Specific recommendations to help handicapped teachers included the following:

1. Launch a public relations campaign highlighting successful disabled educators

2. Promote more research on the capabilities of educators with disabilities

3. Make all new construction accessible to handicapped persons

4. Institute flexible hiring policies, offering part-time jobs or job-sharing to those who cannot work full-time.

Copies of *Educators with Disabilities* may be purchased under stock number 065-00-00104-7 for $5.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Days of Religious Observance

The New York State Education Department has used the recommendations of representatives from various religious faiths to compile the following list of days of religious observance. This list, published in the newsletter *Inside Education* by the New York State Education Department, "while not all-inclusive, . . . contains the most important liturgical dates of the major religious faiths." With the exception of December 25 and January 1, these days are not legal holidays. Educators may find this list helpful in scheduling instructional programs throughout the year.

1982–83 Dates	Days of Religious Observance
September 14	Feast of the Elevation of the Cross*
September 18–19	Rosh Hashanah (Jewish New Year)
September 27	Feast of the Elevation of the Cross**
September 27	Yom Kippur (Day of Atonement)
October 2–3	First Days of Succoth (Feast of Tabernacles)
October 9–10	Last Days of Succoth
November 1	Feast of All Saints
November 5	World Community Day
December 8	Feast of the Immaculate Conception
December 25	Christmas
January 1	Feast of the Circumcision and New Year*
January 1	Feast of Mary, Mother of God
January 6	Feast of the Epiphany*
January 7	Christmas**
January 14	Feast of the Circumcision and New Year**
January 19	Feast of the Epiphany**
February 16	Ash Wednesday
March 4	World Day of Prayer
March 25	Annunciation*
March 29–30	First Days of Passover
March 31	Holy Thursday
April 1	Good Friday
April 3	Easter
April 4–5	Last Days of Passover
April 7	Annunciation**
May 5	Holy Thursday*/**
May 6	Fellowship Day
May 6	Good Friday*/**
May 8	Easter*/**
May 9	Easter Monday*/**
May 12	Feast of the Ascension
May 18–19	Shavuoth (Feast of Weeks)
June 16	Feast of the Ascension*/**

*New Calendar Eastern Orthodox Churches and New Calendar Eastern Rite Roman Catholic Churches

**Old Calendar Eastern Orthodox Churches and Old Calendar Eastern Rite Roman Catholic Churches

Curriculum Clearinghouse

WILLIAM J. STEWART AND CONRAD R. TOEPFER

TV Project Improves Reading

Reversing popular notions about television's ill effects on children, a New York State program improves reading skills via TV. Called GERIS (Graphic Expression Reading Improvement System), the 70 programs around the state focus on improving reading, research, organization, planning, teamwork, writing, and speaking in underprivileged and underachieving learners.

Students far below the reading level of their classmates are selected for the program and follow an eight-step sequence for television production. They (1) pick a topic, (2) do research, (3) prepare graphics, (4) write a script, (5) practice reading the script, (6) record a run-through, (7) evaluate the tape, and (8) record a final tape.

Teachers help students learn the steps and provide other information, while students evaluate themselves and continue taping. Parents have endorsed the program due to its effectiveness in raising skills of participants. Over 3,000 students, who averaged a four-month improvement in reading scores over a ten-month period, after GERIS showed from 1.27 to 1.7 years improvement over a ten-month period. Some students improved as much as four years over the ten-month period. Organizers of the project feel that this is a notable instance where television is being used successfully to assist teachers, not to replace them.

K. Coralee Michelucci, "Getting It Right for TV," *American Education*, July 1981, pp. 17–20.

Effective Living Program for Adolescents

Quest—a character education program—has helped more than 150,000 secondary students develop the skills helpful to effective living. Organized in a "Skills for Living" curriculum guide and teacher's manual, the program is composed of 11 units: (1) introduction, (2) friendship, (3) attitudes, (4) liking and accepting oneself, (5) dealing with emotions and feelings, (6) family relationships, (7) financial management, (8)

decisions about love and marriage, (9) parenting, (10) goal setting and career planning, and (11) philosophy and meaning of life.

The program involves readings, group activities, community resources, field activities, and personal reflection. Students initially deal with introspective topics and then broaden to personal decisions in more socially-oriented and global concerns. Quest provides a three-day training program for teachers, administrators, and other helping professionals. It also offers a parent program focusing on communication skills and increasing self-esteem. Successful experience with the program is based on making the program an integral part of school curriculum. Quest can be used in the middle grades and has also been part of an Arizona State University program for mainstreaming.

Pat E. Crisci, "Quest: Helping Students Learn Caring and Responsibility," *Phi Delta Kappan*, October 1981, pp. 131–133.

Elementary Students Observe Sea Life

The Winn Elementary School in Austin, Texas, has developed a unique program that helps children to understand and care about saltwater organisms. To do this, the school has set up an 81-liter saltwater aquarium in the school library and videotaped lessons about marine life as part of the science curriculum. The 20-minute video lessons are followed by classroom activities. On a scheduled basis, students visit the library to observe life in the aquarium as a means for group and individualized learning.

The school uses the services of a consultant in saltwater organisms who cares for the tank and works with students as part of the hands-on activity. The organisms are changed monthly to provide an opportunity for students to study a wide range of sea life. Students also review visuals displayed on a bulletin board behind the aquarium and in the hallways.

Students have become increasingly aware of the sea and sea organisms and are more personally concerned about pollution and the sea environment. It is hoped that next year students and teachers will have learned enough to take care of the tank themselves. The project will serve as a basis for more interdisciplinary curriculum activities and possibly as a means for parent involvement as well.

Diane Crow, "Learning about Sea Life," *Science and Children*, October 1981, pp. 18–19.

Milwaukee's Unique Success in Bilingual Education

Children begin to speak a second language from the first day of school at Milwaukee's 82nd Street Multi-Language School. By the time they complete sixth grade, students are functionally bilingual in French, German, or Spanish. The second language is the medium of instruction rather than its object; therefore, sudents become proficient naturally, in play and work situations.

English is phased into the classroom gradually beginning in the second grade. By grade five, instruction is balanced between English and the second language. This immersion approach was adopted following study of its effectiveness as used in Canadian schools over the past 15 years. The school also offers evening classes to help parents promote the use of the second language in the home.

An advantage of this school is that *all* students start the program at the same time, and immersion in the second language thus creates a kind of equality. Program evaluation shows that immersion students score at or above the national averages in reading and mathematics skills.

Thomas Forsythe, "Soaking It Up in Milwaukee," *American Education*, July 1981, pp. 21–25.

Updating Parents in the Sciences

Chicago's Museum of Science and Industry now offers a science course for parents. Designed to complement its successful Saturday Science Program for elementary children, the new course helps parents stimulate their children's curiosity about the natural world.

. The program offers a transportable model organized around the following goals: (1) develop parents' knowledge of science and reassure their confidence that they can enhance their children's science learning, (2) teach the process of science, (3) become aware of resources in the home and community to stimulate inquiry in children, and (4) teach parents to learn how children learn science in the elementary school.

Activities in the course encourage parents to share in their children's science education. Parent evaluation of the program reflects a uniformly high degree of success and usefulness of the information learned.

Thomas Graika, "Parents: Partners in Science," *Science and Children*, September 1981, pp. 13–15.

Pennsylvania Increases Teacher Computer Literacy

In the fall of 1980, the Pennsylvania State Education Department invited a group of veteran computer educators to develop a program to lower computer anxiety and improve computer literacy. The curriculum was designed for eventual use with upper elementary through adult learners.

The program develops computer awareness and usage with a brief study of computer applications and a look at the social implications of computers. Each lesson includes hands-on computer activities. The lessons were written in a highly structured, easy to teach and learn style. Extensive background materials were provided for teachers along with video materials and student activity sheets.

Teachers were trained to teach the Computer Literacy Course and provided with course materials involving 15 lessons organized into three sequences. The first sequence introduces the computer and computer history, discusses computer components, reinforces the concept of computer memory, and looks at computer language. The second sequence involves the learner in developing step-by-step procedures for giving instructions to a computer. It also reviews previous lessons and gives specific computer applications. The third sequence reviews computer applications in daily life and in school and literature about computers, explores both benefits and disadvantages of computers, and examines student computer projects.

The program is an excellent inservice tool and has been judged highly effective in developing teacher confidence and readiness to use computers in their own work and with students.

Alice M. Kirchner, "One State's Approach to Computer Literacy," *Technological Horizons in Education*, May 1981, pp. 43–44.