

ROBERT C. McKEAN*
BOB L. TAYLOR**Students Starve for 30 Hours**

"Starvation" began at breakfast time Friday and ended at a 12:30 noon meal on Saturday for 28 pupils and six staff members of the Boyden-Hull Junior High School (Iowa). As described in *The DPI Dispatch*, published by the Iowa State Department of Public Instruction. The 30 hour fast was chosen by the students to discover exactly what it is like to experience hunger and the subsequent pains. They felt it was saddening to read about hunger and see pictures of undernourished children, but none of the students could actually know how a hungry person felt.

Why 30 hours? Many of the hungry and starving people in the world get but one meal a day. The first six hours—from Friday morning to noon-time—would put the participants in a hungry state to begin the fast, so that they could more fully realize the true hunger feeling that undernourished people have.

Missing the first meal and waiting for the final hour to pass probably caused the greatest anxieties for the people involved. Jim Walker described his early concerns, "I really don't feel any emptiness in my stomach, although I do feel a sense of panic thinking

that I still have hours left on this thing."

The time after school Friday evening was spent playing games, playing in the gym, listening and dancing to records, watching TV, or just visiting with friends. Each student kept a diary of his or her feelings and activities and was required to record these at periodic intervals. Everyone remained at school overnight and slept on tumbling mats and in sleeping bags. "Lights out" came at 11 p.m. as students began what for most was their first night on an empty stomach.

Participants began to rouse about 6:30-7 a.m. Saturday. Students generally felt weak and were listless and passive. At 9 a.m. they viewed a film "Can the World Be Fed?" After the film the participants were on their own until 11:15 a.m. Most chose quiet activities; only five ventured to the gym to play and then not for long because they were so weak.

By noon Saturday participants had lost a total of 116 pounds, an average of 3.74 pounds per person. The largest loss was six pounds. At the end of the experiment, the students were served a meal prepared by Vincent Huls, principal, Robert Eisenbraun,

project director, and Mr. Wright, social studies teacher. The conclusion by most of the participants was that they would recommend this experience for everyone once but that they would not want to do it again.

"Prevention" Is Aim of Drug Program

Drug prevention is not giving young people a lot of facts about drugs. Mainly, it is providing them with something to replace drugs. A program started three years ago at an East Los Angeles junior high school with one of the biggest drug problems in the school district has been expanded into a summer program as well. There has been a drop in the drug problem since the program was initiated.

The program, co-sponsored by the school district and the county-funded Narcotics Prevention Project, consists of narcotics counseling with a former addict, problem counseling, and a heavy emphasis on alternative activities. The program takes place at the school after classes are out.

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The most important part of the program is the activities—special interest courses, games, crafts, and sports. The activities are all things in which students have expressed an interest, and they help to eliminate the primary factor that causes the drug problem, boredom. During last summer, 1,300 students participated, and this included many students from neighboring schools and many who had never had a drug problem. The program replaced drugs for some and prevented others from trying them. The alternative activities are very important during the summer.

In addition to a narcotics counselor, there were four teachers and a half-dozen student assistants working in the program. The activities began at noon when summer classes were out, and included a confidence session, a slim and trim class, crafts, choir practice, girls' body dynamics, boys' body building, softball, board games, and movies. The activities were sponsored until 5 p.m., and on Fridays a sports night was held from 6 to 9 p.m.

Consumers Harmed by Poor Math Skills

The recently released data from NAEP's first assessment in mathematics demonstrates that many consumers are not prepared to shop wisely. In measuring math achievement of 17-year-olds and adults, 26-35 years of age, the National Assessment found that:

1. Less than one half of the 17-year-olds and adults could successfully determine the most economical size of a product

2. Only 10 percent of the 17-year-olds and 20 percent of the adults could correctly calculate a taxi fare

3. One percent of the 17-year-olds and 16 percent of the adults could balance a checkbook.

The NAEP results showed a difference between the sexes in consumer math skills. While women do a major part of the buying, males outperform females on exercises involving buying and household situations. Females also showed a drop in consumer math skills as they grew older. This survey indicated that females were at a great disadvantage when math is in the form of word problems.

The math assessment indicated that many consumers seemed to learn primarily from practical experience how to apply math concepts to everyday buying situations. Other National Assessment surveys, for example, reading and science, suggested a declining overall performance once a student finished school. Consumer math is the first area in which adults outperformed 17-year-olds.

Also, the consumer math assessment results indicated poorer performance by those who have less money to spend such as people living in the Southeast, blacks, people living in the inner city, and people whose parents have little or no high school education.

Early Warning Signs of Special Child Needs

Kentucky is conducting a campaign to help parents recognize children's special needs prior to entrance into school. Many times handicapping conditions are identified in children later than necessary and sometimes too late. A brochure describing some of the early warning signs of handicapping conditions states that if neglected for too long the problem may result in an unnecessary lifelong condition.

The brochure, "Early Warning Signs," was developed by the Consortium of State Departments of Education in the Appalachian Region. This is a 10-state body composed

of Alabama, Kentucky, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia.

The aim of the brochure is that parents be made aware of possible physical and/or mental conditions which may impede the normal growth and development of their children so they can seek help and treatment immediately. The brochure encourages parents to watch their children to determine if they have problems in seeing, talking, playing, thinking, hearing, or moving. For instance, if a child is often unable to locate and pick up small objects which have been dropped or frequently rubs his or her eyes or holds his or her head in a strained or awkward position when trying to look at a particular person or object, then parents should be alert to the possibility that their child may have special eye problems.

Sign Language Course for Normal Hearing Students

Prince George's County Public Schools, Maryland, have developed a language of signs course to be taught for normal hearing students. There is a need for various county employees such as police, fire fighters, health officials, librarians, and educators to have the necessary skills and knowledge to be able to communicate with deaf persons. A ten-week workshop of two class hours per week was used. The program was arranged so that the first hour of instruction dealt with problems confronting deaf residents; the second hour was devoted to learning sign language. The ten-week program included deaf speakers, movies concerning the deaf, deaf panelists, and exposure to both national and local programs related to deafness. The final class consisted of a dance group and drama skit presented by deaf persons.

The response to the class has been good. In the first two workshops held, one group of students included all health services personnel, and the other group was composed of police, housing and sheriff's office personnel, librarians, and educators.

There are plans to continue and to expand the program. If you are interested in this program for normal hearing persons to better communicate with deaf persons, contact Alan Buba, Office of Services to the Handicapped, (301) 627-3000 or Helen Norton, Capital Heights Special Education Resource Center, (301) 736-5400.

School-Work Linkage Studied

The College Board conducted a year-long study for the National Institute of Education to determine ways in which the worlds of education and work could be more effectively linked. A report, *Bridging the Gap: A Study of Education-to-Work Linkages*, contains 12 proposals for consideration and implementation by NIE, federal and state governments, educational institutions, and business and industry. Key proposals of the report were:

1. Opportunities for unpaid work experience should be provided for all students in all major programs at both the secondary and post-secondary levels.
2. The state legislature or governor should establish a state-level inter-agency Career Competency Assessment Board that would begin the process of articulating a common language to be used in describing secondary and post-secondary exit requirements and job entry requirements.
3. State legislatures should take appropriate action to require licensing boards to broaden their membership to include two new groups: those outside the trade or profession

who can act as representatives of the public interest and educational professionals who represent those with responsibility for training in the respective areas.

4. NIE should stimulate the development of model competency-based examinations and certification procedures in a number of occupational fields ranging from skilled crafts through the professions.

Other proposals urge revision of the 4th edition of the U.S. Department of Labor's *Dictionary of Occupational Titles*; the expansion of follow-up studies; the development of local Community Education and Work Councils; and better state level coordination of (a) data collection and utilization, (b) licensing board activity, (c) human development planning and funding processes. In the conclusions, there is a strong recommendation for the evaluation of existing work experience programs, their benefits, costs, and prospects, in the recognition that this should precede implementation of broad-scale work experience for all students.

Copies of the full report and the supplemental report can be ordered by writing to College Board Publications Orders, Box 2815, Princeton, New Jersey 08540, for \$4.00 and \$2.75, respectively.

L. A. Schools Expand Coed Sports

With the exception of three contact sports, women students are allowed to try out with men in all interscholastic athletic competitions in Los Angeles City Schools. The ruling exempts the sports of football, wrestling, and water polo, but the district staff is directed to present a formal report on guidelines for opening these sports to women. The decision expanded an earlier ruling in which the district was required to open interscholastic activi-

ties for girls in track, cross country, gymnastics, swimming, tennis, golf, and volleyball.

In addition to expanding the athletic opportunities for women, the ruling directs the staff to develop guidelines to provide for the selection of coaches without regard to the predominant sex of the team members. To protect the Girls' Interscholastic Athletics Program instituted two years ago, it was requested that provisions be developed that would maintain teams open to girls only. At present there are approximately 31,200 men and 7,000 women competing in interscholastic sports in the district. To date, no woman has attained the varsity level according to district athletic officials.

Mississippi Students Study Public Education

Mississippi students are studying public education in Natchez-Adams public schools. A unit developed by Florence Klotz, senior high school social studies supervisor, is described in *Education in Mississippi* published by the Mississippi Department of Education.

The two week unit includes the historical background of education, the organization of the local school system, budget information, and responsibilities of federal and local governments in public education. Klotz explains, "What we try to do is to educate students in the area of public education in general and the Natchez schools in particular."

Unit objectives include the following: (a) to help students to understand how state, local, and national governments combine resources to provide a free system of public education for the masses, (b) to educate students as to how our tax dollars help finance public education with emphasis on state and local contributions, (c) to give students

a knowledge of the structure and operation of the school system, and (d) to give students an understanding of their responsibilities as school children in helping to maintain quality education in their public schools.

Styles of Learning Assessed in Adult Program

"Cognitive style mapping" is a process for assessing a student's most comfortable manner of learning: whether it be visual or auditory, independently or in a group. The Whitney Ave. Adult Center, part of the City School District of Niagara Falls, New York, serves around 1,000 students a year, and the staff has been using a procedure to establish the best learning mode for the adult student entering the Center.

A series of statements is presented to the prospective student on entry to the Center. They consist of such items as "I have trouble making choices" or "The smells in a room tell me whether it is pleasant or unpleasant," and the student is asked to indicate "Most of the time," "Some of the time," or "Hardly ever." The student is not required to read these sentences and responds by dropping a color-coded card in a box.

Since the questions are designed to establish the student's learning traits, the individual is placed in a situation where these preferences are respected. The "cognitive style mapping" process is part of the regular intake counseling, locator placement, and pretesting used for diagnostic assessment of the student entering the Whitney Ave. Adult Center.

ALA Reacts to Textbook Censorship

The American Library Association has drawn up a set of propositions to reaffirm its position that books are

among our greatest instruments of freedom. The recent controversies over textbooks have highlighted the need for clearly established policies for all book selections. The "Freedom To Read" propositions are:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

2. It is not in the public interest to force a reader to accept with any book the prejudice of a label characterizing the book or author as subversive or dangerous.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

5. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and

diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

For further information about "Freedom To Read," write: Illinois Office of Education, Library-Media Services, 316 S. 2nd St., Springfield, Illinois 62706.

9th Graders Explore Consumer Credit

Ninth-grade students in four Wyoming communities will experience a pilot consumer education program. The program is part of an effort to inform Wyoming citizens about the Wyoming Consumer Credit Code passed by the 1971 Legislature. The program consists of seven classroom sessions dealing with the use of credit, the responsibilities of creditor and consumer, development of a personal spending plan, and shopping for credit. The materials—filmstrips, cassette recordings, teacher's guides, pamphlets, and pre-test and post-test materials—are also suitable for adult use. It is hoped that the program will be established in other school districts in the state, and that it can be expanded to include other aspects of consumer education.

New NDEA Centers Established

The Office of Education has provided federal support in 1975-76 for 66 NDEA centers for international language and area studies. In addition to the eight centers for Slavic and East European studies established in 1973, five additional centers were named to receive federal funds during the coming academic year. These new centers were established at the University of Oregon, the University of Vermont, the University of California—Los Angeles, the University of

Kansas, and the University of Illinois. All of the newly established centers have indicated that they intend to become actively involved in pre-college education.

Materials for Curriculum Workers

Several new sources of curriculum materials have come to our attention recently. These materials are summarized with a short description plus addresses for additional information.

1. *The Priority One: Environment* program is now available upon order from the Pollution Control Education Center, Union Township Public Schools, 2369 Morris Ave., Union, New Jersey 07083. The secondary grade level environmental education curriculum is designed to be interdisciplinary. It consists of four multimedia units—The Energy Challenge, Air Pollution and Your Health, Protecting Our Water Supplies, and Open Lands and Wildlife. In addition to student booklets, each unit contains student experiments and activities, filmstrips, overhead transparencies, and

a comprehensive teacher's guide.

2. *American Bicentennial Reading* is the first in a series of annual programs to promote reading for children throughout the year. Each year-around reading program will have a specific theme. Information about the program is available from Christine Stawicki, Children's Book Council, 67 Irving Pl., New York, New York 10003.

3. The American Universities Field Staff has developed five new global cultural studies units for grades 9 through 12. The units are: "Man at Aq Kupruk," "Southeast Asia," "Perspectives on Africa," "Urbanization: Cities Around the World," and "Looking at Ourselves." Also, there are 27 films available in the new film series, "Faces of Change," detailing life in five cultures. Additional information about these materials is available from American Universities Field Staff, 3 Lebanon St., Hanover, New Hampshire 03755.

4. *Curriculum for the 1980's* is a recently completed publication of the Texas ASCD. The report was com-

missioned by the Governor of Texas and includes the following component reports: Elementary and Middle School Education, High School General Education, Bilingual Education, Migrant Education, Education for Exceptional Children, Adult and Continuing Education, Occupational and Technical Education, Compensatory Education, and Early Childhood Education. The curriculum design for the 1980's contains: (a) a description of four basic curriculums which should be the heart of the comprehensive school program, (b) four conceptual overlays which were supported throughout the curriculum and in all program components, (c) an educational renewal model which included specifications for state, regional, and local district accountability, research and development, and personnel and staff development, and (d) program description and recommendations for each of the nine components. Copies of the report, *A School Curriculum Design for the 1980's*, is available for \$2.50 from TASC, Box 611, SFA Station, Nacogdoches, Texas 75961. □

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