being—including those families that sank into poverty—were almost exclusively the result of changes in the makeup of the family and its participation in the labor force. The arrival and departure of children, marriage, divorce, retirement, and members joining or leaving the labor force—these are the things that dominated any significant change in a family's well-being.

- With a few minor exceptions, it was not important what attitudes the people in the family had, whether they behaved in a particularly sound economic manner, or even how much education they received (although education affected their starting positions).

These were major conclusions about the causes of income change from a recent Institute for Social Research study entitled *The Panel Study of Income Dynamics*. This research has involved the careful monitoring of the economic experiences of a representative sample of some 5,000 American families over a period of six years with the seventh in progress. Extensive data were gathered about these families, about their attitudes and be-

havior, and about critical elements in their social and economic environments.

The two-volume account of the research is available paperbound for \$9.50 and clothbound for \$15.00 (Volume I, *An Analysis of the First Five Years of the Panel Study of Income Dynamics*, 436 pp.; Volume II, *Special Studies of the First Five Years of the Panel Study of Income Dynamics*, 376 pp.). Order from Sales Fulfillment Section, Institute for Social Research, Box 1248, Ann Arbor, Michigan 48106.

### **Role of the Press in School Journalism**

The Commission of Inquiry into High School Journalism has recommended that the professional press take a more active role in school journalism programs. There is particular need in the areas of minority participation in the school press and support of free expression. Students, teachers, and administrators were found to be poorly informed about the rights of student expression.

The Commission recommended the establishment of resource centers around the country to provide advisers and students with current information on the high school press. Also, there should be more cooperation of school and professional press through programs which bring professional news people together with students. Both teachers and students need a clearer understanding of free speech rights, for both students and teachers were imposing self-censorship to protect themselves from such problems as college admission difficulties and loss of employment. The

report is to be issued as a paperback by next summer from the Robert F. Kennedy Memorial's Commission on Inquiry.

### Predicting Drug Abuse

A University of California researcher found few reliable childhood indicators of future drug and alcohol abuse in his study of 5,000 U.S. soldiers in Europe. The soldiers were asked to report on childhood activities (hobbies, games, pets, sports, membership in social organizations) and family matters (church attendance, how often they were spanked, whether their parents drank at home). The only childhood correlation he found with an adult drinking problem was drinking at home before the age of 15. And the only correlations with adult abuse of amphetamines or opiates were spanking and church attendance. Both worked against drug abuse, unless the child was punished more than three times a week, in which case he tended to be an abuser. Information about the study may be requested from Forest Tennant, Department of Preventive and Social Medicine, Medical School, University of California, Los Angeles 90024.

### Career Expo '75

The Los Angeles City Schools will participate in the exhibition scheduled for January 31 through February 9, 1975, at the Great Western Exhibit Center in Commerce, California. It is estimated that some 400 exhibit booths, representing thousands of career activities, will be shown. Booths will be staffed by exhibitors from private business and industry, government,

labor, and education. Actual work demonstrations, visual aids, and printed material with job specification requirements and salaries will show students what to expect in a particular trade, occupation, or profession.

A 10-day audience of more than 200,000 is expected to visit the Center. Among the career clusters to be represented are such fields as communications, transportation, health and welfare, construction, natural resources, personal and professional services. Students are to be made aware of the dozens, hundreds, thousands of support jobs in each field that do not receive as much notice as the more glamorous types of work. In medicine, for example, there are many technical and professional occupations that do not fit under the title of doctor or nurse.

Plans are being developed in the district for the transportation of students in the 9th and 10th grades and other selected senior high school students to the Career Expo.

### Use of Simulation Games

A research report from the Johns Hopkins Center for Social Organization of Schools presents an instructional model for teachers to use in simulation games. An exploratory application of the model with high school students resulted in increased class performance over a conventional teaching approach.

The model contains two phases: the first concerned the acquisition of basic skills and knowledge and the second concerned an application, elaboration, and liberalization of the first. The second phase

requires the use of higher level abilities of application, analysis, synthesis, and evaluation in an "applied" but simulated environment. Phase one consists of traditional classroom approaches to teaching while phase two consists of an experience with a simulation game that increases in complexity and involvement over time.

The basic steps of the model are: (a) determining student competence at entrance; (b) introducing the unit at broad conceptual levels; (c) introducing new concepts: gaming environment, team structure, scoring (based on performance criteria in simulation or game and class work), roles, and types of decisions to be made; (d) completing a round of decision making with model; (e) having student try to predict results of decision; (f) informing students of their relative performance as teams and individuals; (g) discussing effects of students' decisions, determine their understanding, and clarify their misconceptions; (h) repeating the latter four steps at the next higher conceptual level of the model.

Copies of the research report may be ordered from the Center at 3505 N. Charles St., Baltimore, Maryland 21218.

### Hawaiian Language Used in Honolulu School

"Ku'u ana 'ula  
Ku lalani nā koa kapa  
Ke 'oke'o?"

Class, what is the answer?

"Ka Wahai"  
"Right!"

The riddle is, "What is

my red cave, with white soldiers standing in line?" "The mouth" is the correct answer. In elementary-level classes at the Kamehameha Schools, they are using a new Hawaiian language instruction series. The books are, "E Wala 'au Kākou," *Let's All Talk*, by Violet-Marie Rosehill, Kamehameha Elementary Division music teacher. Rosehill found that elementary students did not understand the words of the Hawaiian songs which she was teaching. When she found that there were few instructional materials in the Hawaiian language at the elementary level, she developed the series of eight booklets in order to reinforce the Hawaiian language skills that children learn at home or at play and which increase their Hawaiian vocabularies.

There are eight booklets

in different colors each representing the eight islands of Hawaii. The booklets are filled with simple drawings—no words—depicting people, objects, places, and situations, and accompanying audiotapes. These provide visual and memory aids for helping the students learn Hawaiian greetings, names of family members, history, parts of the body, geographical directions, riddles, aspects of nature, wise sayings, games, songs, implements, and clothing.

#### Citizens and Professionals To Advise TV Station

A new education television station is being developed in Springfield, Missouri. The direction which the station will take is being planned by two advisory groups: a citizens' advisory committee and an educational advisory committee. The educational

advisory group is developing a set of guidelines for use by the channel in developing the programs it will use for classroom instructional television. When it is time to select specific programs based on these general guidelines, curriculum committees and subcommittees will be drawn from the ranks of teachers from throughout the station's viewing area. There will be four general committees: lower elementary, intermediate, junior high, and senior high school. This will be further broken down by subject matter areas. The members of these committees will be used to view samples of the types of programming available from educational television production centers throughout the country, and make selections among these programs based on the guidelines. □

## Index to Advertisers

American Institute for Character Education .....	364	Hendershot Bibliography .....	342
Aimes Instructional Media Services, Inc. ..	352	The Macmillan Publishing Company ..	354-57
Center for Environmental Learning .....	360	Charles E. Merrill Publishing Company ...	340
Contemporary Education Journal .....	344	Mogul ED .....	Cover 3
CTB/McGraw-Hill .....	358	National Association of Elementary School Principals .....	366
Curriculum Development Associates .....	362	New York University School of Education .	342
Franklin Publishing Company .....	352	Open University .....	350
Harper & Row, Publishers .....	348	Xerox University Microfilms .....	346

Copyright © 1975 by the Association for Supervision and Curriculum Development. All rights reserved.