

The Search

Fred Rosenau

ERIC

Online computer searches of the Educational Resources Information Center (ERIC) data base have been estimated to be running well over 100,000 per year through figures supplied by four major vendors. Many other searches are conducted by the more than 50 other institutions that also subscribe to the ERIC computer tapes and have their own computer search capabilities. But ASCD members may find a handier way to dig into these NIE-funded information files—via *Microfiche Mini-File of Information Analysis Products* (1975-77). The Mini-File contains all the documents available from ERIC Document Reproduction Service (EDRS) in microfiche format, along with a paper copy of a bibliography that lists the documents in order of accession number, and three indexes—subject, author, and institution. Some typical subjects include recent trends in bilingual education, women's athletics, children and TV, intercultural communication, strengthening the small rural school, and adult learning. The price is \$98.50, plus \$1 postage. Order from EDRS, P.O. Box 190, Arlington, Virginia 22210.

A brochure describing some recent information analysis products is also available—free from ERIC, National Institute of Education, Washington, D.C. 20208. Also, at your nearest educational resource center you can look into a copy of the *Directory of ERIC Search Services*, which is organized geographically so as to show you which organizations offer computerized searches of the ERIC files, nationwide from Alabama to Wisconsin, and Australia and Canada as well.

Class Size

The second in a series of reports from the NIE-funded Class Size and Instruction Project has been published under the title *Relationship of Class-*

Size to Classroom Processes, Teacher Satisfaction, and Pupil Affect: A Meta-Analysis by Mary Lee Smith and Gene V. Glass. Earlier papers examined the relationship between class size and student achievement. Now the authors look at the relationship between class size and other outcome measures including classroom processes and learning environment, student attitudes and behavior, and teacher satisfaction. For some persons these outcomes will appear more valuable than achievement test scores. Essentially, on all measures, reduction in class size is associated with higher quality schooling and more positive attitudes. Effects are most notable for children ages 12 and under, and are least apparent for students 18 or older. Reducing class size has beneficial effects on both cognitive and affective outcomes and on the teaching process itself. To order the study, send \$5.50 to Order Department, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103.

Personnel Development

HEW's Education Division has a singularly significant role in professional development for educational personnel all across the nation. A new report now brings together, in readable prose, the current status of federal and state involvement in this critical domain including an analysis of what the U.S. Office of Education is doing (including descriptions of 22 different programs); how to apply for funding from each discretionary program; and results from a survey assessing what the various states are up to (along with detailed descriptions of how seven states are planning to coordinate all professional development). The report also depicts the federal legislative process and provides a listing of professional associations and organizations that are actively involved and of educational laboratories, dissemination networks, and foundations that can provide re-

sources. *The 1980 Report on Educational Personnel Development* (\$35 per copy) may be obtained from Feistritz Associates, Inc., 1261 National Press Building, Washington, D.C. 20045.

Rural

Those working in or with rural schools will find some useful ideas in two publications: *A Directory of Rural Organizations and Private Funding for Rural Programs*. The first directory codes each organization for these categories: lobbying; membership; research; and service. The second tells you how to identify and approach suitable foundations. For copies or more information, write National Rural Center, Suite 1000, 1828 L Street, NW, Washington, D.C. 20036.

Another useful resource is *Imaginary Gardens? Real Problems*, an analysis of federal information sources on rural education. This publication looks at sources like the HEW Education Division and other Federal agencies (labor, agriculture, Congress, and so on), and more. Order (stock #EC-076) from National Educational Laboratory Publishers, 813 Airport Boulevard, Austin, Texas 78702. The price is \$6.

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Science

Are you looking for a planning guide for your own up-to-date science and technology museum? If so, you need a copy of *Starting a Science Center?* (funded by the National Science Foundation). This step-by-step planning guide will give you an overview of objectives, clientele, cost, sources of support, location, type of building, amount of space, governing board, form of organization, staffing, types of exhibits, educational programming, community service, communication, and accountability. The appendix lists a representative group of small, medium, and large science centers you can visit. Order the illustrated guide from Association of Science-Technology Centers, 1016 16th Street, NW, Washington, D.C. 20036. The cost is \$5.

Health

How effective is your school health program? Have you any concerns about federal priorities in health education? Would you be interested in reading/skimming a task force document that can tip you off as to where the public health service plans to direct its educational efforts? If so, you can order *Disease Prevention & Health Promotion: Federal Programs and Prospects*, a 210-page paperback that examines health status goals, strategies for action, current HEW activities and gaps, federal prevention activities outside HEW, prevention priorities, and recommendations. Order by stock number (017-001-00418-9) for \$4.50 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

VideoKits

You may be able to put together a low-cost classroom video program by looking into VideoKits, an array of packaged collections of instructional video materials. Two of the special

collections cover Early Childhood and Primary Economics. Others include Inside/Out (health), MeasureMetric, Self-Incorporated (junior-high life coping skills), Discovering (intermediate science), Tomorrow's Families (parenting for senior high students), The Write Channel (grades three-four writing), and others. For information about VideoKits, write Agency for

Instructional Television, Box A, Bloomington, Indiana 47402. Also available: AIT's 1980 Catalog of Television and Instructional Materials, featuring almost 100 instructional series for TV broadcast or purchase in various audiovisual formats. AIT has regional offices in Atlanta, Georgia; Reston, Virginia; and San Mateo, California.

The Way I See It (cont. from p. 342)

Schools have begun to give career education its rightful place in the curriculum; however, such efforts need better coordination and more widespread implementation than we see at present.

A Better Social Studies Curriculum

In sum, what would a high school social studies curriculum look like?

Ninth-grade social studies might focus on career education, several contemporary social issues, two or three brief anthropological studies, a unit on the emerging adolescent (with emphasis on sex education and the physiological changes teenagers experience), and a unit of simulation activities dealing with political power and democratic decision-making processes.

Tenth grade would focus on a half-dozen contemporary societies, contrasting and comparing them with our society. Two American sociological problems might then be explored. Six or seven of our distinguished presidents and their contributions to our greatness might also be incorporated here.

Eleventh- and twelfth-grade social studies might be taught in

an intertwining way with emphasis on logical thinking (not masked as history), further study of what makes humans human, consumer economics, some analysis of futuristics and fast-developing change, a unit on media and its influence on us, nine weeks on American government (at least half of which would be local and none of which would be memorized material), a unit on parenting (probably the most difficult role we play in life), the development of a personal philosophy of life, problems of adjustment to adulthood following high school graduation, and a half-year of social service in the local community. A variety of elective courses should naturally be available. This new focus, though, would put an end to the conspicuously ineffectual history courses currently offered.

If social studies courses don't speak to the personal needs of teenagers and assist them in grappling with contemporary political and economic problems, where will people find the answers they seek? Sadly, the reality of the curriculum outlined here is a good 50 years or more away. I think our citizenry deserves it sooner! *EL*

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