

Programs and Practices

ROBERT C. MCKEAN AND
BOB L. TAYLOR

Journalism Teachers Bibliography

A bibliography for publications advisors has been updated by the Newspaper Fund and is available to interested educators.

This 14-page publication includes textbooks and workbooks for newspaper, yearbook, and mass media courses as well as teaching aids for high school journalism teachers. The bibliography suggests books for news editing, page make-up and design, duplicated newspapers, student press law and responsibilities, financing school publications, and photography. It contains a detailed reference list for all areas of scholastic journalism.

For a free copy, write the Newspaper Fund, P.O. Box 300, Princeton, NJ 08540.

Metric Information Available

The demise of the U.S. Metric Board and the elimination of the Department of Education's Metric Education Program have created a vacuum in metric education.

To provide assistance and information, Educational Support Systems, Inc., has established a National Clearinghouse for Information on Metric Education. The Clearinghouse will collect and furnish a variety of information including:

- Exemplary, field-tested projects funded by the Department of Education
- Annotated bibliographies of metric products
- Metric newsletters
- Metric consultants
- Free and inexpensive metric materials

- Recommended metric equipment
- Ongoing metric programs across the country.

To contribute or receive information contact: National Clearinghouse for Information on Metric Education, 446 Travis Ave., Staten Island, NY 10314. Phone: (212) 698-3636.

Storybook Tree

Whittier Elementary School in Boulder, Colorado, has an impressive monument to mark its centennial year: an elm tree carved with children's favorite storybook characters. Students were asked to list their best loved characters, and Steve Weitzman carved the figures into the old tree. Students chose Tom Thumb, Charlotte and Wilbur, Merlin, Peter Rabbit, The Three Bears, Winnie the Pooh, The Cat in the Hat, Aslan, and other personalities from the pages of literature. Humpty Dumpty, Mother Goose, and a dragon perch at the top of the tree. The Storybook Tree has been dedicated to the children past, present, and future who learn to love books and reading at Whittier School.

Teaching About Africa

Teachers uncertain about what instructional materials to use in teaching about Africa will be helped by a set of criteria published by the Social Science Education Consortium, Inc. Teachers should ask the following questions:

1. Are the materials readable and suitable for the class?
2. Is the content accurate and up to date?
3. Does the material lead the reader to understand the diversity of the climate and physical features of Africa?
4. Does the beginning student learn that Africa is a continent, not a country?
5. Does the material lead the reader to understand the diversity of contemporary African peoples?
6. Are political and economic differences presented with openness?

7. Are issues of interdependence raised both within Africa and globally?

8. Is history presented beginning with ancient times rather than with the arrival of the white explorer in Africa?

9. Is there an artificial separation of sub-Saharan Africa from North Africa, or are the important cultural diversities and continuities presented as part of the complexity of the whole continent?

10. Is the complex and rich musical and artistic heritage of Africa presented as a valuable part of life?

11. Are African authors and sources used?

12. Are the value judgments of the author exposed and examined?

13. Are African peoples and African cultures the central focus of the material rather than the activities of such outsiders as explorers, missionaries, and business people?

14. Does the material lead readers to appreciate differences, to understand commonalities, and to evaluate and adapt their views of human society in such a way that will lead to a just and peaceful world? Do the students come to understand that we have much to learn from African peoples as well as much to give?

Hints Help Math Students

A study done by Educational Testing Service indicates that hints might help students identify and work with the key elements of math problems. Four questions were analyzed by Donald A. Trisman in his work with 107 examinees. Even with the hints, none of the questions was answered correctly by all of the students. The number answered correctly with hints ranged from 27 to 54 percent; without hints the range was 9 to 23 percent.

Concerned with the potential application of the technique in the areas of self-instruction and diagnostic testing, the researcher has been investigating the use of hints that appear as multiple-choice items. Based on his initial work with high school students, who each had at least one year of algebra and plane geometry, he cited these preliminary findings:

1. The use of hints increased the percentage of correct answers, regardless of whether the hints themselves were answered correctly.

2. A misconception of the problem on the first reading could be clarified by answering the hints correctly.

3. An open-ended item, recast in multiple-choice format, sometimes served as a hint.

For further information, contact: Donald A. Trismen (DV), ETS, Princeton, NJ 08541.

"Give and Take"

A new Instructional Television series, "Give and Take," is aimed at helping teenagers face tough economic choices. It is designed to increase understanding of economic concepts by 8th, 9th, and 10th graders, and to improve their decision-making skills as consumers, producers, and citizens.

The series consists of 12 15-minute lessons that dramatize problem-solving situations. Scarcity, personal decision making, opportunity costs, consumer credit, productivity, human capital, derived demand, and career choices are some of the topics covered.

All lessons are open-ended to stimulate classroom discussions, and a teacher's guide with resource material is available. This cooperative project includes the Joint Council on Economic Education, The Canadian Foundation for Economic Education, and the Agency for Instructional Television.

Oregon Master's Degree Program

The Resident Teacher Master's Degree Program of the University of Oregon and cooperating school districts combines graduate study with a year of full-time teaching in a public school.

The program operates under a Memorandum of Agreement between district and university officials. Liaison between the institutions is achieved through clinical professors who, with the Program Director, form a consortium council that coordinates policy, resident teacher training, and inservice for district super-

visors and administrators.

Resident teachers attend workshops and seminars conducted by clinical professors at field-center sites prior to and during the school year. Through application of educational theory and research, resident teachers learn to select materials and to employ strategies that best help their students achieve.

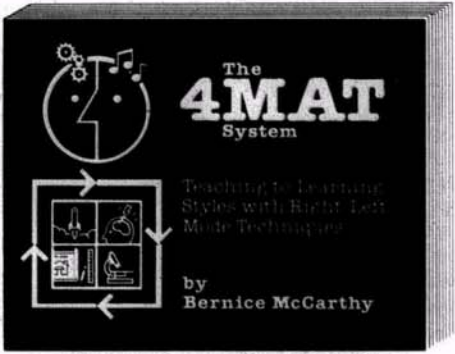
A building supervisor confers with each resident teacher throughout the school year. Often in team with the clinical professor or the building administrator, the supervisor gives the teacher feedback about his or her teaching. A strong feature of the program is that it can operate within existing budgets. The cost of supervision is balanced by lower resident teacher pay (two-thirds of a beginning teacher's salary), and the cost of administration is covered by the operational structure already in place

within the College of Education and public school systems.

Officials indicate the program has resulted in a high percentage of resident teachers remaining in teaching. Participating teachers are also perceived to be more competent than colleagues who have had no similar induction-year experience.

Program strengths are (1) the cooperation between district and university in providing training and supervision of beginning teachers; (2) the close relationship between university coursework and teaching experiences; and (3) the assurance of quality education for students in the classes of beginning teachers.

Further information is available from the Resident Teacher Master's Degree Program, College of Education, University of Oregon, Eugene, OR 97403.



The 4MAT System
Teaching to Learning Styles with Right/Left Brain Techniques
by Bernice McCarthy

How To Teach To Differences

With **The 4Mat® System**—a new practical "how-to" book for teachers and administrators. The first composite of current research in learning styles and right/left brain information processing. **The 4Mat System** presents a dynamic teaching model and demonstrates application **with sample lesson plans**. Applies to all levels and curriculums. **The 4Mat System** is a book about the differences in people and how to capitalize on those differences. 220 pages, illustrated throughout.

Price \$25.95 includes postage and handling. Illinois residents add \$1.38 sales tax. Orders should be accompanied by purchase order, check or money order (payable to Excel, Inc.). Workshop seminars available.

excel **Excel, Inc.**
Suite 101, 600 Enterprise Drive
Oakbrook, Illinois 60521 (312) 382-7272

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