

Curriculum Clearing- house

CONRAD F. TOEPFER

■ ROLE MODELS FOR HANDICAPPED

Disabled teaching assistants model healthy emotional and social development for handicapped learners in a unique program in Albany, California. The program has been highly successful in helping students allay anxieties over their disabilities.

The "Responsive Education Program for Special Needs Kids" is based on three principles: cognitive growth is supported by development of problem-solving skills, affective growth is fostered by healthy self-concepts, and social growth is prompted by recognizing and accepting differences.

Discussion by disabled teaching assistants of how they adapt to the "functional nuisances" of their handicaps adds a new dimension to mainstreamed classrooms. The project demonstrates that, almost automatically, the presence of disabled adults in the classroom opens the curriculum and encourages different ways of learning—for students and teachers.

Judy Askew, Nicholas Rayder, and Trent Taylor, "The 'Diff-enfranchised' Return to the Mainstream," *Childhood Education* 57 (June 1981): 276-281.

■ HIGH SCHOOL FOR ENGINEERS

A magnet High School for Engineering Professions in Houston attracts 400 gifted and talented students to the campus of predominantly-black Booker T. Washington High School. The HSEP program offers science and math courses with concentrations in computer use, engineering drawing, creative design, engineering laboratory, engineering analysis, and electronics.

Students attend seven classes each day by remaining in school for an extra hour. Their heavy work load emphasizes problem solving and analysis skills. Student enthusiasm is a source of pride as is the student body make-up: 40 percent are female and in ethnic make-up 50 percent are Black, 35 percent White, and 15 percent Hispanic.

In three graduating classes, all students have gone on to college and follow-up studies show that HSEP graduates do well there.

HSEP courses balance theoretical with manipulative experiences designed to provide functional understanding of engineering principles in each content area. Rather than pull down and put together mechanical components, analysis and correction of problems is emphasized.

Nancy Stancill, "A High School for Engineers," *American Education* 17 (June 1981): 18-22.

■ MINNESOTA COMPUTER CONSORTIUM

Minnesota's 433 school districts now receive both educational and administrative computer services through the Minnesota Educational Computer Consortium (MECC). The consortium brings together the resources of the University of Minnesota System, the State University System, the Community College System, and the State Department of Education with computer hardware that can serve up to 400 users simultaneously.

Schools teach computer programming through the system to students of all ages as a tool to strengthen reasoning and problem-solving skills. The system contains a library of over 400 instructional applications that teachers select for use at convenient times. Students and teachers often share programs they develop and such programs are available to all users through a simple transaction at the donor's terminal.

Some 2,000 on-line terminals and another 2,000 microcomputers are used for instruction with about half a million hours of use logged on the MECC time-share system alone.

Don Rawitch, "Implanting the Computer in the Classroom: Minnesota's Successful Statewide Program," *Phi Delta Kappan* 62 (February 1981): 453-454.

■ MOTIVATION IN THE MIDDLE GRADES

Astronauts, mountain climbers, authors, naturalists, and aquanauts recount their adventures for students in the middle grades in Henrietta, New York, to motivate students toward personal and career exploration. Students eagerly interact with these celebrities in ways that assembly programs or video access cannot duplicate.

The program, "Encounters in Excel-

lence," was developed seven years ago by Joseph Hoff and is now spreading within the Rochester, New York, area; wider dissemination is under consideration.

Endorsed by federal and state education department leaders as well as by national education associations, the model for the program offers possibilities for involving school and community in self-clarification efforts for emerging adolescents.

For more information contact Joseph Hoff, Principal, Rush-Henrietta Junior High School, 2000 Lehigh Station Rd., Henrietta, NY 14467.

■ STUDENTS STUDY SCIENCE IN SUMMER

Students about to enter seventh grade participate in a summer science enrichment program in Waunakee, Wisconsin, that takes them out into the community to study four major topics: wetlands, forest, prairie, and animals. Approximately 55 students are selected for the program based on interest, ability, and maturity.

After a day of orientation, students spend six weeks in cycles of three days in class and three days in the field. They focus on environmental ecology concerned with how science and technology cooperate to preserve and extend the environment.

The program culminates in a camping trip during which students and staff evaluate their activities and organize the following summer's program.

J. Peter O'Neil, "Waunakee's Summer Science Program," *Science and Children* 18 (May 1981): 10-11.

■ READING PROGRAM GOES INTERNATIONAL

A successful Wichita, Kansas, team approach to corrective reading for grades K-8 has been adopted by 30 schools in Arkansas, Missouri, Oregon, Pennsylvania, and two cities in Mexico.

The Team-Oriented Corrective Reading program (TOCR) includes six phases: identification, screening, diagnosis, scheduling, instruction, and evaluation. Its goals are to improve basic reading skills, develop and improve self-image and attitude toward reading, increase use of library media, and improve student work habits. Materials include an Adopter Kit, Testing and Report Forms, Teacher Skill Boxes, and Parent Activity Kits. The program features pleasant home reinforcement of skills taught in school.

Student's average mean gain has been

1.4 Grade Equivalents or plus 12 Normal Curve Equivalents. The Joint Dissemination Review Panel of the National Institute of Education validate TOCR as being educationally sound, cost-effective, and exportable.

Murray Harris, "Wichita, Kansas, Reading Program Goes International," *The Clearing House* 54 (March 1981): 321.

Women in Education

NANCY S. OLSON

■ MOVING UP

The American Council on Education's Office of Women in Higher Education has set up a National Identification Program to establish contacts among academic women and between these women and educational policy makers and employers. The goal of NIP is to help qualified women move into top positions in academic administration.

Through the program, state and national panels of leaders in higher education identify, refer, and support women who show administrative promise. Now operating in 42 states and two metropolitan areas, NIP also sponsors national forums that enable women to discuss important education issues as well as personal advancement.

For more information, contact the American Council on Education, One Dupont Circle, Washington, DC 20036. Phone: (202) 833-4700.

■ A WOMAN'S YELLOW PAGES

A national directory of more than 500 up-to-date listings of organizations concerned with women's issues, *A Woman's Yellow Pages*, has been published by the Federation of Organizations for Professional Women. Included in the listing are government agencies, research institutes, clearinghouses, publishers, and other groups.

To order, send a self-addressed mailing label and check for \$5 to the Federation of Organizations for Professional Women, 2000 P St., N.W., Suite 403, Washington, DC 20036.

■ SCHOLARLY WOMEN

In *Female Scholars: A Tradition of Learned Women Before 1800*, J.R. Brink sketches the lives of ten women who attained remarkable levels of scholarship

and learning in Western Europe and the Americas. The book presents the achievements of these women and the difficulties they encountered by attempting the unusual.

Available from Eden Press Women's Publications in Montreal for \$17.95.

■ YOU ARE HOW YOU EAT

Children learn a great deal about sex roles from interactions they observe at mealtime, according to research psychologist Michael Lewis of Educational Testing Service.

The family—specifically the dinner table—as a learning environment was researched by ETS's Institute for the Study of Exceptional Children by videotaping 50 families at mealtime.

The families consisted of two parents and one to four children and represented a heterogeneous group, "from working poor to Princeton aristocracy," says Lewis.

"We use dinner to tell our kids what to do," he says. "For example, regardless of class, the mother was most likely to bring the food to the table. Even if children know that Mommy is a lawyer, what they see is traditional behavior at home. So that's what they learn. We saw no differences in sexual stereotyping between the children of women who work and those who don't."

"Some American Families at Dinner" will be a chapter in a forthcoming ETS book.

■ NONSEXIST IMAGES IN THE CLASSROOM

The Women's Action Alliance, a national center on women's issues, has pioneered the development of nonsexist, multiracial, multicultural early childhood classroom materials through their Nonsexist Child Development Project.

The Alliance also sponsors Project REED (Resources on Educational Equity for the Disabled). The first national conference on issues of educational equity for disabled women and girls (scheduled for Berkeley, California, in June 1982) will highlight Project REED's second year in existence.

A major goal of the Project is to incorporate the images of children and adults with disabilities into the early childhood classroom.

For more information, contact Women's Action Alliance, Inc., 370 Lexington Ave., New York, NY. Phone: (212) 532-8330.

■ FIELD EXPERIENCE HANDBOOK

The recently published *Women's Studies Service Learning Handbook* is a com-

pendium of essays and course materials offering an overview of current practice, models, and concerns in feminist field experience education.

The Handbook is published by the National Women's Studies Association (NWSA), an organization that supports teachers, administrators, and students in women's studies programs as well as those involved in feminist education in the community. Members receive the *Women's Studies Quarterly*.

For more information, contact NWSA at the University of Maryland, College Park, MD 20742. Phone: (301) 454-6195.

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Note to Readers: The authors of these columns welcome feedback and contributions. Address items to Editor, *Educational Leadership*, 225 N. Washington St., Alexandria, VA 22314.

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