

Dairy Council, 6300 North River Road, Rosemont, IL 60018.

■ **"STICKY CITY."** It's a favorite for children who visit the Los Angeles Children's Museum. This unique museum, located atop the Los Angeles City Mall, is a maze of activity areas. "Sticky City," one of the areas, is a large, carpeted, velvet-covered room filled with huge, lightweight shapes. The shapes with strips of velcro attached make building cushioned edifices easy and fun. The "Sticky City" room is "bump-proof" and "hurt-proof" for all children.

■ **AREAS OF CONCERN.** Wisconsin ASCD, under the leadership of Mary Ann Allen, has developed 11 areas of concern:

- Instructional leadership at building and district levels.
- Competency based education.
- Effective utilization of television and radio.
- Educational opportunities for students having special needs.
- Joint programs between school districts and higher education.
- Identification, study, and evaluation of educational issues.
- Support of community education.
- Review and dissemination of information.
- Educational programs for gifted and talented students.
- Opportunities for professional growth.
- Quality education through sharing expertise.

For more information about the selection process and recommendations, write to Dan Johnson, Editor of *Feedback*, 5689 N. 34th Street, Milwaukee, WI 53209.

■ **STUDENT PROBLEMS.** Identify potential student problems with a kit designed by Southwest Educational Development Laboratory (SEDL). For use in classrooms of up to 30 students between the ages of three and eight, the kit is titled the *School/Home Observation and Referral System (SHORS)*. Frequently problems are not identified before a student falls behind in school, develops behavior problems, or shows other signs of stress. If problems could be recognized earlier, the pupil

could be referred for professional help prior to a failure pattern developing.

SHORS is based on a cooperative plan between the teacher and the parents. For the parents the kit includes guides containing a checklist on the child's health and behavioral history, an outline of common childhood problems, an explanation of the SHORS program, and a list of resources for either parents or children who need more help.

Teachers, with general and specific observation and referral checklists, record a continuous history of observations, parent conferences, and follow-up information. The general checklist is used to keep track of such information as medical history, immunization data, common physical symptoms, and behavioral problem signs. When a pattern of difficulties is identified, then one of the specific checklists is used. The checklists cover seven areas: health, motor activities, vision, hearing, speech and language, learning, and behavior. Each list provides a detailed breakdown of characteristics to help adults focus on the exact nature of the child's problem.

Orientation materials which present an overview of the program for teachers and parents are available in two slide/tape presentations. For additional information, contact Lorin Lentendre, CTB/McGraw-Hill, DelMonte Research Park, Monterey, CA 93940.

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## Information Resources

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■ **SUCCESSFUL SCHOOLING.** From the NIE-funded Ecological Theory of Teaching project at the Far West Laboratory for Educational Research and Development comes an idea-packed article in *Elementary School Journal*—"Successful Schooling Practices: Perceptions of a Total School Faculty" by Kenneth Howey of the University of Minnesota.

Twelve staff members of a single elementary school (K-6) located in a

rural/suburban community 45 miles north of San Francisco "spoke to the importance of the social climate and the type of interaction" occurring between teacher and students and among students. The staff advocated instructional experiences that are concrete, functional, and highly participatory. Clarity of academic goals, behavior standards, and communication modes was underscored. Staff also largely agreed on the importance of accurate assessments of children's needs and interests. Teachers noted that "school should be a place where kids could enjoy themselves and be comfortable . . . in a nonthreatening, relaxed environment." Teachers wanted to provide intellectual challenges while attending to social and emotional concerns of the children.

Seven of 12 staff members pointed to the significance of joint planning and mutual exchange among teachers. Ten of 12 staff also cited "effective interpersonal relationships" (among faculty and between faculty and administration) as contributing to successful schooling practice—openness, trust, respect, acceptance of differences.

Howey believes, too, that "the most pervasive characteristic of a successful school"—other than the quality of teacher-student interactions—is "the concept of leadership" (ten of 12 staff underscored that notion)—in instruction and instructional improvement rather than administration. Teachers pointed to "a person who spends time in classrooms, a person who had specific ideas for specific problems," someone who can provide staff and curriculum development and demonstrate effective instruction with kids. Also mentioned were the ability to listen carefully, to treat teachers as individuals, and to follow through on promises.

■ **MATH UPDATE.** Consider this agenda for action from the National Council of Teachers of Mathematics (NCTM):

- Problem solving is the key goal for the 1980s.
- The term "Basic Skills" means a lot more than just computation.
- Calculators and computers should be used at all grade levels.
- Conventional testing alone won't tell all we need to know about student learning.

NCTM will be happy to send you a free copy of its recommendations for school math in the 1980s. From the same source you may want to order (\$1.70) a copy of *How to Study Mathematics*, a 32-page bestseller that takes the mystery out of learning math and offers "easy, effective cures" for the most common study problems. Equally important—and free—is "Mathematics Education of Girls and Young Women," which provides guidelines to help you assess math avoidance by girls and promote the study of math by girls (and boys).

This four-page pamphlet includes six excellent resource organizations from coast to coast that you can turn to for advice and help; it also includes a ready-to-use form so you can quickly assess math enrollment (M/F) for all course offerings from 8th through 12th grades in your schools. NCTM can also mail you a list of four color videotapes (¾" cassettes) that rent for \$10 per tape for three-day use. Write NCTM at 1906 Association Drive, Reston, VA 22091.

Another useful resource would be the ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Road, Columbus, OH 43212, which issues an information bulletin. One 1980 issue was devoted to "An Interpretive Summary from the NCTM Project, 'Priorities in School Mathematics.'"

■ **HOME AND SCHOOL.** How can you help parents help children? What strategies and materials do families need to help children achieve? To aid you in working more effectively with parents and the community, the Home and School Institute (HSI) offers training opportunities to meet your needs through courses, workshops, and special programs. There are also a variety of publications such as *Families Learning Together* (an activity handbook, \$11), *101 Activities for Building More Effective School-Community Involvement* (\$6.25), and *Take Homes: Skill-Building Activities for Home Learning* (K-3, \$7.95). Add \$1.50 per publication for mailing/handling fee when you order from Publications, The Home and School Institute, Inc., c/o Trinity College, Washington, DC 20017. Or phone (202) 466-3633.

■ **SEX EQUITY.** New titles in career education are ready at the Women's Educational Equity Act (WEEA) Publishing Center. You can choose among *Options: A Curriculum Development Program for Rural High School Students; Project Choice: Creating Her Options in Career Exploration; Trabajamos: A Bilingual/Multicultural Career Awareness and Language Enrichment Program; or The Whole Person Book: Toward Self-Discovery and Life Options*. But the variety of resources in sex equity doesn't end with that four-some. WEEA has an array of materials in curriculum, career preparation, enhancing awareness, and educational leadership. A toll-free phone call to (800) 225-3088 will get you a free catalog that describes all available materials, or write the WEEA Publishing Center at Education Development Center, 55 Chapel Street, Newton, MA 02160.

■ **ILLITERATE ADULTS.** What's it like to be illiterate? What's the process of becoming literate? What's known today about the Adult Performance Level (APL) study? Three new publications from the National Institute of Education (NIE) will help you think through some of the issues and enable you to meet some illiterate and formerly illiterate adults—Lou, Annabelle, Ginny, Rafer, and Mr. X. You can also find out what's being done in New Jersey, Pennsylvania, Alaska, Utah, California, New York, and elsewhere. Titles include *The Adult Literate Speaks Out, APL Revisited, and Adult Development and Approaches to Learning*. Write Jerome Lord, Adult Learning Team, NIE, 1200 19th Street, NW, Washington, DC 20208, or phone (202) 254-5706.

■ **STEREOTYPES OF AGING.** In just two class periods your junior/senior high students can get to know the older citizen through a new course called "Our Future Selves." You can fit this learning experience, which helps alter negative stereotypes, into a social studies or health curriculum. In two 45-minute classes use the film-strip (with cassette) presentation, then role playing, to focus on aging stereotypes, social security, Medicare, Medicaid, retirement, role losses, successful aging, and famous older people. A true-false pretest and a post-

course questionnaire will let you examine changes in student attitudes. For information, write Virginia Burggraf, GNP, 90 Sunset Drive, Chatham Township, NJ 07928.

■ **MEDIA.** From the Association for Educational Communications and Technology (AECT) comes *Evaluating Media Programs: District and School*, described as a "detailed, field-tested, comprehensive workbook." Scout around for a nearby AECT member district where you can check to see if this 8½ x 11 looseleaf publication can help improve the AV products emerging from your schools. Nonmember price is \$8.95, prepaid. Order from AECT Publication Sales, 1126 16th Street, NW, Washington, DC 20036. Other AECT titles that might be of interest are *Guide to Microcomputers* (\$11.50) and *Producing Slide and Tape Presentations* (\$9.95).

■ **ARTS.** A 24-page booklet suggesting how to generate *Ideas and Money for Expanding School Arts Programs* encourages you to let your imagination soar, discusses how to tap some networks, points out local and state resources, identifies state and federal funding possibilities, delves into obtaining grants, and alerts you to snags and objections. It also includes a planning checklist. A small, attractive publication priced at \$2; order from The Arts, Education, and Americans, Inc., 10 Rockefeller Plaza, New York, NY 10020.

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