

## Programs and Practices

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### Computing Program for Gifted and Talented

Fairport General School District, in a suburb of Rochester, New York, has initiated a computing strand for gifted and talented students in grades 4-6. Though the district has a Computer Education Curriculum at all grade levels, the new strand is based on the philosophy that gifted students require educational programs that are qualitatively different from those usually offered in the classroom.

Based on this philosophy, the Extended Studies Program was developed to involve the student in activities requiring divergent thinking, reasoning, analyzing, synthesizing, judging, evaluating, and creating. The computing strand, as part of the Extended Studies Program, addressed these types of activities by incorporating the following goals: create and use data base management systems to store and retrieve data, use the computer to develop decision-making skills, evaluate and predict directions in computer applications, and create computer programs to solve problems.

The program is to be evaluated to determine the appropriateness and feasibility of its objectives and activities. Based on this evaluation, a plan for infusing it into secondary school curriculum will be developed.

Inquiries about the program should be addressed to Eileen K. Gress, Director of Educational Communications, Fairport Central School District, 140 Hulburt Rd., Fairport, NY 14450.

### Maryland Completes Integration Guide

A guide for moving schools from desegregation to integration has been issued by the Maryland State Department of Education, Office of Equal Opportunity. *Profile for an Integrated School System* treats the difficult task of bringing different racial or ethnic groups into free and equal association in schools serving a racially mixed group of students.

The guide includes goals for assigning students to schools and classrooms and for staffing, facilities, curriculum, student activities, disciplines, and other areas. These goals, not to be taken as quotas, include the following:

1. "The percentage of minority students in a school should be within 15 percent of the percentage of minority students in the school system."
2. "Minority and majority students should not be separated for more than 25 percent of each school day."
3. "The percentage of minority teachers in school should be between 75 and 125 percent of the percentage of minority teachers in the school system."
4. "Staff development activities should include sessions on racial attitude awareness and other areas that reflect commitment to moving from desegregation into integration."
5. "Each school system should maintain an integration advisory committee representative of the public schools and the community."
6. "The state multicultural educa-

tion guidelines should be implemented by infusing ethnic and minority material into the total curriculum."

Finally, another recommendation is planned for addition to the guide: barriers to school program access based on disability and gender should be eliminated in all schools.

### Computer Management for the Handicapped

Educational Testing Service is developing a system for more effective management of programs for handicapped children. Their TRIPS program, a computerized transportation scheduling and routing system, has been in operation for several years.

Working with the Camden, New Jersey, school district, ETS has devised an on-line system aimed at providing program administrators with accurate, up-to-date information needed to make daily management decisions and at streamlining the district's methods of complying with state requirements for regular reports on the status of students in special education. The new system will eliminate the extensive labor involved in manual processing of file folders for each child in the special education program.

Special education is receptive to technological innovations because of the enormous burden on teachers and administrators that comes from the individual attention the children require. Administrators' needs for cost-effective information systems has not changed much in the past decade; what is changing is the technological capability to meet these needs with affordable and useful systems.

Unlike earlier projects in which the local district used the ETS computer, each district will have its own micro-computer and maintain its own data.

When necessary for sharing or reporting between districts or with the county and state officer, the microcomputers will communicate with each other. It is expected that the cost of this system will be lower than with the traditional network.

### Washington Students Learn Work Ethic

The 360-acre Lincoln Tree Farm in Pierce County, Washington, is the site of a full-day vocational program for high school students interested in out-of-doors careers. The farm has been owned and operated by the Tacoma School District since the 1930s.

The primary objective of this hands-on, learn-by-doing vocational program is to develop a work ethic that will make students employable. This includes timely and regular attendance, concern for safety, performing to the best of one's ability, and pride in one's work.

Each semester, a maximum of 45 students who are 16 years of age or older enroll in the program. The students are divided into groups of ten to learn forest working skills such as tree planting, firewood cutting, Christmas tree culturing, trail construction, and game bird banding. In this manner, they learn to work as a team.

Second semester students develop their leadership skills by taking responsibility for grading crew members, getting tools to the job sites, giving instruction in the use of tools, and supervising clean-up.

### Superintendents Poor at Conflict Management

School superintendents, particularly those with doctorates, are often ill-equipped by their training to manage conflict, according to one study.

Although the study used a small, nonrandom sample, the results suggest that compared to city managers, superintendents' technical training and relative autonomy interfere with their ability to manage conflict.

Superintendents are prepared to be professionally committed and, hence, to think they should not compromise. Confronted with a conflict, they frequently resign because they see no alternative when their strategies do not work. They do not accept the give and take of political bargaining. City managers view conflict as a part of their jobs. While educators worry about a split board, the city manager accepts such disagreement as a fact of life.

The pilot study was done by Harmon Zeigler, Center for Educational Policy and Management, University of Oregon. An excerpt from the study is available for \$3 (prepaid) from CEPM Publications, College of Education, University of Oregon, Eugene, OR 97403. A more complete report will be available later.

### Census Shows Education Levels Up

According to the 1980 census, two-thirds of the U.S. population 25 years of age or older has a high school diploma. In the 1970 census, just over half the people in that age group had a diploma.

In 1970, 12 percent of the over-25 population had completed four or more years of college; that figure reached 17 percent in 1980.

The 1980 census showed Asians having the highest percentage of high school graduates with 74 percent of the over-25 Asian population having a diploma. This figure was 69 percent for the over-25 white population, 51 percent for the black population, and 43 percent for the Hispanic population.

## Education for Pluralism

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### Instructional Module Brings Literature to Life

Teachers in history, social studies, language, literature, or bilingual classes will be interested in *Guasábara in Silence*, an audiovisual instructional module. Developed by former school teacher Milagros Hernández, the module is based on an award-winning short story by the noted Puerto Rican author Nelson Rafael Collazo. The story, originally written in Spanish, dramatically traces the progress of the Taino Indian civilization that inhabited Puerto Rico before the Spaniards colonized the island. The module consists of over 150 slides depicting some of the most beautiful scenery in the Puerto Rican mountains, a Spanish-English edition of the short story, a cassette with the script, and a detailed and resource-filled teacher's guide.

The author of the materials traveled to the historical site where the Taino Indians resided and photographed local residents who bear a striking resemblance to the Tainos. Professional photographers and actors were used to ensure a high quality production. The module offers teachers the opportunity to provide students with historical, linguistic, and cultural content while expanding their cultural awareness.

Although the materials were originally developed for use with Puerto Rican students on the island, they are equally suitable for students of all languages and cultural backgrounds.

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