

■ **TRAFFIC SAFETY**—that's what pupils in the Martin Luther King Early Childhood Education Center in Seattle, Washington, are learning in their school halls. The halls have become city streets with yellow lines dividing them and a traffic signal light controlling a busy intersection.

The halls are marked with school crosswalks, yield and stop signs, and a hospital zone at the nurse's office. Other traffic signs are: Keep Right, Slow, and Do Not Enter. Safe pedestrians receive awards, and safety violators receive verbal citations. Through the program, the pupils understand traffic control devices, improve their conduct in the halls, and learn better bicycle safety.

■ **WHAT DO** a diesel mechanic, a word processing specialist, a food services manager, and a physical therapy assistant have in common?

They represent four of the 14 occupations that are the focus of a study by the American Institutes for Research (AIR) called VoComp, which stands for Competency Measures for Vocational Skill Areas. The Office of Vocational and Adult Education of the U.S. Department of Education is conducting the three-year study. The principal goal is to create a series of occupational competency tests that will help vocational educators in evaluating and improving their instructional programs and in providing objective information to students, parents, and prospective employers about the progress made in acquiring specific occupational competencies.

To ensure that the occupations chosen for test development best reflect the needs of vocational educators, all state directors of vocational education were contacted for their suggestions along with many other organizations and individuals active in student occupational competency measurement.

The project, still in its first year, will concentrate on two occupations in each of seven vocational skill areas:

1. Agriculture—Agricultural Chemicals Technician, Farm Equipment Mechanic
2. Business and Office—Computer Operator/Business Data Processing, Word Processing Specialist
3. Distributive Education—Food Marketing and Distribution, Hotel (Motel) Clerk/Management
4. Health—Dental Assistant, Physical Therapy Assistant
5. Home Economics—Fashion Fabric Coordinator, Food Management Services
6. Technical—Electronics Technician, Water and Waste Water Technician
7. Trade and Industry—Carpenter, Diesel Mechanic

A thorough study was made of each occupation: the nature of the job; what skills are required and at what level; what education and on-the-job training (or apprenticeship) may be required; and what actual hands-on competencies are needed. Paper-and-pencil tests, performance tests, and measures of work habits and job-relevant attitudes will be used in testing.

All 14 tests are scheduled to be available to vocational educators by the fall of 1982. To find out more information, or to explore the possibility of participating in the field test of the competency measures, write to Dr. Chalupsky at the American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302.

■ **30,000 SPECIAL EDUCATORS**, 88 percent of those surveyed in 33 states and territories, believe that new or improved educational materials are needed for the handicapped, reports Educational Testing Service. Lack of variety was cited as a primary problem with current materials, including films, videotapes, and computer-assisted instructional programs. Another problem was that students could not use many of the materials independently.

Three-fourths of the respondents indicated that the lack of educational materials designed for home use is

also a serious problem, and parent training in the use of instructional media and materials is currently not available.

The researchers recommended that the Bureau of Education for the Handicapped stimulate publishers to develop and produce new materials to meet the needs of the mildly handicapped learner. Also, the Bureau should establish a clearing house for teacher-made materials and should encourage teacher training programs.

If you wish additional information, contact: Judith Hirabayashi, ETS, 1947 Center Street, Berkeley, CA 94704.

■ **SHARING TEACHERS** by video is what four southeast Iowa school districts, Morning Sun, Waco, Wapello, and Winfield Mount Union, are doing through microwave video broadcast. The system allows two-way communication between all four buildings. Video cameras suspended from the ceilings of the classrooms broadcast classes to each of the other buildings. Students are able to see the teacher and the students on TV screens in each building. Students may raise questions from any of the classrooms through microphones also suspended from the ceilings.

The classes are monitored by aides which frees teachers in each of the buildings to teach other courses. The Area Education Agency media van delivers tests and assignments on its regular runs between the schools. The microwave system is used to teach introductory vocational agriculture, Spanish I and II, creative writing, and advanced mathematics, all taught as lecture courses.

The system is relatively inexpensive to operate and should not be bothered by bad weather. It can also be used for inservice sessions, adult education classes, and gifted and talented programs.

The primary problem with the system is getting teachers ready to use it. There are stage fright problems, as well as technical ones.

For further information, contact Fran Davis, Superintendent, Morning Sun Community School District, P.O. Box 129, Morning Sun, IA-52640. Phone 319-868-7701.

Information Resources

FRED ROSENAU

■ IF YOUR SCHOOL is ready to teach high school students to become more sophisticated, discriminating viewers of TV, you can now obtain a full semester course that stands by itself or may be used as a supplement in standard subject areas. Text materials, readings, activities, and worksheets encourage students to develop specific viewing and thinking skills. For classroom text (hardcover) and teacher's guide (softcover), write Science and Behavior Books, Inc., P.O. Box 11457, Palo Alto, CA 94306. Title: *Inside Television: A Guide to Critical Viewing* (1980).

Also available: "A Family Guide to Television" (catalog #515H), from Consumer Information Center, Pueblo, CO 81009. This brochure was developed with support from the Division of Educational Technology, Office of Libraries and Learning Technologies, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202. That federal agency can provide a full list of educational TV programs that can be taped off-the-air for classroom use, such as "Villa Alegre," "Vegetable Soup," "Footsteps," and others.

■ NATIVE AMERICAN young people are beginning to worry about who and what they will be. Although their opportunities have been limited, today they're eager to improve their own lives and those of their people. To do so, materials in the Native American Career Education series can provide background and information that will help them choose careers wisely and succeed in the roles they choose.

Recently added to the basic materials are a *Participant's Handbook* (for Staff/Community Training

Workshop), a *Coordinator's Manual*, and a *Guide for Implementing Career Education for Native American Students* (each \$6.00). Still available, as well, are the original 12 titles grouped in sets for awareness, orientation, and exploration. For titles and prices, write National Teaching Systems, Inc., 1137 Broadway, Seaside, CA 93955.

■ WHEN BUSINESS administration folks refuse to allow purchase of instructional materials because of the fiscal crunch, ask them if they're tapping into the successful business practices now being validated in a manner similar to exemplary educational programs. About a dozen such cost-saving practices have been proven successful and are ready for adoption by your colleagues responsible for energy, busing, nutrition, and data processing. For example, the Jefferson County Board of Education (Louisville, Ky.) is ready to share its Cash-flow Projection System, which was approved by the Department of Education's Joint Dissemination Review Panel in August. That system earned the Louisville area schools more than \$80,000 in extra interest income; just think how many instructional materials your district could obtain with that kind of savings! For information, write to Sharing Business Success, Office of Educational Support, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

■ THE NATIONAL AIR and Space Museum has become the "most visited building in the world," according to the fall 1980 issue of *Air & Space*. The museum's Education Services Division offers a broad spectrum of education programs and services, and also conducts programs in multicultural education, special education, teacher education, and outreach. Teaching tools include a filmstrip series covering exploration of air and space, with 21 titles available. Each filmstrip is offered in an elementary and a secondary version. Each package contains an audiocassette, filmstrip, wall chart, user guide, reproducible materials, and library card. Allow six weeks for response to orders or written requests for information. Call or write National Audiovisual Center, Reference Section EH, National Archives and Records Service, General Services Administration, Washington, DC 20409 (301) 763-1896. Also, some 29 educators across the nation are ready to give presentations in their communities on aviation and space. For information, write Janet K. Wolfe, Education Services Division, National Air and Space Museum, Washington, DC 20560.

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

Fred Rosenau is Washington Representative, Far West Laboratory for Educational Research and Development, San Francisco, California.

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