

## Programs and Practices

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### Local Architecture Is a Teaching Tool

The houses and buildings in your community are important records of the political, cultural, economic, and social development of the society. Several Massachusetts high school teachers have been experimenting with new ways to use local architecture to teach subjects ranging from American literature to world history to psychology.

The plan is to make lessons personal and to develop the student's ability to "read" what buildings have to say as symbols of works of art, products of technology, and reflections of a cultural time and place. One approach is to use the different kinds of local buildings to discuss interconnected aspects of a particular theme in U.S. history. An example is following a street as it starts by the river on a run-down warehouse area, passes through an older part of the downtown, cuts through an area of small working-class homes, crosses over a ravine where the railroad lines come into the city, runs through a newer subdivision of well-kept homes, and eventually breaks into the open countryside. A slide show of a street in their town enables students to learn many things about the current social structure of the community as well as much about its history.

Having students study the floor plans of houses during the various historical periods for clues to changing values and lifestyles can also give students insight. Likewise, identifying the architectural styles of buildings provides an understanding of the influence of older cultures on our own culture.

For more information about this project, contact Kathlyn Hatch, Architectural Heritage Education, Massachusetts Historical Commission, 294

Washington St., Boston, MA 02108. Single copies of the program's summary report are available from the commission.

### Indiana Spelling Resource List

A 2,200 word spelling resource for students has been compiled by the Indiana Department of Public Instruction. This instructional aid incorporates the recommendations of business and industry as well as suggestions from educational organizations throughout Indiana. The project started out as an effort to collect 1,000 key words and has grown in both scope and interest generated.

The list of 2,200 words is divided into three levels. One level consists of 200 words that are either very common to the English language or appeared on all recommended lists. The second level has 1,000 basic words that reflect functional literacy for 16-year-olds. The third level contains 1,000 words that have been highly recommended as necessary for all high school seniors.

The authors do not intend this list to be exhaustive or to be the mandated list of spelling words in Indiana; it is hoped that the list will serve as a readily available reference source.

Further information about this spelling resource list is available from Caryl Inlow, Editor, *Educator's Edition*, Room 229, State House, Indianapolis, IN 46204.

### Kids Swap Books

Fifth and sixth graders in Mt. Nebo, West Virginia, swap books they no longer use. While adding to their own collection of reading materials, they're learning the benefits of recycling.

For the book exchange, teacher Pamela Klawitter asks each student to bring in paperback books as well as posters and children's magazines in good condition. She collects these materials over a week or so. For each book a student brings in, she issues a ticket good for a book on the day of the exchange.

On exchange day, the pupils display their books on large tables. Books are arranged by topic for easy selection and duplicate copies are stacked to save space. One student is in charge of sales and takes the tickets in return for books

purchased. It might be desirable to include the classroom paperback library in the exchange as well so that there is a turnover in reading material there.

### The Sound of Music in San Jose

Recently, Oak Grove School District, the second largest elementary district in California, eliminated its instrumental and most of its vocal music program.

Concerned parents, who believed in the importance of fine arts experiences for students, quickly organized the South San Jose Fine Arts Association, a nonprofit partnership of parents, community members, and the school district. The Association has been successful in providing an alternative program of music instruction and performance in band, orchestra, and chorus.

The cost to participating students is minimal and scholarships are available. No charge is made for small group instrumental lessons, and the Association offers a reduced fee if families enroll more than one child or if a child enrolls in more than one program. For optimum learning, students are required to attend both the small group and the performing group lessons.

Fees are charged to those who attend the student performances, and the Association receives contributions and grants from individuals, businesses, and philanthropic organizations. The operating cost for the first year was \$40,000.

One of the major goals of the Association is to link existing and potential community business and industrial resources for arts in education. They have successfully achieved this goal.

### Status of Graduate Enrollments

In 1981-82, applications for admission to graduate schools increased at private doctoral institutions but decreased at master's institutions. There was a slight overall decrease in master's degrees awarded while doctoral degrees increased at all private and public institutions. The number of graduate assistants remained essentially unchanged, and the fellowships offered showed an overall decline, especially among larger doctoral schools.

A survey, by the Council of Graduate Schools/Graduate Record Examination, also requested data on stipends paid to teaching assistants in the English and chemistry departments. Stipends paid in English departments increased by 10.4 percent between 1981 and 1982 with substantially greater increases reported by private institutions. Teaching assistants in chemistry departments received stipend increases at about 8.6 percent during the past year.

There was about a 76 percent response to the survey by the member institutions of the Council of Graduate Schools.

### Caring About Others

As part of a course in "human ecology," high school students in Brandywine School District in Delaware volunteer at least 20 hours of work in service agencies such as the March of Dimes Foundation, Easter Seal Society, County Senior Services, and Head Start Day Care Center.

Designed by a science, a home economics, and a psychology teacher, the one-semester course deals with problems of teenage pregnancy, crime, suicide, mental and emotional handicaps, birth defects, separation and divorce, and neglected senior citizens. "Human ecology is caring about yourself and

other people."

A brochure describing the program is available from John C. Carney, Coordinator of the Human Ecology Program, Brandywine School District, Pennsylvania Ave., Claymont, DE 19703.

### Choosing Careers Wisely

Minority children in large cities routinely grow into young adults who have no job experience, little motivation, and only the vaguest ideas of what making a living in today's world entails.

For these reasons UCAN (United Career Action Now), a voluntary Life and Career Planning Program, was established and authorized by the Chicago

## Position Available

The Graduate School of Education of the University of California, Los Angeles, announces an opening for the position of PRINCIPAL of the Corinne A. Seeds University Elementary School. The school functions as a laboratory of the Graduate School of Education. Its central purpose is to engage in inquiries leading to improved knowledge and practices in curriculum, learning and instruction, home-school-community relationships, school organization, and professional development.

**RESPONSIBILITIES:** Under the supervision of the Director, the Principal will bear administrative responsibility for the general operation of the Corinne A. Seeds University Elementary School, including: plant management, staff leadership, instructional program development, collaborate in creative and imaginative ways with the CAS UES faculty, University faculty, parents, and local school administrators and teachers in the central inquiry functions of the school and provide leadership that cultivates a climate conducive to professional and organizational renewal.

**QUALIFICATIONS:** A doctoral degree or advanced work beyond the masters degree; successful experience in school supervision and administration, preferably in elementary schools; highly developed interpersonal skills in working with university faculty, parents, teachers, and school leaders; familiarity with inquiry processes in a university setting.

Pay Period Begins: July 1, 1983  
Administrative Duties Begin: July 1, 1983 -or-  
September 1, 1983

Appointment is for a three year term, subject to renewal  
Salary is negotiable, to a maximum for the 1983-84  
academic year of \$46,500.

**ALL CANDIDATES MUST SUBMIT:** (1) a personal resume, including a brief description of your particular experiences and training which qualify you for this position; (2) a personal statement, not to exceed 500 words, stating what you see as the critical issues in childhood education in the coming decade, and the role of a University laboratory school in addressing these issues; (3) names, addresses, and telephone numbers of at least 3 people we may contact regarding your qualifications.

**SEND APPLICATIONS TO:** John I. Goodlad, Dean and  
Director  
Corinne A. Seeds University  
Elementary School  
University of California, Los  
Angeles  
405 Hilgard Avenue  
Los Angeles, California  
90024

**DEADLINE FOR APPLICATIONS:** January 25, 1983

**UCLA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE  
ACTION EMPLOYER AND WOMEN AND MEMBERS OF  
MINORITY GROUPS ARE INVITED TO APPLY**

Board of Education in 1976. The program was adapted from a college course for students and adults who are changing careers. UCAN is an annual course offering one year's credit.

Funding is provided by Community Development Block Grants, administered locally by Chicago's Department of Human Services.

UCAN is organized into classroom and field experiences to provide students with the skills to think through and implement their career plans.

During the first semester or classroom phase, students deal with activities in self-awareness and career awareness—values clarification, skills analysis, information gathering, resume writing, interviewing techniques—in order to

decide what careers to investigate during the second semester or internship phase.

In the second semester, students are assigned for four days a week—usually 3–5 hours per week minimum—to “observation internships” with working adults or “mentors” who are in careers of the students' choice. Students not only observe adults in careers they want to pursue but are guided in their internships by projects that must be prepared and submitted for credit.

On the non-internship day, customarily Friday, a class “rap session” is conducted to share experiences.

There is also a UCAN Early Involvement Program for seventh and eighth graders. They receive high school credit for their participation by taking career

enrichment classes at the local UCAN high school. The program is broken into ten-week segments in the following areas: Ethnic Studies, Communications, Data Processing, and Technical Careers.

Longitudinal studies of a representative sampling of UCAN alumni since 1976 show a majority going on to a college/university/trade school or employment.

Currently, UCAN serves from 800 to 1,000 elementary and secondary students.

More information about the program is available from Charles Kuner, UCAN Teacher-Counselor, c/o Farragut High School, 2345 S. Christiana, Chicago, IL 60623.

## Curriculum Clearinghouse

WILLIAM J. STEWART  
AND CONRAD F. TOEPFER, JR.

### Integration Through Foreign Language Instruction

Chicago has turned six elementary schools into citywide “magnet” language academies that offer voluntary integration through foreign language instruction. In three years, the “Access to Excellence” desegregation program has resulted in improved math and reading scores, better attendance and classroom behavior, and a basic skills curriculum enhanced by the demands of intensive language study. Students have also made noticeable gains in listening skills.

Each school offers from two to four of the following languages: Spanish, Russian, Polish, Japanese, Italian, Modern Greek, German, and French. While the school day is no longer than at other schools, the pace in the language academies is much quicker. Regular class periods have been shortened to create an extra period for language study.

Classes tend to become multilingual as children share what they learn in language classes in English or social studies. Students study foreign culture while studying the language; a minimum of English is spoken.

The language academy program offers a successful approach to general learning. In addition it has proven successful as a means for reviving language study at a time when our nation cannot afford cultural isolation from the world at large.

James Ylisela, Jr., “Language and Learning in Chicago,” *American Education* 18 (May 1982): 12–15.

### Interdisciplinary Team Teaching

At the E. T. Richardson Middle School in Springfield, Pennsylvania, teams of math, science, English, and social studies teachers work with approximately 100 students at the sixth, seventh, or eighth grade levels. Rather than focus on the narrow aspects of team teaching, this middle school program uses team planning to develop an interdisciplinary program that relates to the problems faced by today's students.

Joint planning of the instructional programs also includes regular participation by a guidance counselor. Primary attention is given to the development of the interdisciplinary units that

reflect the interests and needs of learners assigned to each team:

The unit on “Water: An Ecological Study” examines local needs, sources, and problems in the fresh water supply. Content and skill study in the content areas interfaces functional learning and social awareness. Another unit, “Man and His Environment: A Socialization Experiment,” focuses on the environment in Eastern Pennsylvania and its relationship to the demands of life and how resources can best be used, respected, and improved.

“City Renaissance” helps students identify the future needs and resources necessary to modernize the urban areas of Springfield and nearby Philadelphia. The programs relate classroom study of content with a broad experiential base of field trips and direct involvement in the “real world” in which these middle school students live.

Timothy Daniels, Joseph O'Brien, and Robert Pittman, “Interdisciplinary Units—Keystones of Learning,” *The Middle School Journal* 13 (May 1982): 14–16.

### Bridging Science and Humanities

Seniors in Westfield, New Jersey, examine the relationship between science and the humanities in a course entitled “Two Cultures: Fact, Fantasy, or Fiction.” Based on C. P. Snow's notion

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