

NEWS NOTES

by Bob L. Taylor and Robert C. McKean

Educators Must Care

Whatever life is like today is obviously vastly different from what life was like 5,000 years ago, and that difference is due to human uniqueness. Each person has had different experiences and different thoughts from any other person. According to Morrel J. Clute in an article in *The Core Teacher*, "That is the most dynamic concept in the world. It is human uniqueness that has made human society possible. It is human uniqueness that has made cooperation necessary."

Every human being has the potential for service, for production, for creativity. If it doesn't come from those of us here and now in our lifetimes, it will be lost to the world forever, for we shall not exist again. No one is able to identify what that potential for production, for creation, for service might have been. "That is what we try to do in our classrooms, and that is why we care."

"There is a terrible price that we pay for being unique, and that is being alone—aloneness. As human beings we have a desperate need to relate to people, to hold in common, to share, to communicate. In fact, our very existence has depended on that."

Clute continues, "At long last we have tremendous volumes of scientific research that prove what we have been saying for 25 years. That is, if teachers operate with high levels of empathy, of congruence—which is responding and feeling to what we truly believe and perceive, and of positive regard for students, students will make greater gains in achievement,

will have better attendance records, and also will make greater gains in intelligence measures." The evidence now weighs more than two tons! It has been collected by the National Consortium for Humanistic Education, and has been replicated in 42 states and seven foreign countries.

The clear conclusion is that educators must care about students. The article is brought to a close by the statement: "If anybody asks you why we care, we care because we cannot afford the ineffective approaches to education in which people do not care."

Factors in High Student Achievement

In a study conducted by the Wisconsin Research and Development Center for Individualized Schooling, several variables that can be controlled by the school and are related to higher student achievement and self-concept were identified. Using a variety of specialized questionnaires, the data were collected during 1975-76 in the intermediate level instruction and research units of 28 elementary schools using Individually Guided Education.

Student achievement scores in reading and math were found to be positively related to the number of teachers in the I&R unit who were enrolled in a degree program. The more unit teachers seeking some kind of advanced degree, the higher the average math and reading scores their students were likely to have. Moreover, a positive relationship was found between the

degree program and the student self-concept.

Also, years of teaching experience were found to be positively related to higher reading and math achievement. This supports the findings of other researchers. Likewise, higher teacher age was related positively to reading achievement; however, the teachers involved in the study were relatively young, averaging eight years of teaching experience.

Another finding was the students in I&R units with proportionately more male teachers tended to have higher math achievement scores. In addition, on the basis of measurements of student self-concept, it was determined that those students who ranked high in social maturity tended to rank higher in reading, and high ranking in social confidence related to higher math achievement.

Neither expenditure variables nor teacher time allocation proved useful in accounting for higher or lower rankings in reading, math, or self-concept.

Community Education in Indiana

Community education is flourishing in Indiana according to an article in *Educator's Edition* published by the Indiana Department of Public Instruction. When community education was introduced to Indiana in the mid 1960s, the basic focus was to increase the use of physical facilities. However, early adopters such as Marion, Michigan City, Indianapolis, Con-

nersville, and Madison began working to identify programs, activities, and services to meet the demands of a changing community.

In 1973, community education became recognized as a viable concept that should be supported in every school and community in the state. At that time a fulltime position was established in the Department of Public Instruction devoted to community education. Presently 75 Hoosier school corporations are directly involved in the community education developmental and technical assistance network. All are programs geared to specific community needs and resources.

A Definition—The state has developed a definition of community education that seeks to communicate what the concept means to those involved. It reads, "Community Education is a process whereby citizens are organized to assess individual and community needs and resources; plan, implement and evaluate opportunities and services that improve the quality of life in the community." This definition, of course, is designed to challenge the leadership in Indiana schools and communities to identify effective means of involving citizens in the assessment, planning, implementation, evaluation, and reassessment processes.

Components—Common components have been established that clarify the definition as it is applied across many different school-community programs.

1. *Expanded use of school facilities.* Encouraging the community to think of the school as a meeting place and as a resource for community functions, and using more fully existing community facilities appropriate for school functions.

2. *Community needs.* Establishing a systematic method of monitoring as well as responding to the needs, interests, and concerns of a community.

3. *Interagency cooperation.* Striving to include all community agencies in the educational process.

4. *Program clients.* Viewing

education as a never-ending process that begins in childhood and continues throughout life.

In Indiana, community education means that each community project should reflect the needs and desires of a particular community. It should continually strive for citizen involvement and participation. "It has caused schools to develop a much broader sense of responsibility to the people of the community. It is a means for getting citizens, schools, and agencies together to broaden their educational objectives and cooperatively tackle community problems."

Study of Chicano Children

At Educational Testing Service, research psychologist Luis Laosa is conducting a study into the psychological and educational development of Hispanic children and families. The Hispanics are the nation's fastest growing minority, increasing 14.3 percent in five years.

In a project funded by the U. S. Commission on Children, Youth, and Families, 120 young Mexican American children and their families are being studied for three years. The purpose is to document the early family experiences of these children, ages 2½ to 4. The aim is to identify those ages at which particular experiences are likely to occur and relate the experiences to cognitive and personality development. Information is being collected by detailed observations in each child's home and neighborhood, settings of all socioeconomic backgrounds.

Children are being observed in the family. Each is being observed in the morning when the child is home with the mother and in the evening when most fathers are home. Each family is observed for three days at six-month intervals over a three-year period. Because it allows for the selection of a sample of a variety of backgrounds within the Mexican American population, San Antonio, Texas, was selected as the site of the study.

Laosa believes that Mexican Americans have encountered problems in school because of cultural differences between minority and nonminority students that schools have not understood well. There is a mismatch between Chicano children and their schools. The school dropout rate for Chicano children is about 40 percent compared to 15 percent for Anglo Americans. The study is to be completed by 1980.

Where Does My Supervisor Stand?

"Presumably a leader with a clear cut, clarified value system when under pressure can make decisions with rational consistency. Conversely, the leader who is fuzzy and vague about his values comes across as capricious and erratic thus keeping the followers confused and off balance." This according to Robert T. Pfeiffer makes the values of middle management personnel in our schools quite important to teachers. In an article in *OASCD* published by the Ohio Association for Supervision and Curriculum Development, he points out that leadership in the area of supervision is peculiarly involved in this predicament because three major value orientations exist in persons who work in supervision in the field and who write and teach about it. One may speak of the humanistic supervisor, the technological supervisor, and the managerial supervisor.

The humanistic supervisor values people and process. These persons see the answers to many of our problems benefitted when people are treated as "the most important part of the educational enterprise." This is difficult for many of us to accept because we have had no experience in a situation where individuals are valued above the organization. "Our organizational experiences have conditioned us to accept the clock, the calendar, the course of study and the policy booklet as given on a take it or leave it basis." Pfeiffer states that

the humanistic supervisor believes that "developing the full potential of pupils depends on teachers being given the same opportunity to develop maximally."

The technological supervisor values program and product. These people usually have a curriculum development background. "They see learning as orderly, sequential and goal oriented." This kind of supervisor often makes program revision the first thrust after being appointed. He/she looks at people as operators of the program and is pleased with those who fit into the program well and do not try to change the program to suit themselves. Accountability pressures support the program-oriented supervisor who can see that the objectives are written, the methods are structured, and the assessment made. "Then the public can be assured of the system's productivity."

The managerial supervisor values power and position. These persons usually have an administrative background. "They like legitimate, conferred power and are uneasy with unpredictable ups and downs of charisma and expertise." The use of reward and punishment, available to a position with line authority, is looked at longingly. In times of financial retrenchment, supervisory duties are assigned to administrators as an adjunct to their prime responsibility. "Since the process has happened several times in the past 50 years, one finds research concluding that supervision ranks high in what administrators feel they ought to do and low in what they find time to do."

Obviously these value orientations carry with them certain advantages and disadvantages. Certain questions are stimulated by this tri-part values division. Can one individual value each of the three orientations equally? Or two of the three? How are values related to the concept of leadership style? What clues should a teacher look for when trying to determine the leader's orientation? Is it natural to be humanistic when the go-

ing is smooth and managerial when crises loom? Do trends or fads affect a person's basic orientation? Would organizations run more smoothly and be more productive if the leadership had the same orientation? Is an administrative team approach in which each orientation is represented desirable?

L. A. Schools' Enrollment Declines

Los Angeles Unified School District experienced a districtwide loss of about 28,000 pupils over last year. The drop of 4.8 percent leaves the total enrollment K-12 at 555,758.

Preliminary racial and ethnic survey figures indicated increasing minority enrollment and decreasing white student enrollment. This year's racial and ethnic breakdown indicates that 38.5 percent of all students are Hispanic, 29.8 percent are white, 24.7 percent are black, 6.4 percent are Asian, and 0.6 percent are American Indian. The percentages reflect a loss of about 31,000 white students and an increase of about 10,000 Hispanic students over last year. Black, Asian, and American Indian student percentages remained close to the 1977-78 levels.

The overall enrollment decline of 28,000 students is greater than what had been expected. The prediction was for an enrollment drop of 16,000 students; however, the loss of white students as a result of the integration effort, which had been predicted, played a greater-than-expected role in the enrollment drop. While the overall enrollment drop was 4.8 percent, the drop in grades 4 to 8—the grades involved in the mandatory reassignment of students—was 5.8 percent. In the grades not involved in the mandatory reassignment, K-3 and 9-12, the drop was only 4.2 percent.

The peak enrollment in the Los Angeles Unified School District was in 1969 with 650,000 students. At that time, there were 51.6 percent white students and only 20.8 Hispanic. Information

for the summary was taken from the Los Angeles Unified School District "Spotlight" of October 27, 1978.

Report on New England Women Administrators

Recently, Frances W. Kelsey published "Women in Educational Administration in New England" with the New England Coalition of Educational Leaders. A major finding of the study was that women held only 13 percent of the key administrative posts in New England schools.

The study reported a state-by-state analysis. While Massachusetts had only two women in superintendencies (Nantucket and Boston), women held nine percent of assistant superintendents, one percent of high school principals, two percent of junior high school principals, and 21 percent of elementary school principals. In total, women held 13 percent of the administrative posts in Massachusetts.

In all of New England, women had no more than a fraction of the higher level positions. There were no women superintendents in New Hampshire, Maine, Rhode Island, or Vermont, but Connecticut had four. While there were no women assistant superintendents or high school principals in Vermont, 29 percent of the elementary school principals were women.

Kelsey undertook the study to determine if women were moving into administrative positions since they made up the majority of the teaching ranks. Because there was little available data at the state and national levels, she carried out the regional survey. While the number of women administrators in New England is small, it probably is no better or worse than the rest of the nation in Kelsey's opinion. She suggests that her data might serve as baseline data against which progress in the future might be measured with respect to more equal representation in educational leadership for women.

Copyright © 1979 by the Association for Supervision and Curriculum Development. All rights reserved.