

Programs and Practices

ROBERT C. MCKEAN AND BOB L. TAYLOR

Help for Teaching State History

Teaching state history just got easier in Washington, thanks to an activities booklet developed by Joan LeMieux. LeMieux organized a committee of experienced teachers to help put together a resource for secondary school history teachers. The resulting publication provides a variety of map activities, writing assignments, community-based projects, and suggestions on oral history. Although it focuses on the history of Washington State, the booklet includes ideas that can be adapted for use elsewhere.

For information contact Joan LeMieux, Cowlitz Teacher Center, 401 N. Pacific, Kelso, WA 98626.

Keeping Potential Dropouts in School

Meeting the special needs of potential dropouts is the purpose of programs in Lancaster, Pennsylvania, and Florissant, Missouri.

Targeted to grades nine and ten, Lancaster's Project Impact gives students a chance to have direct input in an informal setting supervised by an adult. The curriculum, which integrates social studies, English, mathematics, science, and career education, emphasizes the relevance of what students learn in school to the world in which they will live after graduation. Orientation to vocational areas, contemporary living, job survival skills, and community experiences are all part of the plan, and emphasis is placed on students' rights and responsibilities in the education system.

Developing positive attitudes toward self and life career goals is the aim of Florissant's dropout prevention program. Ninth- to twelfth-grade students with histories of truancy, academic failure, behavioral disorientation, or learning disability are selected for the program, which includes an instructional team approach to teaching mathemat-

ics, social studies, science, and English. The program stresses the importance of self-realization, human relationships, civic responsibility, and economic sufficiency in the adult world. Hands-on experiences, field trips, and practical skills are among the high-interest class activities.

For information about the Lancaster program, contact Paul S. Stefy, Project Director, Lancaster School District, 225 W. Orange St., Lancaster, PA 17604.

For information about the Florissant program, contact Sharon R. Bell, Director, 15875 New Halls Ferry Rd., Florissant, MO 63031.

Second-Grade Restaurateurs

Over 200 first-grade customers showed up when Bonnie Campbell-Bolling's second-grade class opened a restaurant called The Soccer Hut. The culmination of units on money and nutrition, the restaurant project involved students in writing invitations, planning decorations, and estimating costs. They did all the work, from shopping and chopping to serving and washing up. The students graphed money spent and money earned after deducting expenses, and then used their profits to see a production of "The Miracle Worker" as part of a subsequent unit on disabilities.

For more information, write Bonnie Campbell-Bolling, c/o Phyllis Perry, *The Interchange*, Boulder Valley District RE2, 6500 Arapahoe Ave., Boulder, CO 80303.

Music Courtesy of Mom and Dad

For more than a decade, a committee of interested parents has worked to support and improve the music program in the Mercer Island, Washington, School District. Formed originally as a working group to study music programs in other districts, the committee convinced the school board that Mercer Island needed a music coordinator. From this early success, the Music Committee has matured into an invaluable support group for school music.

The committee consists of one representative from each school, whose responsibility is to work with the music teachers in the building in any way that is needed. In addition, committee

members sponsor music swaps, organize and run music contests and festivals, coach individuals and ensembles, accompany vocal performing groups and soloists, tune autoharps, maintain and check out band uniforms, catalogue music and records, and work with local news media to get strong coverage of district music events and activities.

By providing feedback on how people perceive school music programs, these parents provide a valuable communication link that has helped solve many problems and resolved potentially difficult situations before they became more serious.

For further information about this parent involvement plan, contact Neal Porter, 9100 SE 42nd St., Mercer Island, WA 98040.

Summer Science and TV for Gifted Students

Lab work in computer science, biology, and physical science is at the heart of three two-week sessions held for gifted junior high students each summer at the Tennessee Technological University. The program's major objectives are to identify high-ability junior high students who are interested in possible careers in the sciences, and to give them a chance to meet and interact with professional scientists and a challenging peer group.

The students, who live on campus, attend classes in the three science disciplines in the morning and follow a rotating lab schedule in the afternoon. Some are even enticed into spending evening hours at the computer center. The academic portion of the program is balanced with a well-rounded variety of recreational activities.

This summer the university will also offer its first nonscience course, a program in television production. A week-long experience in creative script writing and camera, lighting, and sound techniques, the new course will result in a finished production that will be aired unedited before participants and other interested persons.

Anyone interested in more information may contact Jill Wright or Carl Seiter, Box 5112, Department of Secondary Education, Tennessee Technological University, Cookeville, TN 38501. Phone: (615) 528-3181.

Beginning Reading in Spanish

Both Spanish-speaking students and their English-speaking teachers can learn to read Spanish using a new beginning reading program designed by SWRL Educational Research and Development. Learning to read in their native language lets the students make use of their existing language abilities. And because they do not have to master a new language before they learn to read, their first reading experiences are more enjoyable and successful. By developing skills that are essential to successful reading, the program helps students become confident, enthusiastic readers.

The program's linguistic content was selected and sequenced on the basis of extensive research, and the materials were field-tested in the Los Angeles Schools. Included are materials for teaching word recognition, letter names, decoding, and reading comprehension. The pupils may practice their reading skills with illustrated storybooks featuring animal friends. Following the initial instruction and assessment of each new skill taught, teachers provide additional individualized assistance as needed.

Along with the storybooks, the program includes a guide, activity books, a resource kit with instructional materials, and short unit tests for regular assessment of pupil progress. For more information, contact Ricardo Martinez, SWRL, 4665 Lampson Ave., Los Alamitos, CA 90720. Phone: (213) 598-7661.

Will Tomorrow's Graduates Have the Basics?

Today's higher-level skills—critical thinking, problem solving, decision making, and analytic, synthetic, and communication skills—may be the basic skills for many workers of the future, according to a report examining current trends in high school achievement in relation to labor force needs in the 1990s. The report, released by the Education Commission of the States (ECS), cites extensive changes on the labor front. Thousands of types of jobs are disappearing from the labor market, and by 1990 more than half of the nation's labor force will be employed in technical and white-collar fields.

Will high school graduates be ready to enter this changing labor force? The

data reported by ECS suggest they will not. A review of the performance of 17-year-olds in reading, writing, mathematics, and science finds that ability to manage higher-order skills is declining. Moreover, depending on the type of skill assessed, only 38 to 85 percent of 17-year-olds can demonstrate competence in these skills.

The report, *Information Society: Will Our High School Graduates Be Ready?* is \$3 from Education Commission of the States, 1860 Lincoln St., Denver, CO 80295.

Women and Education

NANCY S. OLSON

Two Factors Linked to Women Administrators' Success

Appropriate job experience and the ability to express oneself clearly are two factors that appear to be strongly correlated with professional success for women in public school administration.

That is among the conclusions of a report to the National Institute of Education based on a study of obstacles to career advancement among women school administrators. The study was conducted by the office of minority affairs of the American Association of School Administrators.

Based on a survey of 106 women administrators and their career progress over a four-year period, the study found that obstacles to professional advancement were more likely to be external (such as employer's negative attitude toward women, lack of an influential sponsor for a job, lack of a professional network) than internal (characteristics of the women themselves). The study also found that women applied for higher-level positions less frequently than might be expected.

The report recommends that professional associations provide training, employment information, and other forms of support for women administrators; that career-advancement training be made available to women teachers (who may be prevented from reaching even beginning administrative jobs); that women school administrators be made aware of the applicability of their experience to careers outside education; and

that school boards and districts assess whether their hiring and promotion practices ensure equity for women.

The report, *Climbing the Career Ladder: A Research Study of Women in School Administration*, is available for \$10 from Publications Sales, AASA, 1801 N. Moore St., Arlington, VA 22209. Phone (703) 528-0700.

School Sex-Equity Audit Developed

To make schools more responsive to the needs of women and girls, the Council for Women in Independent Schools is field-testing a survey instrument intended to help schools measure their progress in providing equity for students and employees.

The audit draft states: "Like a more conventional audit, the Equity Audit is itself nonjudgmental in its presentation of findings. But presumably, it leads to judgments and then to action."

The audit takes the form of three questionnaires, the answers to which provide a snapshot or profile of the institution in relation to women and girls.

"Do we really want a boy—or a girl—to graduate from 12th grade never having been exposed to a woman commencement speaker, a woman administrator, or a course dealing with the perspectives of women?" asks one Council member.

For more information about the audit, contact CWIS, c/o National Association of Independent Schools, 18 Tremont St., Boston, MA 02108. Phone: (617) 723-6900.

Learning About Nontraditional Careers

In "Nontraditional Careers," a half-hour videotape, a male nurse and male interior designer as well as a female machinist, truck driver, agribusiness student, and electronic technician are interviewed about sex barriers in their education and training, abilities required in each career, and their advice for those interested in entering a nontraditional occupation. The videotape promotes sex equity in career decisions, training, and employment.

Tapes are available in ¾ or ½" for rental or purchase. Contact Media Productions, Fox Valley Technical Institute, 1825 N. Bluemond St., Appleton, WI 54911. Phone: (414) 735-5600.

Copyright © 1983 by the Association for Supervision and Curriculum Development. All rights reserved.