

## 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.

## New Reference Book on Sex Equity

A state-by-state review of policies, resources, and regulations on educational equity for females and males, *Policies for the Future*, has been released by the Council of Chief State School Officers.

Specifically, the book includes annotated listings of laws, policies, regulations, and resources related to sex equity; first-hand descriptions of successful equity programs and approaches used in particular states; and a summary analysis of significant topical areas addressed by current state policies or programs such as curriculum materials, athletics, teacher training, and employment practices.

The shifting federal role in education places increased emphasis on state policies and programs. The publication is designed to aid state educational leaders as they assess future goals and priorities and implement programs that will prepare today's students for tomorrow's world.

Available for \$10 from the CCSSO Resource Center on Sex Equity, Suite 379, Hall of States, 400 N. Capitol St., NW, Washington, DC 20001.

## Chilly Climate

*The Classroom Climate: A Chilly One for Women?* is a report recently released by the Project on the Status and Education of Women, based on a 15-month study of the differential treatment of male and female university students. The study found that overt as well as covert discrimination against women continues in college classrooms and affects women students' confidence and

performance throughout their education. Practical suggestions for alleviating sexist teaching are presented. The report is available for \$3 from PSEW, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Phone: (202) 387-1300.

## Faces of Honor

Twenty posters honoring women of achievement (such as Amelia Earhart, Susan B. Anthony, Kate Chopin, mountain-climber Annie Smith Peck, labor leader Leonora O'Reilly and others) are available from the Organization for Equal Education of the Sexes, Inc. Size: 11 x 17"; price: \$36 including postage and handling. The package includes two posters featuring five different women, each highlighting Women's History Week. Order from TABS, 744 Carroll St., Brooklyn, NY 11215. Phone: (212) 788-3478.

## Scholars Urge Equality in College Curriculum

Noting that the traditional liberal arts curriculum excludes women's lives, perspectives, and accomplishments, a conference report published by the Association of American Colleges calls on colleges and universities to hire faculty members who understand that responsible teaching includes the assimilation of the new scholarship on women into all fields.

The report, *Liberal Education and the New Scholarship on Women*, challenges the higher education community to reexamine the content and structure of the college curriculum. It includes specific recommendations for discipli-

nary groups, education associations, and colleges and universities and their administrators. For example, the report recommends that administrators support the use of sabbatical leaves and development funds for research on women; that disciplinary groups support graduate departments in the training of instructors who are competent to teach a curriculum informed by the new research on women; and that education associations foster discussions on the new research at workshops and conferences.

The three papers included in the report are "The New Scholarship on Women: The Extent of the Revolution," by Florence Howe, Professor of American Studies at the State University of New York College at Old Westbury; "A Feminist Critique of the Liberal Arts," by Elizabeth Kamarck Minnich, former dean of Union's Graduate School; and "The Challenges of Women's History," by Gerda Lerner, Robinson-Edwards Professor of History at the University of Wisconsin-Madison.

Copies of the report are available for \$3.50 from the Publications Desk, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

**Note to readers:** The authors of these columns welcome feedback and contributions. Address items to Editor, *Educational Leadership*, 225 N. Washington St., Alexandria, VA 22314.

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Robert C. McKean and Bob L. Taylor are both Professor of Education, University of Boulder, Colorado.

Nancy S. Olson is Senior Editor, Association for Supervision and Curriculum Development, Alexandria, Virginia.

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# Follow Up

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## READY FOR AN EDUCATOR'S FLEXNER REPORT

As Superintendent of Schools in a relatively large district (enrollment 21,600) who sees instruction as my main responsibility, part of the January issue left me with a feeling of discomfort.

To imply, as Elliot Eisner did in the lead article, that teaching is, or can be, an art and craft without clear specific goals and objectives belies what I consider the best research available tells us about effective teaching. It is ironic that the illustrations in the article tended to

deal with instrumental music, one of the most clearly defined and practice-based of the performing arts.

When Eisner states, in speaking of the launches in our space program, "The best thing that can be said for such operations is that they were unevent-

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