

compare attitudes of students graduating from a middle school with those of students graduating from a K-8 school; identify concerns of parents, staff, and students; and examine financial implications, including the construction and operational costs of the middle school.

■ **COACHES** and administrators must take strict safety precautions in order to reduce the risks of law suits based on sports-related injuries. Such precautions, according to Kenneth Clarke, Dean at the University of Illinois, can prevent a plaintiff attorney from accepting cases involving sports injuries. Writing in the *National Federation Press*, Clarke states, "The principal defense against a complaint of negligence is a clear conscience that all reasonable measures were taken to minimize the risk inherent in that sport."

Clarke offers a checklist for administrators who want to cover the basic safety precautions:

1. Each student should have a medical examination when entering a sports program; medical records should be updated annually and supplemented as needed.

2. An athlete's "waiver" of responsibility should be based on his or her full knowledge of the risks involved in the sport. The student should share the responsibility for preventive measures.

3. Anticipate problems and provide a plan of action. Administrators and coaches should know where, when, and to whom athletic injuries might occur.

4. Protect students from the dangers inherent in sports by having them participate in preseason practices; make sure they follow the rules of the game.

5. Use the equipment recommended by rules or authoritative groups in the sport, both in practice and in competition.

6. Make sure facilities are safe; make regular checks on warm-up and game areas.

7. Provide personnel and procedures for obtaining immediate medical care in case an injury occurs in practice or in a game. Everyone should completely understand individual roles and procedures.

8. Keep records about each athlete's participation and injuries and include the waiver form.

9. Justify the benefits and the risks of every sport to the participants.

■ **THREE BUSES** of the Stevens Point (Wisconsin) School District have been converted to burn liquefied petroleum gas instead of gasoline, resulting in savings estimated to be as high as \$1,000 a year per bus.

In an experiment to determine comparative costs of gasoline and LPG, the school district selected buses for conversion for which records were available that documented the cost of operating the buses between 20,000 and 25,000 miles.

Converting each bus to liquefied petroleum gas cost \$950, an amount that could have been reduced. The district, however, wanted the buses to retain the ability to use gasoline. On long trips, in case LPG isn't available for a refill, the driver can simply push a button to switch the bus back to burning gasoline.

Assuming a normal nine-year life for a bus, total savings could amount to \$8,000 after deducting the cost of conversion.

Information Resources

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■ **FROM THE FIELD.** Not just ASCD, but AAAS, NCSS, NCTM, NSTA, AASA, PTA, NSBA, and the National Academy of Sciences give their opinions in *What Are the Needs of Precollegiate Science, Mathematics, and Social Science Education? Views from the Field*. The 226-page document (SE 80-9) is available from the Directorate for Science Education, National Science Foundation, Washington, DC 20550.

ASCD opines: "Very few people are available outside the classroom to provide quality control for the curriculum and assist teachers with

pedagogical problems." NCSS comments: "The ever-present reality is the teacher, interacting with students and deciding, day-by-day and moment-by-moment, what will happen in class."

From NSBA: "Promoting change and determining the direction of curriculum is not . . . simply a question of dollars; the often-divergent interests of a variety of individuals and groups must be taken into account." And from AASA: "The textbook publishing companies provide the curriculum . . . local boards of education and administrators [must] be aware that the purchase of textbooks in a given subject area is the purchase of curriculum, not merely materials."

Finally, the PTA: A problem with overemphasis on basics is "a tendency to teach children only those things for which they will be tested, a tendency that leads to mediocrity."

■ **PARENT-ACTION.** A newsletter that offers views on sex education, family choice, psychological testing, humanism, protection of parent and student rights, and more is yours for the asking. It's *Education Update*, published by Heritage Foundation, 513 C Street NE, Washington, DC 20002.

Watch in ERIC for "The Role of Teachers and Other School Practitioners in Decision Making and Innovation" by P. D. Hood and L. R. Blackwell. Sample quote: "Qualitative data . . . suggest that . . . a minority of teachers . . . [may be] repeatedly . . . involved in curriculum decisions and in initiation of educational innovations, and that teacher-initiated innovations tend to be of less importance (in other words, use of a supplementary text), whereas major innovations tend to be initiated and decided on by administrators."

An 80-page catalog for parents, for children and teens, for professionals and others may be obtained from the Office of Human Development Services, Department of Health and Human Services, Washington, DC 20201. Request "Publications of the Office of Human Development Services" (HHS Pub. No. OHDS 80-10008). Included are forms to use when requesting the publications of Administration for Children, Youth and Families, Head Start, Admin-

istration on Aging, President's Committee on Mental Retardation, and so on.

■ **PARENTING.** Junior and senior high schools may now obtain detailed information on *Exploring Childhood*, a parenting/child development program that helps young people learn about their own development while working closely and regularly with young children. The materials enable students to become competent with children, understand how a child sees the world, learn about biological and social forces that influence child development, and explore their own identity. A network of regional coordinators and field associates stands ready to provide inservice and technical assistance to school and community groups. For a large, descriptive booklet, request the program overview and catalog of materials from Education Development Center, 55 Chapel Street, Newton, MA 02160.

■ **TELEVISION.** A recent International Reading Association brochure for parents, titled "You Can Use Television to Stimulate Your Child's Reading Habits," may be obtained free if you send a stamped #10 envelope, addressed to yourself, to Television Brochure, IRA, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711. Bulk copies may be purchased, prepaid, at \$3 per 100. Or, for \$7, you may order *Developmental and Cognitive Aspects of Learning to Spell*, among many other useful IRA publications. At the same time you may want to inquire about the IRA regional conference nearest to you, starting in October 1981. Sites will include Tucson, San Juan, Orlando, Portland (OR), Omaha, Billings, Boston, and Tulsa.

■ **TEACHING RESEARCH.** Looking for information about . . . language arts, reading, math, teacher education, the problem child, affective outcomes, sociocultural factors, instructional content decisions, time allocations, teacher planning, fusing assessment with instruction, or using the computer to diagnose and remediate reading problems? Then you may want to dash off a request for the Institute for Research on Teach-

ing's *Publications Catalog*, which also includes concise descriptions of IRT's current research efforts. Sample titles: "How Do Teachers Spend Their Language Arts Time?," "Factors Influencing Teachers' Decisions of What to Teach," "Responses to Curriculum Pressures," "Teaching Planning in the First Weeks of School," and so on. Request catalog from IRT, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824.

■ **EDUCATIONAL MATERIALS.** A revised handbook, *Guide to Packaging Your Educational Program*, gives step-by-step tips on planning and producing educational materials. Contents include: planning content and form; planning personnel, budget, and schedule; producing printed materials; producing audiovisual materials; and distribution (pricing, inventory, handling orders, shipping, marketing, and so on). The focus is on materials to be used in dissemination, but the how-to manual will be quite helpful to those planning to develop curriculum or teaching guides, or manuals for use by supervisors. In the appendix, among other items, you'll find guidelines for student materials, instructor's manual, training manual, project manager's manual, and parent guide. A list of recommended readings for diffusion and packaging is also provided. Send \$5.50 to Order Dept., Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

■ **HANDICAPPED.** For the Office of Special Education in the U.S. Department of Education, Educational Testing Service conducted a "National Needs Assessment of Educational Media and Materials for the Handicapped." You'll be able to unearth some of the findings in ERIC, or by writing the nearest ETS office. Highest priority for development appears to be in media and materials for appropriate social behavior, reading comprehension, self-acceptance, and word attack skills. Priorities for children 11 and younger tend to be in basic skills; for students 12 and older, the needs are for job preparation/vocational education. Most common formats now in use—manipulatives and print materials.

Teachers prefer materials formats for independent student use; they also sense a lack of variety in available materials. A major inadequacy of materials is "low child appeal." Teachers indicate a need for additional resources, time, and training to develop their own materials. Most common information sources: catalogs and materials reviews, other teachers, professional literature, conferences, and newsletters. Most teachers seem to have access to school and district/county materials collections, but not to other, more distant resources.

■ **STUDENT PHOTOGRAPHY** book. For new journalism advisers, Cal Vandermeulen of Unity Christian High School, Orange City, Iowa, has written *Photography for Student Publications*. Although written for those advisers who have no experience in photography, the book is also useful for experienced advisers.

The subjects range from learning to see and think photographically to developing and printing to covering photo assignments. The book is available from Middleburg Press, Box 166, Orange City, IA 51041.

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