DOCUMENT RESUME

ED 167 305 95 RC 011 178

AUTHOR Miller, Don, Ed.; Miller, Barbara, Ed.
TITLE Time and Resource Management for Small Schools.
INSTITUTION New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 79
CONTRACT NIE-R-78-0003
NOTE 82p.
AVAILABLE FROM National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (EC-072; $6.25)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Administrator Role; Career Education; Composition Skills (Literary); Curriculum Development; Elementary Secondary Education; Independent Study; *Management Development; Music Education; Reading; *Resources; School Schedules; Science Instruction; Slow Learners; *Small Schools; Social Studies; *Staff Utilization; *Time; Volunteers
IDENTIFIERS Information Analysis Products

ABSTRACT

Effective time and resource management is a necessity in all schools, particularly in small schools which make so many kinds of demands on each staff member. To successfully meet the challenge of providing a quality education in a small school, every available resource should be used, the staff and community surveyed to determine special skills or interests that can be shared with students, and communication lines developed and maintained among staff, students, administration and community. This document is a collection of materials by practitioners on managing time and resources. The first section, which is devoted to time management, presents papers on time management for administrators and teacher-managers, team management, time management in the elementary school, student scheduling, and independent study. The section on resource management deals with people management, community schools, group guide counseling, volunteer aides, facility development, planning, curriculum review and change, the relationship of the brain/mind and implications for education, and implementing Public Law 94-142. Also discussed are career education, media skills for K-12, music, using the newspaper as a resource, reading for slow learners, science fun, social studies as one of the basics, and writing (composition) improvement techniques. Most of the chapters in this document are edited from presentations made at a 1978 small schools summer institute at Willamette University in Salem, Oregon. (Author/DS)

TIME AND RESOURCE MANAGEMENT FOR SMALL SCHOOLS

edited by

Don and Barbara Miller

1979

For Sale by:
National Educational Laboratory Publishers, Inc.
813 Airport Boulevard
Austin, Texas 78702

Stock No. EC-072

Price $6.25

February 1979

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Rural/Regional Education Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Rural/Regional Education Association or the National Institute of Education.

Cover Illustration: Steve Christopher

PUBLISHED BY:

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (ERIC/CRESS)
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003

ABSTRACT

TIME AND RESOURCE MANAGEMENT FOR SMALL SCHOOLS

Edited by Don and Barbara Miller

Effective time and resource management is a necessity in all schools, particularly in small schools which make so many kinds of demands on each staff member.

To meet successfully the challenge of providing a quality education in a small school, every available resource should be used, staff and community surveyed to determine special skills or interests that can be shared with students, and communication lines developed and maintained among staff, students, administration and community.

This publication is a collection of materials by practitioners on managing time and resources, time management for administrators and teacher-managers, team management, time management in the elementary school, student scheduling, independent study, people management, community schools, group guide counseling, volunteer aides, facility development planning, curriculum review and change, the relationship of the brain/mind and implications for education, implementing public law 94-142, career education, media skills for K-12, music, using the newspaper as a resource, reading for slow learners, science fun, social studies as one of the basics, and writing (composition) improvement techniques.

However, it is impossible to cover every facet of time and resource management for small schools in one paper. Most of the chapters contained in this paper are edited from presentations made at the thirteenth annual small schools summer institute, "Time and Resource Management for Small Schools," sponsored by the Oregon Small Schools Association, June 12-16, 1978, at Willamette University in Salem, Oregon. A few additional chapters have been included to make it more complete.

Small schools can be good schools; in fact, they can be the best anywhere, provided time and resources are managed well.

CONTENTS

All articles except those marked with asterisks are edited tapes and summaries of sessions and speeches at the 13th annual small schools summer institute, "Time and Resource Management for Small Schools," held at Willamette University, Salem, Oregon, June 12-16, 1978, sponsored by the Oregon Small Schools Association.

**Articles with asterisks are edited from personal interviews and materials supplied subsequent to the small schools summer institute.

FOREWORD

In a recent speech, Dr. Madeline Hunter, Principal of the University Elementary School at U.C.L.A.: said, "Time is the coin of teaching. That is what we have to spend to create learning. Time is the only way we are created equal; everyone of us has the same number of minutes in an hour. How we spend these minutes in teaching makes the difference."

Effective time and resource management is a necessity in all schools, particularly in small schools which makes so many different kinds of demands on each staff member.

Oregon has been fortunate to have escaped what Jonathan Sher calls "the conventional wisdom"[1] of legislation ordering consolidation of small school districts. On May 26, 1978, the Oregon State Board of Education approved a Small Schools Position Paper:

> The State Board of Education supports each community's right to fulfill its obligation to provide a quality education that operates within the framework of the minimum standards. Small school districts are financially responsible for their educational programs and should have the option of operating their own schools if they choose.
>
> Two hundred five of Oregon's 329 operating school districts and 12 high school attendance areas within county unit systems are small schools. In its report to the Oregon Department of Education April 1, 1974, the Small Schools Task Force stated:
>
> > The small school is defined as having 1,000 or fewer average daily membership for the unified district or high school attendance center and the elementary schools that feed into it; the thirty-one unified districts without operating high schools; and small elementary and union high districts with 350 ADM or fewer.
>
> The Department of Education, through a full-time Small Schools Office, will provide assistance to the small schools in developing and maintaining a quality education by:
>
> a. brokering assistance of the Department of Education and other appropriate agencies to meet the needs of small schools,
>
> b. providing personalized field service to small schools,
>
> c. identifying and creating an awareness of promising practices of small schools from throughout the state and the nation.

d. serving as liaison among the small schools and between the small schools and the Department of Education,

e. coordinating activities especially for small schools.

To meet successfully the challenge of providing a quality education in a small school, every available resource must be mustered. Even very small communities have untapped resources which can be marshalled to aid their task of providing the best possible instructional program. Staff and community should be surveyed to determine special skills or interests that can be shared with students; be imaginative in time arrangements; and, above all, communication lines should be developed among staff, students, administration and community.

Small schools can be good schools; in fact, they can be the best anywhere, provided time and resources are managed well.

DON MILLER

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[1]Sher, Jonathan, Education in Rural America, Westview Press, Boulder, Colorado, 1977

SECTION I

TIME MANAGEMENT

----Webster's dictionary defines 'manage' as "judicious use of means to accomplish an end." Each person is alloted exactly the same amount of time. Time management, then, is the judicious use of time to accomplish a task or a goal and has been employed in this paper to cover Time Management for Administrators and Teacher-Managers; Team Management; Time Management in the Elementary School; Student Scheduling, The Quarter System, The Trimester Schedule; Independent Study.---

TIME MANAGEMENT FOR ADMINISTRATORS AND TEACHER-MANAGERS

Kenneth Erickson
Field Training and Service Bureau
University of Oregon

In order to improve output for time spent, it is important to recognize these facts:

There is little correlation between effectiveness and the amount of time spent on the job.

There is high correlation between effectiveness and the amount of time spent on high-priority objectives.

Effective people plan and control their time; ineffective people are controlled by events and constituents.

Effective people keep time audits periodically so they know where their time goes. They work systematically to manage the little discretionary time that can be brought under their control.

Effective people build on strengths--their own and those of their superiors, colleagues, and students.

Planning is essential in effectively managing responsiblities. Most people consider planning to be important, but their actions reveal that impromptu demands on their time are treated as if they are of greater importance than planning. Procrastination is attractive, and it is easier to postpone planning to some future date. But, without planning, we are continually directed by the whims of others.

It is essential to identify those few, critical, hard-to-delegate, make-or-break tasks and always attend to those first. Important tasks are sacrificed when pressures of the moment are allowed to determine activities.

It is equally essential to identify low-payoff tasks. Once these are known, they should be discarded or delegated to make time for objective planning.

The only real choice is to do first things first. Avoid majoring in minors or you might resemble the woodcutter who said, "I never have time to sharpen my saw because I am too busy cutting down the trees."

In managing a school district or the classroom, delegate significant responsibilities to employees, volunteers or to pupils for all possible operations.

Be a manager and make employee or student responsibilities challenging; avoid the super-mom or super-dad role that denies others meaningful duties.

Those who are challenged develop capacities even they never knew they had. Surveys show that enthusiastic workers who achieve results are those whose abilities are challenged and utilized.

Those who are perfectionists and feel indispensable tend to make others' tasks too small and lacking in challenge. Remember, the cemeteries are filled with indispensable people.

Spend time on duties which draw the highest hourly rate of pay and avoid activities that someone who is paid less or not at all--students or volunteers--might do.

It has been found that teachers can transfer 21 percent of their time from routine functions to the critical professional functions when using a volunteer. The amount of adult time with individual students more than triples when volunteers are used.

The greatest labor saving device in the world is use of the word, "No." The majority of educators suffer from the gold heart, weak mind syndrome and accept an excessive number of responsibilities because of their inability to say "No."

One of the deepest principles of human nature is the desire to be appreciated. Good workers and students tend to regress to the mean if they don't receive positive reinforcement. Human nature is inclined to depreciate rather than appreciate others. Those who feel that if their employees or students will know they are appreciated if they aren't criticized for their mistakes fail to understand that the absence of criticism is not equated with praise.

Millions of people suffer from a peculiar malnutrition--they're overfed with criticism and starved for recognition and praise. Attend positively to each person's self-concept. Destroy self-importance and you destroy the person.

TEAM MANAGEMENT

The team management approach to school administration can be used regardless of the size of the school district and number of school administrators. What is required is involvement of each of the team members, delegation of responsibility and authority to each, and regular meetings for discussion, analysis, planning, and feedback. The team can be only as effective as each of the individual team members.

At the outset, the team should know whether its function be advisory, decision-making, or a combination of the two.

Umatilla School District, Umatilla, Oregon, has successfully used this team approach since August 1974. The team consists of the superintendent, high school principal, elementary school principal, and supervisor of maintenance and transportation. The team meets every Tuesday morning, and each of the four members reports. Decision-making is shared with the superintendent. All team members attend school board meetings and report on the areas of their responsibility to the board.

Responsibilities are divided in this manner:

Superintendent's Responsibilities:

Overall operation of the school district,
School district budget,
Conducting school board meetings,
Teacher contracts,
Supervision of food service and cafeteria,
Health services.

High School Principal's Responsibilities:

Operation of high school,
Secondary curriculum,
Coordination of district activities,
Supervision and evaluation of secondary teachers,
High school budget,
ASB accounts.

Elementary School Principal's Responsibilities:

Operation of elementary school,
Elementary curriculum,
Coordination of district curriculum,
Supervision and evaluation of elementary teachers,
Elementary school budget.

Supervisor of Maintenance and Transportation's Responsibilities:

Care and upkeep of buildings and grounds,
Care and upkeep of district vehicles,
District transportation program, including students to and from school and activities and athletics,
Supervision and evaluation of maintenance and transportation personnel.

Umatilla is one of those small towns that has been and is growing at a phenomenal rate, having more than doubled its school enrollment in five short years. The management team has made it possible to cope with this growth.

In a smaller district the team might consist of the superintendent-principal, vice-principal, deputy clerk, and one or two teachers. A very small district might use the entire staff as a management team.

The superintendent, of course, has the ultimate responsibility for operation of the district. Use of a management team can lighten that load and give team members valuable administrative experience.

---

[1] Carlson, Carlson, Banner & Draeger, "How Team Management Can Be Utilized . . . ," a paper prepared for Ed Ad 570, Human Resource Management, University of Oregon, 1976.

TIME MANAGEMENT IN THE ELEMENTARY SCHOOL

Richard Sheldahl
Ash Valley School
Ash Valley, Oregon

Each of us is given just so many minutes a day; once they're gone, they cannot be recovered. Use of those minutes should be carefully planned, alloting them into segments of work, play, and service. This type of planning is time management.

Over the last few years the "do your own thing" philosophy has produced fewer leaders, less productive individuals, and a mass of educational cripples unable to perform on a level comparable to their intellectual ability. This leaves many individuals highly unfulfilled and results in low productivity, job jumping, high job absenteeism, and even broken families.

In a land in which minutes mean money, time management is essential. For many years the United States could boast of more output per worker than most countries of the world. At present, America has dropped to fourteenth place. Despite vast technological advances and tremendous mechanization, people who labor in the system have not been sufficiently motivated. This loss of motivation and production can be remedied with proper time management, and it should begin in the classroom.

Over a span of the first eight grades, students will spend approximately 8,500 hours in school. During this time they will acquire and refine the basic tools for future vocations and avocations. They need to learn about themselves realistically to develop an understanding of their abilities and weaknesses in order to plan their future. Without the basic tools of preparation, students may never even discover, let alone reach, their potential.

Teachers have an awesome responsibility in planning an educational program that will most efficiently and profitably use the 8,500 hours students have invested.

Students must learn to assume responsibility for their own learning. Educational self-discipline must be carefully nurtured through firmness and compassion. Teachers provide the incentive. Educational experiences should be made as interesting as possible but not presented as entertainment. Some things require a great deal of work to achieve success.

Teachers must instill in students the desire to do their very best. They should never accept shoddy or incomplete work; this short changes students because the attitude accompanies them into the world of work.

Visitors to a classroom may think a quiet class is a good learning situation and a noisy class is not. A quiet class can be nonproductive, and a noisy class can be productive, depending upon the learning activity.

Excessive repetition beyond the degree necessary to master or to reinforce a skill is poor time management. It tends to dull rather than refine a skill. It prevents students from exploring or attempting more advanced endeavors.

In reading, communication, and math there are generally accepted skills that are required to read competently, to write, and to calculate. Generally, these skills are introduced at a particular level, then reinforced in successive years so that by the end of the eighth grade they are mastered. Teachers must find the most efficient method to reach this goal.

Frequently, activities are designed to keep students busy long enough to allow the teacher time to help the individuals who are having difficulties. Merely keeping students busy under the pretense they are learning when the teacher is really buying time is a deception and an erosion of the students' 8,500 hours.

If there is a choice of different ways for students to do an exercise, the teacher should determine the most efficient for each student. Part of the teacher's obligation is to help students realize what objectives are to be mastered in the shortest time possible. For too long teachers have felt compelled to follow a textbook in a lock step method directed by some publisher. Fortunately, a number of districts are writing their own supplements to publishers' materials.

The students' time is as important as the teacher's. When students master a skill they should go on to the next. Curtailing quick students' progress is as devastating as expecting slower students to keep up with the rest of the class. Mental age is not dependent on chronological age any more than height determines mathematical potential. Materials must be organized so students can move ahead as quickly as their achievement warrants. Without this organization, there will be large blocks of wasted time and innumerable discipline problems.

Students are people with tremendous potential. The educational material should be viewed as a continuum to be climbed at rates which will differ in as many ways as there are students. There may not be any two students on the same material at any one time.

Reading, language, and arithmetic are arranged this way in Ash Valley School. To cover reading 80 work sheets are used, 85 sheets are employed for language facts, and over 100 sheets for arithmetic.

Students are programmed for certain minimums each year, and, from day to day, they have scheduled materials to complete. Grading is done as quickly as possible, usually as soon as students finish their work. They are responsible for correcting some of the material from a broad system of keys. Errors are corrected at once; common errors by many are treated in a group situation. Students know exactly what is happening all the time. They are allowed to proceed with work sheets on a competency basis. In addition, class time is spent on new or old material and areas of difficulty. Then there is a test--that is one of the few times all students do the same thing at the same time. Test results are the basis for continued work for those having difficulty.

Quantity of work depends on quality. Solving addition problems will be limited to just the first row if they are 100% correct. Each mistake requires completion of an additional problem. Accuracy is rewarded by not doing the entire worksheet, allowing students to move up to a higher level of difficulty.

A language sheet using lie, lay, lain and lay, laid, laid includes 50 items. An eighth grader may be asked to do the first 25 plus any additional if proficiency isn't high enough. A fourth grader may be required to do only 15, and second grader 5 to 10. During the year the same worksheet might reappear three times, the second and third times for reinforcement.

Students write a creative story once a week, starting as early as the first grade, with a minimum of teacher help. Over the years they develop a wonderful writing skill with the ability to express themselves. The students read their stories to the class on Friday. While listening, the children proceed with other work. They learn to do two things at once.

Seven or eight different sets of spelling words are given simultaneously in the time it normally takes one teacher to give one lesson. Each student knows ahead of time what is expected.

The Ash Valley program is built around the first grade. The goal each year is to train the first graders so thoroughly in the mechanics of reading that if they were never to receive another reading lesson again they could still function. It is far easier to teach reading fundamentals to a first or second grader than an older student who has had time to develop negative attitudes. No matter how hard they try, older students are rarely able to overcome a poor start.

Spelling isn't taught as such; it is a direct outgrowth of reading skills. Ash Valley students have the skills to attack 95% of the words, so words aren't taught anymore.

A large collection of audio-visual materials is not essential to a good program. Films should never be used as a filler. Too many tools can become a crutch and an erroneous replacement for fundamental teaching. In Ash Valley School three tape recorders, a film projector and good maps are used. Educational tools are a means, not an end.

Ash Valley students memorize rules when they apply. Memorization has a bad name in education. Ideally, memorization and understanding should be simultaneous experiences, but understanding, more likely, will follow in bits and pieces at a different rate for each individual. Probably, some of the rules children have learned will be recalled 20 years from now.

This program may appear rigid, but there is still time to do fun things within the academic area. That's where the teacher's ability enters the scene. How teachers lead students to a particular goal lies within their own creative talents. They need have no special gift, just a zeal to provide each student with basic tools for a successful life. It does require hard work and long hours, but the rewards are many and lasting.

In the fourth week of school, Ash Valley's second graders, five returning and three new students, have just about mastered their addition facts and are now learning their multiplication tables. One boy is on his 8's; one girl on her 6's; two on their 5's; two on their 4's; and one hasn't started yet. They have been working on such problems as 697 x 324. Their mastery level isn't high yet, but in another week the majority will be able to solve such problems with a high degree of mastery. Problems like 79685 x 5 have been mastered. They are also beginning to work on division which is simply an inverse of multiplication. They have also mastered problems like 90080001 ÷ 29783796. Should they then fool around with 9 - 3 = 6? A similar problem was solved to the last penny by a third grader: A family bought a stove for $596, put $100 down and agreed to pay the rest over a 3-year period at 9% interest. What is the monthly payment? Students are encouraged to try new situations to see how far they can go; every year it seems students are able to do more.

Student growth is by no means confined to math. Second graders are working on commas in direct address, after various parts of an address or date, introductory words, appositives, introductory dependent clauses, words in a series, etc. Mastery immediately? Of course not, but by the time they complete the eighth grade, those present second graders will be doing very well. All of these activities are followed up by practice exercises to be certain what students have actually learned. After a concept is taught, it is returned to on a regular basis to maintain proficiency.

Ash Valley's system wasn't developed overnight, but determination to present this kind of a comprehensive program will help a teacher or school district to make a start. It's the easiest way, in the long run. When students go through this kind of program for several years, they acquire a solid background which enables them to continue higher education with confidence and expectation.

Certainly, some students achieve at higher levels than others but treating each one as an individual is the goal. Students become competitive, but more with themselves than against others. There are many variables which affect students' ultimate success, but the only ones teachers must be concerned about are the ones related to the time the students are in the schools.

Frequently students and their parents ask, "What good will this ever do me?" It is impossible to develop a rationale for every question, but I answer, "I'm not certain you'll ever use this particular thing, but let's see if we can follow the problem logically and understand the process involved." With few exceptions, there is no isolated bit of information mandatory for everyone, but when the bits of information are put together, students have amassed an education no one can take away from them.

STUDENT SCHEDULING

Wright Cowger
Willamette University
Salem, Oregon

A survey of Northwest Accrediting Association's Fall Report schedules for high and middle schools in Oregon indicates that:

> scheduling variations from the standard 6, 7, 8 by 5 day matrix are rare; and
>
> the innovations from traditional secondary scheduling which do exist are almost always in small schools.

Ask kids what they think about school, and their usual answer is, "Boring!" Scheduling options can provide some variety with little effort if teachers and principals are willing to consider such things as:

> one double period per week,
> adding a period in a standard matrix,
> rotating all or some periods,
> varying some period lengths,
> using common periods or time blocks.

Nine-week scheduling can provide more options for meeting learner differences. The four-quarter schedule provides for short courses of high interest to run concurrently with 18 or 36-week continuous courses. Or the year can be divided into a trimester[1] with three segments instead of two or four, offering courses of 12, 24, or 36 weeks.

Take a good look at your school schedule--the paper itself. Ask yourself these questions:

> Does it carry enough essential information for students, advisors, parents and visitors?
>
> Is it neat in appearance and easy to understand?
>
> Does it help project an image of professionalism and efficiently run schools?
>
> Has it been carefully duplicated?

The schedule is used by many people, both inside and outside the building. It should be done well.

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[1]Stayton High School, Stayton Oregon, is in the 5th year of trimester scheduling. For more information contact Ernst Lau, curriculum director.

THE QUARTER SYSTEM

Arnim Freeman
Condon High School
Condon, Oregon

The quarter system of scheduling classes is simply dividing the school year into four nine-week blocks of time and allowing students to register for classes much like colleges do today. It is not a panacea in scheduling, but Condon feels the advantages for students far outweigh the disadvantages.

This system of scheduling provides more class offerings and more varied classes. It allows for more flexibility, and teachers can more easily focus on their teaching strengths. Students also have more opportunity to select appropriate study areas. It is easier to schedule students according to their strengths and weaknesses. The teacher-student interaction in this system promotes more communication between faculty and students through small group sessions. The greatest advantage is that it seems to increase motivation toward a higher level of achievement.

There are some disadvantages. More time is needed for this scheduling process. Teachers of elective classes may have low enrollment or not even enough enrollment to offer the class, resulting in a problem of teacher assignments. Teachers may be put in a position of competing for students. Considerably more time is needed for record keeping.

Scheduling by using the quarter system seems to be considered better than the traditional system by teachers, students and parents. It may not fit every school or community, but it appears to have been a positive change at Condon High School.

The Trimester Schedule

The trimester schedule divides the school year into thirds and lengthens the class periods during the day. Culver School District, Culver, Oregon,[1] uses a modified trimester schedule with four 65-minute classes and two 47-minute classes at the end of the day in their 8:30 a.m. to 3:15 p.m. school day.

As with any other type of scheduling, there are advantages and disadvantages. One advantage is a more efficient use of time for classes. Students can earn 8 units toward graduation in one year. (In 65-minute classes one-half unit of credit is earned in 12 weeks; in 47-minute classes, one-third unit of credit in 12 weeks.)

A great deal can be accomplished in lab type classes with the longer class period, such as physical education and shop.

The longer class periods allow more in-depth study, but some teachers feel they don't cover as much material as they would on a traditional schedule.

Some problems arose with the music program, so the schedule was modified during 1978-79 to provide shorter class periods for music and some of the other electives.

The trimester schedule has opened up more options for students. It requires teachers to plan well and to teach differently from the way they are accustomed to teaching to avoid wasting the last few minutes of each long class period.

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[1] Information provided by Nels Thompson, Culver High School Assistant Principal, in an interview

CONDON HIGH SCHOOL QUARTER SYSTEM AND CLASS SCHEDULE
8:40-12:06

Periods	1	2	3	4
Hours	8:40-9:28	9:33-10:21	10:26-11:14	11:19-12:06
Furniss	1. 2. Frosh 3. Communications 4.	1. Practical English 2. Journalistic writing 3. Vocabulary building 4. Theme writing	1. Devil's 2. Crier 3. 4.	1. 2. Individual 3. English 4. Project
Keown	1. Shakespeare 2. Poetry 3. Non-fiction lit. 4. Science Fic. lit.	1. Fund. of speech 2. Group Commun. 3. Debate/parl. proc. 4. American Lit.	1. 2. Tolkien I 3. Tolkien II 4. Children's lit.	1. Sports Lit. 2. Detective stories 3. Study mass media 4. Television journalism
S. Miller	1. 2. READING 3. 4.	1. 2. READING 3. 4.	1. 2. READING 3. 4.	1. 2. READING 3. 4.
McIntosh	PREP PERIOD	1. 2. physics 3. 4. photograph,	1. algebra II 2. 3. 4. geometry	1. algebra I 2. 3. 4. frosh math
G. Miller	1. 2. 3. Frosh 4. Science	1. Intro to biology 2. Heredity & evolution 3. Comp. anatomy 4. Geology	PREP PERIOD	1. Tennis 2. Earth history 3. Human physiology 4. Ornithology
Schroeder	1. 2. Individual 3. Spanish 4.	1. Personal finance I 2. Personal finance I 3. Career planning 4. Career planning	1. Wt.tr/touch ftbl. 2. Volleyball/gymnast. 3. Beginning basketbl 4. Body conditioning	PREP PERIOD
Polk	1. Civil rights/cit. 2. Crime & America 3. Prejudice/Racism 4. Psychology	1. 2. Local & state gov. 3. Income taxes 4. World problems	1. History of Am. West 2. Civil War 3. World War II 4. Worldisms	PREP PERIOD
Karstad	1. 8th grade 2. home ec. 3. 4.	1. frosh 2. home ec. 3. 4.	1. 2. Single living 3. Consumer in home 4. Upholstery	1. Adv. foods 2. Adv. foods 3. Tailoring 4. Tailoring
Carter	1. Personal typing 2. Personal typing 3. Typing II 4. Typing II	1. 2. 3. Shorthand I 4.	1. 2. Shorthand I 3. 4. ----------steno-	1. 2. Record keeping 3. 4. clerical cluster----------
Cox	PREP PERIOD	1. 2. Rock lab. 3. Stage Band 4. Vocal Jazz	1. 2. Chorus 3. 4.	1. 2. Band 3. 4.
	1.	1. Basic shop(boys/girls)	1. Metals & welding	1. Swimming

McQuain	1. 2. 8th grade shop 3. 4.	1. Basic shop(boys/girls) 2. Basic shop(boys/girls) 3. Electricity(boys/girls) 4. Projects (boys/girls)	1. Metals & welding 2. Construction survy 3. Construction survy 4. Shop projects	1. Swimming 2. Shop projects 3. Shop projects 4. Softball/soccer
Lolland	1. Animal nutrition 2. Small engine main. 3. Landscaping the home 4. Horsemanship	PREP PERIOD	1. 2. Agriculture I 3. 4.	1. 2. Agriculture II 3. 4.
Art Program				
Shearer	1. 2. 3. Chemistry 4.	Library	Library	Library
Ready period	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.

CONDON HIGH SCHOOL QUARTER SYSTEM AND CLASS SCHEDULE
12:50-3:30

Period	5	6	7	
Hours	12:50-1:40	1:45-2:35	2:40-3:30	
Furniss	PREP PERIOD	1. Frosh 2. Communications 3. 4.	1. Lit. of Am. West 2. Research writing 3. Creative writing 4. Pleasure reading	ENGLISH
Keown	1. Sr. acting 2. Beginning acting 3. All school play 4. Man & the future	PREP PERIOD	1. 20th century lit. 2. Short stories 3. Speech 4. Pleasure read. (adv.)	
S. Miller	1. 2. 3. READING 4.	1. 2. 3. READING 4.	1. 2. 3. READING 4.	
McIntosh	1. Algebra I 2. 3. Frosh math 4.	1. pre-calculus 2. 3. consumer math 4.	1. Algebra II 2. 3. geometry 4.	MATHEMATICS
G. Miller	1. Oceanography 2. Oceanography 3. Meteorology 4. Man & the future	1. Frosh 2. Science 3. 4.	1. Intro to biology 2. Heredity & evolution 3. Comp. anatomy 4. Botany	SCIENCE
Schroeder	1. Rec. games/archery 2. Health III 3. Health III 4. Tennis/golf	1. 2. Distributive 3. Occupations 4.	1. 2. Frosh 3. P.E. & Health 4.	HEALTH & P.E. PERSONAL FINANCE CAREER PLANNING
Polk	1. Driver's ed. 2. 3. DRIVING 4.	1. Worldisms 2. World War II 3. Civil War 4. History of Am. West	1. Col. of U.S. 2. Constitution 3. Am. Political system 4. Causes Am. wars	SOCIAL STUDIES CITIZENSHIP
Karstad	PREP PERIOD	1. Adv. clothing 2. Adv. clothing 3. Handicrafts 4. Food services	1. 2. 3. Frosh 4. P.E. & Health	
Carter	1. Volleyball 2. Basketball 3. Body conditioning 4. Tennis/Golf	1. Per. typing 2. Per. typing 3. Typing III 4. Typing IV / Yearbook	PREP PERIOD	
Cox	GRADE SCHOOL			

	PREP PERIOD	3. Handicrafts 4. Food services	3. Frosh 4. P.E. & Health	
Carter	1. Volleyball 2. Basketball 3. Body conditioning 4. Tennis/Golf	1. Per. typing 2. Per. typing 3. Typing III 4. Typing IV / Yearbook	1. 2. 3. 4. PREP PERIOD	
Cox	----------	GRADE SCHOOL ----------	----------	
McQuain	PREP PERIOD	1. 2. Open shop 3. ---------construction---- 4.	1. 2. Open shop 3. ---------- 4.	ELECTIVES
Lolland	1. 2. 3. Ag. project 4. Visitation period	1. 2. 3. Ag. mechanics 4. ----------advanced	1. 2. 3. Ag. mechanics 4. agriculture----------	
Art program	1. 2. Arts & crafts 3. 4.	1. 2. Arts & crafts 3. 4.	1. 2. Arts & crafts 3. 4.	
Shearer	----------grade school 1:15-2:15----------		Library	
Ready period	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	

INDEPENDENT STUDY

Because of the size, a small high school is usually limited in what it can offer beyond the required courses. Mapleton High School solved this problem by initiating an Independent Study Program.[1] It began as a way to help the advanced student achieve at a higher level.

Here is how it works. In art, for instance, a junior or senior student may have already completed all the art courses offered. If the student is genuinely interested in art, it would be a shame to prevent further study. The same holds true in any other subject area offered. Perhaps two students show a strong interest in electronics. It would not be feasible to offer electronics as a regular class for just two students, so the students and science teacher get together and design a program that enables the two students to work independently. They may be scheduled into the science room during another class, but they would work in the back of the room where they would be undisturbed and would not interfere with the science class going on.

Independent Study is also used for students who can't fit certain classes into their schedules. A student who is a junior or senior might want to take algebra, but history--a requirement--is offered only during the same class period. The student could take either course independently. The Independent Study Program permits Mapleton to offer any subjects the teachers are qualified to teach.

Oregon requires Planned Course Statements for each course taught in grades 9-12 (sample on page 24): these Planned Course Statements are used for the teacher-student contract. A daily record sheet is kept by the teacher on which the student records what was done or read every day.

It must be stressed that only the very purposeful students can handle the responsibility. Many students would like to take courses independently, but they lack the self-discipline to complete them.

The same is true for the teacher. Independent Study requires more time, and, in many cases, adds another preparation to an already busy schedule. The biggest problem experienced is that teachers tend to over-extend themselves, and, before the term is half over, find themselves with eight or nine preps. Teachers must know their own capabilities before committing themselves to the program; they have to be able to say, "No."

Another problem occurred when a student had a personal conflict with a particular teacher and wanted to take the course from another teacher in Independent study.

An unexpected problem cropped up in the physical education program. Student athletes might find themselves taking independent track, basketball,

[1]Material from a letter from Dennis Sydow, Counselor, Mapleton High School, Mapleton, Oregon, December 14, 1978.

weight lifting, or any other sport in addition to the regular physical education class and team practices. There are mixed emotions as to whether or not this is a problem; it strengthened the athletic program, although that wasn't the intention.

Mapleton is happy with the Independent Study Program that has been in operation for five years. More students' needs are being met by giving them the best education available.

MAPLETON HIGH SCHOOL
PLANNED COURSE STATEMENT

DATE

NAME:
COURSE TITLE:
AREA OF STUDY:
SUB-AREA:
CREDIT:
DURATION:

You may use a second sheet if necessary.

COURSE OVERVIEW:

COURSE GOALS:

PERFORMANCE INDICATORS:

MINIMUM GRADUATION COMPETENCIES VERIFIED IN THIS COURSE:

PERFORMANCE INDICATORS:

LEARNING ACTIVITIES:

RESOURCES:

PROCEDURES FOR EVALUATION:

STUDENT'S SIGNATURE

INSTRUCTOR'S SIGNATURE

SECTION II

RESOURCE MANAGEMENT

---Everyone is "created equal" in the amount of available time, but resources vary considerably from one school district to another. Webster's dictionary states that 'resource' is "a new or reserve source of supply or support." In a school district, resources are people, facilities, equipment, environment, finances, local businesses, public and private agencies, and so forth.

The first step in resource management is identification of available resources, then, the next step is determination of the best ways to capitalize on those resources to improve instruction and to enrich the community. This definition covers a broad spectrum of papers, contained in Section II, which were presented at the 13th Annual Schools Summer Institute as well as closely related topics written subsequent to the conference.---

PEOPLE MANAGEMENT

Susan Sayers
Northwest Regional Educational Laboratory
Portland, Oregon

Educators need more than teaching certificates, administrative credentials or successful bonds and levies to provide quality, equitable education. Education 401 is not generally preparing people to deal with conflict in the classroom, hassles among the staff, or disagreement between citizen advisory groups and administrative staff.

The Behavioral Matix is intended to help people get beyond focusing on disagreements and differences and to come to a better understanding of the positive power of diversity. It does this by helping people identify their own basic behavioral style and to understand how to identify the basic styles of others. Having information about basic style, one can move to a greater understanding of how to structure positive, productive environments, how to predict and to manage conflict, and how to motivate people.

The Behavioral Matrix is based on these assumptions:

People behave according to specific behavioral styles. This occurs because people differ in how they perceive a situation, work at tasks, interact with others, and make decisions.

People behave differently depending on the circumstances; behavior changes.

There is no single "right" way for people to behave, but most people have an operating style that is most common and comfortable for them.

What is comfortable and "right" for one person feels uncomfortable and "wrong" to another.

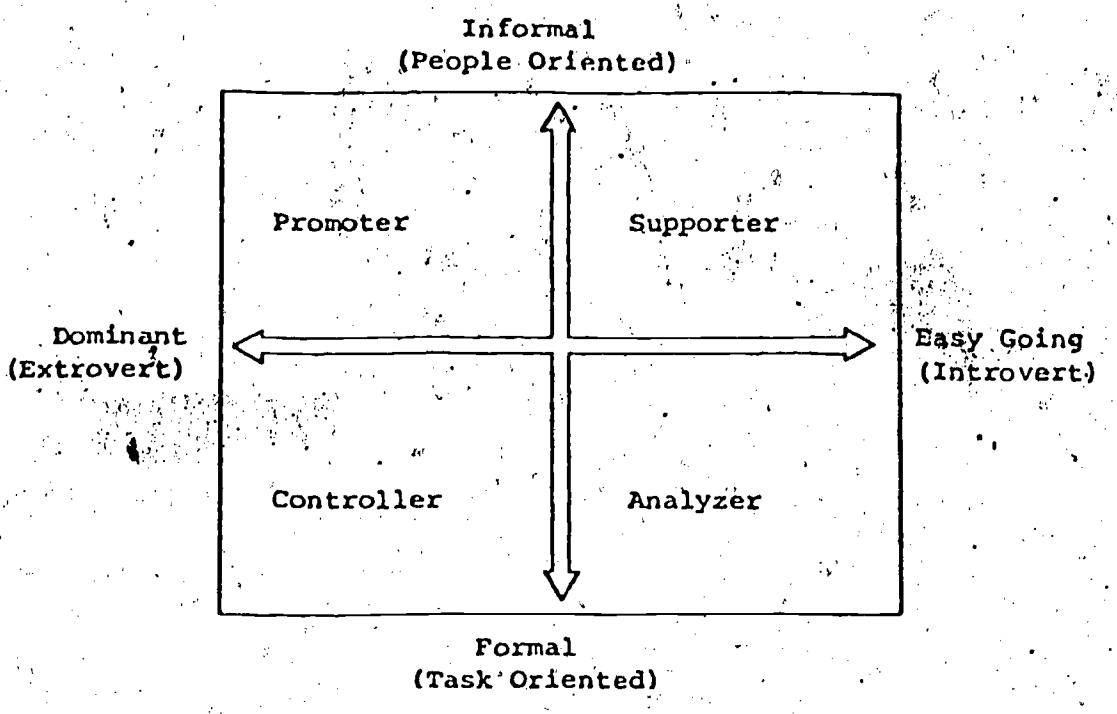
An organization functions best when it capitalizes on the strengths of each individual, encouraging the celebration of differences.

The Behavioral Matrix: A Brief Description

Psychologists describe behavior as a function of perception. The feelings, beliefs, conditions, attitudes, and understandings of people constitute the directing forces of their behavior.

Because people have complex and overlapping values and beliefs, it is impossible to describe a person as having a specific, unalterable behavior style. However, some opposite behavior patterns can be recognized that operate on a vertical continuum of informal and formal and on

a horizontal dimension of dominant and easy going. The intersection of these opposites forms four quadrants which can be said to represent four broad categories of behavior style: the promoter, supporter, controller, and analyzer.



Here is a brief description of each style:

Promotional Style

Promoters get involved with people in active, rapidly changing situations. These people are seen as socially outgoing and friendly, imaginative and vigorous. Because people react to behaviors as a result of their own value biases, some see the promotional style as dynamic and energetic, while others perceive the same bahavior as egotistical.

Supporting Style

Supporters value interpersonal relations. These people try to minimize conflict and to promote the happiness of everybody. Some people see the supporting style as accommodating and friendly, while others describe it as wish-washy and "nice."

Controlling Style

Controllers want results! They love to run things and have the job done in their own way. "I'll do it myself." is a frequent motto of the controller. These people can manage their time to the minute. Some see them as businesslike and efficient, while others refer to them as threatening and unfeeling.

Analyzing Style

Analyzers are problem solvers. They like to get all the data before making a decision. Some say they are thorough, but others complain they're slow. These people are frequently quiet and prefer to work alone.

Combination of Styles

Most people have a variety of response patterns, so depending on the situation, they may behave differently. Successful people come from all quadrants on the matrix. Success is not dependent on the style, but on how well you capitalize on the behaviors that come from the other styles. Awareness of the Behavioral Matrix is intended to expand your response-ability. By increasing your awareness of the options that exist, you can improve your leadership or participant behaviors.

COMMUNITY SCHOOLS

Rick Grimes
Northwest Community Education Development Center
University of Oregon

Schools have always been a community resource, and in small, rural areas, they are the center of social life. Why not let local taxpayers make greater use of the facilities they provide? It is a waste to let public schools stand idle.

Oregon's community schools project is an attempt to close the gap. In 1970 two schools were recognized as community schools; now there are more than 130. There are 31 other states which also have federal funds to provide assistance in community schools projects.

Project schools make use of all community resources; schools, government, business, and people. The buildings become opportunity centers for young and old alike, daytime, evenings, weekends, and summers.

Each building is assigned a person to work with the principal and staff to coordinate the use of school facilities. The coordinator works to match needs and resources with the net result of people helping people build better schools and stronger communities.

Programs vary in each community: they might include enrichment of curriculum for K-12; use of volunteer aides and speakers; use of building during out-of-school hours; integration of other agencies and other resources into the school program; adult education; recreation; services for the elderly, young marrieds, pre-schoolers; or whatever local needs and wants are determined to be.

In Oregon's project, each community school is advised by a council representing all segments of the community--local organizations, businesses, service groups, school staff.

School districts wanting to initiate a community schools program--with or without outside funding--should first get school board commitment. A program of this sort requires extended use of facilities and additional costs. A coordinator, either full or part-time, must be designated to work with the community and the school staff to schedule activities and use of facilities. If their states have community schools projects, they can probably receive technical assistance in assessing needs and available resources, inservice, and program development.

Increasing citizen involvement in planning, coordination, and delivery of educational programs, as well as broadening the kinds of related services for the community, allow for better use of resources and gives more return for tax dollars spent.

GROUP GUIDE COUNSELING

It is important for all students to have accessibility to an adult figure to help them through high school and into adult choices. Probably the most practical way of getting guidance services directly to students is through the group guide system. Its origins trace back to the National Association of Secondary Schools Principals' Model Schools Project, and it made its appearance into Oregon at Hood River Valley High School in 1968. It is workable for schools of all sizes but seems ideally suited for small schools. This kind of program virtually assures that no students will be overlooked in the guidance program.

A number of schools in Oregon are using the system with variations, and call it such things as Advisor-Advisee, Guide-Guidee, or Guide Teacher Program. Basically, each teacher is assigned the responsibility for a small group of students' career and educational guidance. The school counselor (or principal or other person designated as part-time counselor) becomes a resource person for the guiding teachers and continues to do personal and crises counseling with individual students.

In some programs students may choose their guiding teachers; other districts assign students alphabetically or geographically. Most programs require all teachers to take part, but some permit unwilling teachers to opt out. Classified staff members may be included as guides. Some programs assign regular time, daily or weekly, to guide teachers and their groups; others do it each quarter or as needed. Some use group meetings for counseling, while others prefer the individual approach. Most have a high priority on parent contact, and a few require home visits by the teachers.

Usually guide groups remain intact for the four years of high school, but sometimes group assignments are made differently. Students may be changed to other groups if there is good reason for change.

Teacher guides provide direct group and individual guidance, make parent contacts, and maintain student records. Generally, they have the following responsibilities:

familiarize themselves with all areas of the curriculum to enable them to describe school courses to their students,

help students make their forecasts based on educational goals,

check to see if students are registered in the right classes and educational goals,

make sure all registration forms are properly completed,

be sure students register in courses appropriate to career and educational goals,

assist students in setting and in reviewing tentative career choices,

counsel students about post-high school planning,

counsel students who receive negative academic progress reports,

monitor each student's progress toward graduation requirements and completion of competencies,

work with students whose progress toward graduation requirements or competency completion is deficient,

schedule parent-student-guide teacher conferences the first of each school year to plan schedules,

make additional parent contacts to discuss student progress or problems,

encourage parents to contact them as the school's liaison,

hold group meetings for group counseling, college or career information, registration, etc.,

maintain a file for each student, containing:

- transcript
- educational forecast
- career planning sheet
- attendance records
- test scores
- credits and minimum competencies completed,

maintain a contact sheet showing student and parent contacts made,

distribute report cards to students,

refer students who are having personal problems to school counselor or other specialized person,

encourage all students to take part in school activities.

The school counselor, principal, or other designated person assumes responsibility for coordinating the guide teacher program for the school. That person is responsible for:

conducting inservice to prepare teachers for guide duties at the beginning of the year,

providing services to guide teachers and guide groups, such as:

- career information
- educational/curricular information
- scheduling information
- testing
- college and scholarship information
- military information
- technical/vocational program information
- guide group activities
- review of senior progress toward graduation

counseling individual students on personal and crisis matters,

referring severe problems to specialists in Education Service Districts or other agencies,

evaluating guide teachers,

continuously evaluating the guidance program and assesssing needs.

Outcomes from the group guide system are good for everyone concerned. The more emphasis that is placed on the program, the better the results. Satisfied users of the program list these pluses:

no student gets "lost in the shuffle,"

students assume responsibility for their educational and career planning,

parents are brought into the life of the school,

teachers learn about the total school curriculum,

counselors can devote more time to giving specialized assistance to students, guide groups, and guide teachers,

communication is enhanced among students, school staff, parents, and the community.

Special needs for implementing a group guide program are:

extended contract time of one or two days (or more) for initial inservice training of staff on the total school curriculum, how to make successful parent contacts, and counseling techniques,

designation of someone to coordinate the program--counselor, principal or other responsible person,

a counselor or designated person to serve as resource to guide teachers,

availability of specialized personnel for referral of special problems,

adequate number of telephones for guide teachers' use,

time schedule to perform guide duties--counseling, record keeping, parent contacts.

Most teachers, particularly in small schools, do a great deal of counseling incidently; the group guide system capitalizes on this and offers a systematic way of reaching each student and each student's family. It is an outstanding communication tool within the school and between the school and the community.

Materials for this article were drawn from these papers;
Condon High School, "Advisor-Advisee Program",
Corbett School District, "Guide Teacher Program,"
Wallowa High School, "A Model Policy for a Small High School,"
and a presentation, "Implications of the Guide-Guidee System for Small Schools," a session at the 1977 Oregon School Boards Association Convention November 18, 1977, by Amity, Condon and Corbett School Districts.

VOLUNTEER AIDES

James D. Stuckey
Sisters School District
Sisters, Oregon

The use of volunteer aides can greatly expand the instructional program. Orientation is a must to fit volunteers into the school in a professional manner. The Sisters School District has implemented a formal, three-hour training program for their aides. Aides are given a handout which tells them:

> Your contributions as a school volunteer in our educational programs can greatly enhance the learning experiences of our students. Because you become a positive example of good citizenship, students, teachers, parents, and other members of the community at large will benefit by your model of self-giving service.
>
> When you become a member of our educational structure, you will bring to our program many qualities that are expected of those who exert so much influence on young lives. The potential for becoming skilled enough to assume responsibility for varied instructional tasks, the sensitivity to work positively with children who present a broad range of needs and behaviors, and the commitment required to be at your assigned task as regularly and as faithfully as any other member of the team are all necessary for the school volunteer.
>
> You will work under the direct supervision and guidance of the professional person to whom you are assigned, realizing that the way you do your job directly affects that person. You may not always understand why a teacher goes about tasks in a certain way, but it is the result of professional training and proven methods. Your willingness to accept tasks as directed will bring about increased effectiveness in instruction. Also, your "professional conduct" will prevent negative and unfortunate occurrences that could adversely affect the entire community. We will prize your contribution highly, and we welcome you to our team.
>
> The school volunteer should possess the following characteristics:
>
> - Ability to maintain rapport with children and a genuine liking for children as human beings,
>
> - Perceptiveness in personal relationships with adults,
>
> - A philosophy which is conducive to pupil control through positive, rather than punitive, measures,
>
> - Commitment and sense of responsibility,

A vivacious, sparkling personality, indicative of emotional stability and a zest for living,

Patience,

Personal integrity and freedom from prejudice,

Flexibility and adaptability,

Creativity,

Correct and effective speech habits,

Self-assurance and high self-esteem,

Interest in children's welfare,

Social consciousness,

Interest in personal achievement and an eagerness to expand and to improve knowledge,

Pleasing appearance,

Sense of humor,

Maturity.

Aides are not initially expected to know all the techniques needed for successful performance, so their two-session inservice program covers the following:

I. General Orientation

A. School Organization - the self-contained classroom

1. Grouping patterns
2. Partial departmentalization

B. School Policies

1. Responsibility and liability
2. Respecting confidentiality of information
3. Dress and appearance
4. Professional conduct

C. Group Management and Pupil Motivation

1. Positive reinforcement vs. negative control
2. Developing a love for learning
3. Competing against oneself
4. Extrinsic and intrinsic rewards

5. Making children aware of learning objectives
6. Developing techniques of self-evaluation
7. Developing self-discipline and responsibility for learning
8. Developing positive self-image

II. Instructional Materials and Techniques

A. Open Court Reading Program
B. MacMillan Reading Series R
C. MacMillan Mathematics Series M
D. Writing on chalkboard

III. Use of Educational Equipment

A. Film Projectors
B. Overhead Projectors
C. Film Strip Projectors
D. Mimeograph Machine
E. Duplicating Machine
F. Copy Machine
G. Cassette Recorder/Player

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[1]Veele, Mary, The School Volunteer's Handbook, Learning Publications, Inc., Holmes Beach, Fla. 1977.

PLAN CAREFULLY FOR FACILITY DEVELOPMENT

Joseph E. DeMarsh
Planning Consultant
Sandy, Oregon

Urban sprawl, rural growth patterns, Title IX, and Public Law 94-142 are placing a burden on many small school districts. These districts find themselves facing the traditional needs of facility improvement, sizeable additions or changes to their physical plants, and, in some instances, totally new facilities.

The compounding features of rising construction costs and rapid increases in goods and services that are essential to new facilities take their toll quickly. Building costs are currently rising at an annual rate of 15 to 18 percent, but bonding capacities generally are rising at less than one-half that factor, diminishing the capability of supplying necessary educational space.

To counteract the erosion of options available to a district, it is prudent that a district prepare any plan for expansion, replacement or renovation with diligent study. A portion of that study should be devoted to an investigation of alternative methods of housing students and their programs.

A sound policy would seem to include an annual status report and a discussion of a district's physical necessities on the school board agenda. If there are serious problems or questions of adequacy, these suggestions may assist in organizing a workable approach:

Involve the community by school board appointment of a lay committee to discuss the issues and make recommendations. Members of the faculty, support staff, administration and a student body are recommended as appointees to the committee. (A lay committee is a state requirement in Oregon for developing the educational specifications of a construction project.)

Secure the services of a professional person who has background in the planning format. This type of assistance can aid the lay committee and school board and can save considerable planning time. The professional may be an architect familiar with educational complexities or a person speciallzing in the planning of instructional plants.

If architects are involved in the preliminary discussion it is suggested they be retained to assist only in the facility analysis and the development of a preliminary plan, rather than contracted for a total program. There will be ample time later to formalize a contract for the architectural work on a building program, after a determination is made on the ease of working relationships and the ability to plan adequately for instructional needs. The analysis

and preliminary plan should be based on community and staff input, board decisions, and professional judgments.

Throughout the discussion and plan development stages, keep the public well informed by using the local media. Encourage the committee to publicize discussion topics and to recognize the value of diverse suggestions.

Document and distribute a written report. Data can be used to substantiate the need for specific courses of action. This data should include fiscal, educational and spatial relationships. Above all, specifically note all the contemplated effects any course of action will have on the educational environs of individual youngsters.

CURRICULUM: DO OR DIE

William Georgiades
NASSP Model Schools Project
and University of Southern California

All over America there is a renewal of concern with size and bigness. People are leaving the metropolitan areas and moving into the smaller, rural communities, into a different stream of life. The idea that anyone can return to the world that was is a myth. All of us live in a world of continuing future shock. The traditions of yesterday are frequently being abandoned for the convenience of today. It is a world in which all of yesterday's values seem to be reexamined, reinterpreted and rephrased.

The last decade and a half have been filled with criticisms of education. Reality tells us that education in the United States--whether it be public, parochial, or private--faces very serious questions which relate to its survival. The two remaining decades of this century will determine the future of schooling in this society and in all the nations throughout the world. Unless there is purposeful, planned, sequential change, ultimately the systems outside the framework of public, parochial and private education will become the primary systems of schooling for the majority of American youth.

The first evolution in education was a revolution of quantity. Not many years ago the goal was to get all of the kids into school. There are a few people now who want to "cop out" on the responsibility of schooling the young and want to challenge the issues of compulsory education. Children should not be given the option of whether or not to go to school. There should be options in learning, but those options should exist within a framework of education which is well defined.

In the last few years the question of the quality of education has been plaguing America. If education fails to prepare the young people for the kind of world in which they'll be living as adults, it will have failed in its purpose, no matter how many millions of people happened to get through school and cover the material. Many of the traditions and myths in present-day educational practice will have to be substantially altered by the year 2,000. These include such factors as the "Seal Approach" to teaching in which the student is fed facts, and, upon request, is supposed to repeat them--regurgitation. Another is that outmoded aspect of the educational system which is called classes. There is nothing in either learning theory or actual experience that supports the view that students of the same age should be herded together.

Of increasing concern is the fragmentation of knowledge. It has been fragmented in so many different directions, breaking it down in the use of time, of space, and disciplines. With the rapid compounding of human knowledge, existing disciplines have spawned until there are innumerable kinds of specializations. Instead of integrated, interdisciplinary curriculum, there are chasms of difference among related areas.

Educational objectives have to be clarified. During the next ten to twenty years there will be expanded dialogue of the objectives of American education for all of our children, youth, and adults. What is the purpose of schooling? An increasing number of teenagers are asking, "Why go to school?" As the American society's median age keeps creeping upwards, there is another challenge in the area of life-long learning.

In the past several years Danforth and Ford Foundation projects have had very little success in making any kind of significant impact on the curriculum itself. School curricula are still basically what they were 20, 30, or 40 years ago. There are more electives, some career education, more vocational education, and some early childhood education which has been introduced, but, basically, curriculum is unchanged. Secondary schools, in particular, are still controlled by two dominant departments--language arts and social sciences. Adding nine-week elective courses in the junior and senior high schools has reduced the monotony of the curriculum, but it has not significantly altered it or the teaching style of teachers. Students are still being talked at. The Flanders research efforts many years ago[1] indicated that two-thirds of the time someone is talking in the classroom with the teacher appropriating 66% of that speaking time. This still holds true.

The first priority in changing the curriculum must be to examine carefully the minimal competencies the children should achieve, both affectively and cognitively. Until such clarification is made, the curriculum will be rejuggled and nothing new introduced. Determine what is important for a six-year-old child or a twelve-year-old child to know. A diagnostic process must be instituted which will carefully analyze where each child is. The American public is asking schools to assume a tremendous responsibility in the whole domain of feelings. One of the strengths of the small school has always been that it gives a much better opportunity for affective, emotional and feelings kinds of growth than is usually the case in the large schools in America. That is true in elementary, secondary, university, and college.

One of the next steps is to identify accurately the learning styles of children and the teaching styles of teachers to see if a better fit can be achieved.

Establish a new kind of liaison relationship with all facets of the culture so there is an emphasis on the basic skills needed. For example, where is the emphasis today on listening skills? The majority of Americans decide how they're going to check their ballots based on what they have heard--in television network or radio broadcasts, at the local pub, or from someone else--not by reading documents or the kinds of resumes the states send out at election time. Decisions are made by the masses of Americans based on listening, not reading.

The findings reported in the NASSP book, How Good is Your School?[2] are similar to the Ford Foundation report, A Foundation Goes To School.[3]

The size of the project or the amount of money which the foundation contributed did not have a significant bearing on its success. Schools which received relatively small amounts of money frequently showed more change than those which received large amounts. The major reason was that the money was spent in ways which did not assist teachers in more effectively reaching kids.

The most successful efforts in working with schools were those which involved schools with clearly defined goals and objectives.

The rate of change was much faster in small schools than large ones because small schools can be much more flexible, more creative in meeting their students' needs.

Financial commitments from a variety of sources, especially from the parent school districts, were key factors in the success of a project. If all the money came from outside and there was no effort to make provision for input from within, nothing very much seemed to happen.

The most significant single person in this whole process of schooling is the teacher. Any change in curriculum implies a change in people. One can develop all kinds of exciting designs for models and programs, but, ultimately, the programs are no better, no stronger than the teachers.

Improving curriculum requires improving teaching and the quality of the persons who call themselves teachers. How can that be done? Every year each teacher should establish two or three growth objectives. Some of these will be repeated if they cannot be achieved in one year. Ask yourself:

What kind of school year did I have?

Where was I effective as a person in working with children, adolescents, adults, teachers, or administrators in my environment?

What seemed to work well for me?

Where was I ineffective? In what areas must I grow to be more effective for the coming school year?

This is essential in the curriculum process and in the entire process of education.

How is your school different from the way it was five years ago? How do you teach differently from the ways in which you taught three, four,

five years ago? Curriculum improvement depends on improvement of each teacher.

Educators have a difficult task which is never completed. Each fall brings new children with unsullied ignorance and new needs in a continually changing world. In meeting this challenge, small schools in America have the potential for offering a superior kind of education.

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[1]Amidon & Hough, Interaction Analysis: Theory, Research & Application, Addison-Wesley, Reading, Mass. 1967

[2]Georgiades, How Good is Your School, National Association of Secondary School Principals, Reston, VA, 1978

[3]Ford Foundation, A Foundation Goes To School, Ford Foundation, Office of Reports, 320 East 43rd Street, New York 10017

THE STRESS AND STRAIN OF FITTING A MULTIPLE BRAIN INTO A SINGLE CLASSROOM

Robert Sylwester
University of Oregon
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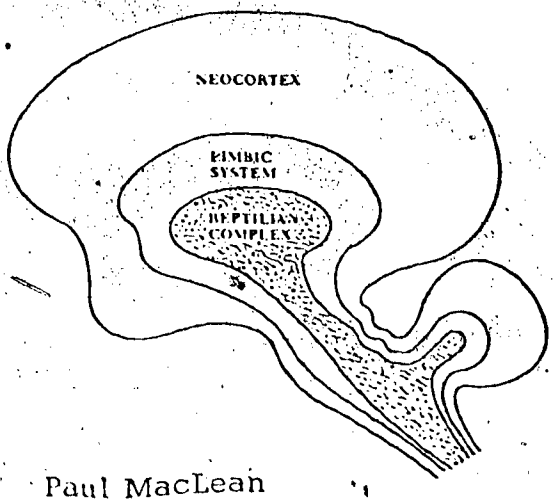
The human brain is certainly the most magnificant three pounds of matter in the universe. Schools have traditionally focused on half of it: the rational left cerebral hemisphere, seemingly unaware of how to deal with the metaphoric right hemisphere and other important structures that constitute the brain. Recent discoveries in the areas of brain functioning and the relationship between the brain's functioning and the onset of stress pose exciting curricular and classroom management challenges to educators.

From a teacher's perspective, the relationship between the brain/mind is quite direct. If people can learn to use their minds and the mind's tremendous ability to solve potentially destructive problems, their bodies will not suffer the debilitating effects of psychological stress. Such stress occurs when the mind can discover no acceptable solution to a threatening situation.

Paul MacLean has developed a useful three-part model of the cognitive parts of the human brain.[1] In his model, the brain processes information that comes from within and without the body through three chemically and structurally distinctive interconnected mental systems.



Paul MacLean

The Reptilian Complex surrounds the midbrain, which is at the top end of the brainstem. It's the primal brain in human beings for it regulates key bodily housekeeping chores (respiration, circulation, reflexes, etc.), gut reactions to external events (fight/flight behavior, territorial protection), mating rituals and social hierarchies.

The Limbic System is composed of a number of small but very important structures that surround the Reptilian Complex. It's a central force in directing those feelings that guide the behaviors associated with self and species identity and preservation. It functions somewhat as a thermostat, for it regulates the operation of various organs in response to messages of need and overload that are received from all over the body. The hypothalamus and pituitary gland are key structures in the Limbic System; they help maintain the relatively constant internal state called

homeostasis and, whenever, this condition disappears, also signal the onset of stress.

The Cerebral Cortex is the dominant part of the human brain in both size and significance. It comprises five-sixths of the volume of the brain, and it is the source of much of our normal cognitive behavior. The cerebral cortex is divided into left and right hemispheres that are connected by a broad band of 200 million communicative nerve fibers.

The left hemisphere is frequently called the rational mind because rational and abstract thought processes become centered here for most people, in most situations. The left hemisphere analyzes data input sequentially. It then abstracts the relevant details and usually associates verbal symbols with the details it has defined. Thus, language and time factors become key constructs in understanding such situations (as do computations in mathematical problems). Language depends on time and sequence since letters, words, and sentences must follow a logical sequence in order to make sense.

The right hemisphere is frequently called the metaphoric mind because it processes all the data it receives simultaneously. It views things in terms of complex wholes, with the focus on the interrelationships among the parts instead of on the parts or details themselves. This intuitive kind of thinking allows the right hemisphere to arrive at conclusions without going through the logical steps often demanded in school. Where the left hemisphere analyzes the data at hand, the right hemisphere seeks metaphors from elsewhere to understand and to explain the present phenomenon. Thus, the right hemisphere is the center of creative thought, new ways of looking at things, new uses for existing objects, etc. Dreams and fantasies come out of our right hemisphere because these are often creative explanations and expansions of our experience. Space relationships and patterns are processed in the right hemisphere. Faces are one example of spaces that are processed in the right hemisphere. If you've ever recognized someone's face but couldn't remember the name, it's because the face is remembered in the right hemisphere and the name in the left.

MacLean's model suggests that there is a multiple brain. Each part is fully capable of directing human behavior, but only one part, the left cerebral hemisphere, can speak. How should educators help students understand this complex system? How should schools educate it so that all of it can function effectively?

What happens when people do not use the powers of their mind to solve the threatening problems that beset them?

The body has only one response in such situations. It prepares for an all-out physical assault on the body, whether the problem poses a

physical threat to the body or not; in our society, most problems to be faced are emotional or psychological in nature.

The stress response that follows sends powerful electrical, chemical, and hormonal messages through the body to alert all organs of the imminent physical danger the stressor poses. The stress response is generally not dangerous in itself, but a pattern of chronic stress responses to the normal problems of life can lead to serious circulatory, digestive, psychological problems over time.

Recent discoveries in brain functioning and stress, only briefly described here, suggest that a new period is being entered in which the school can make giant strides forward in expanding the powers of the mind. Educators must take the time to investigate these discoveries, to think about the implications of the brain as a mechanism for coping with stress, and, finally, to translate implications into imaginative educational action.

Sagan, Carl, The Dragons of Eden, Ballentine, 1977.

The following books, available in paperback, may provide an introduction to recent discoveries in these fields:

Friedman, Meyer, and Ray Rosenman, Type A Behavior and Your Heart, Fawcett, 1975.

Ornstein, Robert, The Psychology of Consciousness, Penguin, 1975.

Sagan, Carl, The Dragons of Eden, Ballentine, 1977.

Samples, Bob, The Metaphoric Mind: A Celebration of Creative Consciousness, Addison-Wesley, 1976

Selye, Hans, The Stress of Life, McGraw-Hill, 1976

Selye, Hans, Stress Without Distress, Signet, 1975

Time-Life Human Behavior Series, Stress, 1976

MAKING PUBLIC LAW 94-142 WORK IN SMALL SCHOOLS

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Public Law 94-142 has placed strenuous demands on educational systems to provide special programs, and schools that do not have these special educational services have been hit the hardest.

What Does Public Law 94-142 Really Say?

Once one is oriented to teaching individual learners, one needs to consider the specifics of the new law and what the demands are for school district compliance. There are many guidelines that can be obtained; however, here are the specifics of which one must be aware:

Parents must be involved in all aspects concerning the child. They must be given lists of rights, and no evaluation, IEP (Individualized Education Plan) or placement should be made without their consent.

The child's educational needs must be determined by a full-scale evaluation and the educational program planned before placement is made. Specific attention to the "most appropriate educational placement" is a must.

Specific criteria have been written for determining handicap eligibility. Special note should be made to the changes which have occurred in the areas of Learning Disabilities and Emotional Handicaps. Each staff member of the school should have definate knowledge of the law; a general awareness is not enough.

Attention to the following six areas of concern should make compliance with the law possible.

Teaching to Learning Styles

The law demands that attention to the individual learner be foremost in the educational process. The procedure of teaching to group needs must be changed to address the individual needs of each member within the group, in order to find the best instructional methods which would assure learners of success. This can be done by determining the learning styles of each learner and teaching to each one's strength.

Basically, there are auditory (hearing) and visual (seeing) channels of learning, although for some instruction it is possible to use the tactile-kinesthetic (motor or touch) channel. It is important to remember that some learners use one channel for input and another channel for

output. The real difficulty in learning comes when children are instructed in their weakest channels. They learn, but not as quickly and successfully as they would learn if instructed in their stronger channel.

Some children can be instructed through the use of multisensory channels, but others cannot tolerate this approach and will meet failure. For these children, instruction may be limited to one major channel.

In the primary grades some emphasis can be put on the weaker channels of learning or the deficit channels; however, primary instruction in reading, math, spelling, and written language should be through the child's learning strength whenever possible. No matter what channel is used, the motto should be, "to teach to the learning style that will help children learn in the quickest way."

Defining Learning Disabilities

One of the most difficult areas to define is Learning Disabilities. Learning Disabilities were not previously part of special education services, and those children were mainstreamed. Educators are unsure who they are. Teachers need help in identifying which children need to be referred for evaluation and for possible special education services. They also need help in distinguishing the difference between learning disabilities and educationally disadvantaged children. The February 15, 1978, Federal Register carried a specific definition and process to be followed.

Here are some descriptors for identifying Learning Disabilities:

Deficit in one of the basic processes needed for success in the academic setting--perception, conceptualization, language, memory, motor, attention,

Intelligence falls within average or above range and/or a severe discrepancy exists between performance and verbal abilities (Note that the latter half of this statement allows for children in the lower range of ability to be included.),

Child's learning style deviates from the average child so that a special curriculum or instructional process is required in order for that child to learn,

Child's achievement falls below expected educational age (dependent on intellectual ability) in ability to listen, to think, to speak, to read, to write, to spell,

Medical involvement may be present.

It is important to remember that some learning disabilities can be remediated by attention to learning styles, but some will be extremely difficult to remediate and may cause the child problems in learning throughout the entire education. Our goal must be to learn to recognize these different learning problems and to see that children receive the special educational services for which they are eligible.

The Referring Process, Testing, IEP's

Each school needs to develop its own procedure to follow. The state guidelines are helpful for the development of forms. Both informal and formal testing should be used. If a special education person is not available, one staff member needs to gain some background in interpreting evaluation procedures and making recommendations.

The development of the IEP (Individualized Education Plan) must use the committee process set forth in the federal guidelines and must adhere to the requirements in that document. However, it is not necessary that the IEP be written in such formal objectives that the long-term and short-term goals cannot be followed by anyone except specialists. The long-term goals should be stated simply so that the short-term goals can be realistic to the actual teaching situation. As a school district becomes more familiar with IEP's and how to teach by using them, it will naturally follow that goals will become more refined.

The education of the children is first and demands the most time and effort. The goals must be written, but worrying over how they are stated can take valuable time from the implementation process. In other words, get the process going, then refine it as you go along.

Attitude and Organizational Changes Necessary for Teachers and Administrators

Specific changes must be made if compliance with Public Law 94-142 is to be achieved. The very nature of this act will change all of education. The sooner the need for these changes is accepted, the easier it will be to comply.

ATTITUDE

Willingness to change. This may include willingness to group, to teach to learning styles, to use varied materials, to work the extra hours needed to get the program rolling, and to overcome the fear of failure that may come as one searches for the best teaching methods for special education children.

Commitments to learning. This includes the philosophy that children should learn in the quickest way for them, not always

the most convenient way for teachers. It means that grade level cut-offs can be dangerous hindrances to helping children stabilize their learning. The role of parents must be considered and how they can be helpful rather than threatening. Finally, the Public Law can be considered a tool for improving all of the educational process, not just special education services.

KNOWLEDGE

From learning styles and methodology to identification, referral, and evaluation of children, educators all need to be knowledgeable. Knowledge of P.L. 94-142 is the responsibility of all teachers and administrators; special educational services are no longer the responsibility of one or two people.

ORGANIZATION

Because of the heavy demands in paper work, conferences, and coordination efforts, one needs to be highly organized. Without good organization, the program will not work effectively.

ADMINISTRATIVE SUPPORT

The administrator must know the law, how it affects the school, and must be able to explain it to the school board and community. Released time and inservice must be planned to help teachers comply with the law. The administrator must insist that the program be carried out by everyone yet must be sensitive to the frustrations and problems of teachers as they struggle to change.

The success of the program lies with the ability to organize and to change.

Good Materials Don't Have to Cost a Mint

Many materials have been tried which work well. Do not hesitate to write to larger school districts or contact regional service centers which have resources. Any materials ordered from commercial sources should be ordered on approval. Many cost under $100 and can be used in a non-consumable manner in order to save the district money. If the district cannot afford materials, it is possible to implement a good program by adapting basal texts already used in the district which pay special attention to learning styles of children.

It can be done, and you can do it.

CAREER EDUCATION IN SMALL SCHOOLS

The process of initiating a career education program is no different from initiating any other, except that it can and should involve every aspect of the curriculum in some way. After all, preparing students for the future is the educator's reason for existence.

In designing the program and its objectives, the administrator or the career coordinator should systematically involve teachers, principals, counselors, students, parents, the board of education, and members of the community. Often in a small school, a teacher interested in career education who knows the community and has a good rapport with the entire staff is designated to coordinate the program.

Goals and objectives should be fully explained to all of the district staff-administrators, teachers, aides, secretaries, cooks, custodians, bus drivers, and any others. Students must be well informed about changes in the program and how they will be affected. Well informed staff members and students can be the biggest asset in selling a new program; if they are misinformed or uninformed, they can be the biggest liability.

Teachers and administrators involved directly in the program should have adequate inservice and preparation time. They should be given the opportunity to visit similar programs in other schools, and specialists should be brought in to assist them. They should be encouraged to give input for revising, expanding, and amending program objectives. If there are people available with experience in career education program development, use them.

As in any other program, start on a small, sound basis and expand. Start with teachers who are interested and enthusiastic and let them serve as examples to others who are not as easily convinced.

Career education concepts should be incorporated into all areas of the curriculum, with attention to the academic, as well as the vocational. Regardless of the approach used to do this, career education curriculum activities should be student centered, lively, varied, and should contribute to career development and decision-making abilities of students.

Career Awareness (Grades K-6)

In a career-focused curriculum, career awareness is not a separate subject but is developed in each classroom within the traditional subject matter areas. The scope of the subject is changed somewhat to incorporate consideration of the many occupations related to that topic. For instance, on a regular science field trip, add career discussion by discussing which occupations would need to know what scientific facts. Also, the dignity

of work is stressed by examining contributions the varied occupations make to society. Children are encouraged to examine personal needs and preferences in relation to various occupations and actively participate in:

making decisions that relate to their own career development,

discovering their occupational aptitudes and interests,

identifying the way(s) they learn best,

expressing their self-awareness as it relates to career development, occupational interest, and the role of the producer.

Career Exploration (Grades 7-10)

Career exploration builds and provides an increasing depth of experiences. A review of one's interests, aptitudes, attitudes, and abilities as they relate to the many careers available is aided by such instruments as the Ohio Vocational Interest Survey (OVIS), the General Aptitude Test Battery (GATB) with Interest Check List, and Kuder Interest Tests. To increase benefits from the career exploration phase, there should be orientation and in-depth, on-site exploratory experiences in representative occupations.

Guidance and counseling services are a must throughout the career selection process, especially during the exploration phase. Development of decision-making skills and sound career planning can give definite direction to the remaining years of formal schooling, even though plans made at this stage are tentative.

Career Preparation (Grades 11 and 12)

Career preparation focuses on learning skills for a chosen career area. Students are assisted to:

apply their experience to solve daily problems,

develop leadership skills through participation in a vocational student organization (if applicable),

develop acceptable job attitudes,

participate in a work experience program,

develop skills and knowledge necessary for entry level employment or advanced career and vocational training.

Summary

The important elements of a career education program should:

include adequate, articulated instruction in career awareness, exploration, and specific preparation;

reflect the activities, opinions, and demands of business and industry,

use the interdisciplinary approach,

meet the state minimum standards for graduation requirements,

allow each student to develop career interests and abilities,

have written commitment by the board,

have a long-range plan,

have strong administrative support,

have representative, active advisory committees,

provide an opportunity for work experience,

offer adequate guidance and counseling,

promote vocational student organizations,

have a good safety policy program and include safety instruction in the curriculum,

evaluate, assess, and revise the program constantly.

Career awareness, exploration, and preparation are vital in setting and in reaching satisfying career goals. A mistake is made if youth is told to base their decisions on how much money they will make. The objective should be to help them find the kind of work they want to do. Show students as many opportunities as possible for career choices. No matter how hard an educator tries, if students are not interested, they will not accomplish much. Stretch the imagination!

Whether it is planned or not, the students are, in essence, being given career education in the schools. If there isn't a positive program, they are being allowed to learn such poor study and work habits that they will never be successful in their careers.

Cashmere Career Education Project

An excellent source of career education information for small schools is the Cashmere, Washington, Career Education Project.[1] Their approach focuses on the eight elements of career education developed by the Comprehensive Career Education Model, Center for Vocational Education, Ohio State University.[2] The elements represent a framework that can be used to infuse career education concepts into existing curriculum in all disciplines and grade levels. Cashmere has developed curriculum guides[3] and a how-to-do-it guide for implementing career education in rural schools.[4]

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[1]Miller, Barbara, editor, Career and Vocational Education for Small Schools: A Guide for Planning and Implementation, Small Schools Career Education Development Project, Oregon Department of Education, 1977

[2]Developmental Program Goals for the Comprehensive Career Education Model, (Preliminary Edition), Center for Vocational Education, Ohio State University, 1960 Kenney Road, Columbus, Ohio 43210: 1972

[3]Career Education Project, Cashmere School District, Cashmere, WA 98815
Three Activity Guides, K-5, 6-8, 9-12
Advisory Committee for Career Education
Language Arts & Career Education, K-5, 6-8, 9-12
Social Science & Career Education, K-5, 6-8, 9-12
Math & Career Education, K-8, 9-12
Science & Career Education, K-8, 9-12
Vocational Education Courses and Career Education, 8-12
Spanish & Career Education, 9-12
Music & Career Education, K-12
Art & Career Education, K-12
Health & Career Education, K-12
Physical Education & Career Education, K-12

[4]Griffith, Bernie, The Original American Early Morning Primer, Cashmere Career Education Project, Cashmere School District, Cashmere, Washington, n.d.

MEDIA SKILLS, K - 12

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The media program for K-12 developed in the Alsea School District[1] is based on the general theories that:

the inundation of media in students' lives is a force to be accepted and studied rather than ignored or devalued;

the most effective defense against lack of critical awareness of the media barrage is education;

the most effective method for teaching critical awareness is experiential learning.

Thus, it is designed to provide creative experiences on various types of media at the earliest possible levels. Emphasis in each media experience is on:

logic - putting ideas and events in order,

research - finding and assimilating available materials into original projects,

creativity - accepting and rewarding imagination through the vehicle of media,

group effectiveness - working cooperatively to make the most of group member's skills,

pride and enjoyment - sharing an effective finished project in the real world.

In a small media center such as Alsea's that serves K through 12 with an active program, time management or scheduling is essential. All elementary students have regularly scheduled time in the center each week, while high school students are also there for class work, research, and study halls. This maximum usage can be accomplished by scheduling groups of children rather than bringing in an entire class at one time.

A self-operated system allows all but the kindergarten students to check out books without help. An individual book pocket is made for each student. When books are checked out, boys and girls sign the cards and put them in their own pockets. If there is adequate wall space, pockets for each class can be placed on bulletin boards. If not, use flip charts made of poster board with pockets for each class on a different page.

Every student has formal training in library skills through an individualized program. A separate manilla folder contains copies of study sheets designed to teach each skill. Students take pre-tests, then progress at their own rate through the skill sheets. When they are ready, they take the post-test and go on to their media projects.

Library skills instruction is prepared on three levels which are used from second grade through high school. Second graders work through the Level 1 skills with the teacher's help, but third graders can do them alone. Fifth graders probably need teacher help with Level 2, but sixth graders can work independently. Level 3 is for early high school. In the first two years of an individualized program, all students in the school would take the skills instruction.

Media projects vary considerably. Sharing books and stories is done in grades 2 through 8. Some of the many ways students share are by:

copying illustrations to use on an overhead projector,

making posters to advertise favorites,

making awards for characters in the stories,

making maps to show where events took place,

having treasure hunts for hard-to-find places in the story,

making collages of emotions found in the stories,

making shadow boxes,

making story rolls on paper and rolling them through facial tissue boxes with sticks.

Student-made media productions give elementary children experience so they realize it is a mechanized process and not magic. They learn it is something they can really do. A slide-tape is an excellent medium; it looks professional even though it is the students' own work. Film strips, video tape, photo reports and reader's theatre with story and sound effects on tape (like old-time radio) are also good.

Puppet production is good for the elementary grades. Puppets can be made using Styrofoam heads covered with glue-type paper mache'. After the heads dry, faces can be painted, and the puppets dressed with clothing made from scraps of fabric. Children like to act out the stories, and puppet shows should be given for an audience.

For kindergarten and first grade, there should be lots of story telling and craft ideas. Collages are good. Video tape can be used to capture dramatizations.

Junior high and high school students study the commercial multimedia's (TV and magazines') effects on values. Journalism skills can be practiced by producing a newspaper. In high school the Fox Fire type magazine provides excellent experience of gathering and publishing a local, oral history of the community.

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[1]Patsy Jones developed the K-12 Media Program at Alsea School District.

MUSIC

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Oregon Department of Education
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For music teachers, like everyone else, goal setting is essential for maximum achievement in all categories of a person's life--personal, family, work, church or community. Set goals in each of these realms and see where cross-overs occur between them. Schedule activities each week that will help achieve, in part, the consumation of those goals. Review goals frequently; if you are not writing activities to help reach all of your goals, either rethink your goals or rethink your activities.

Make a "to do" list. All busy people do this when they're under pressure, but when the pressure is off, lists are usually forgotten. It has been found that at least 20 percent more productivity can be achieved by each person who consistently uses "to do" lists.

Prioritize your work plan. Be sure that if something is a priority you devote time to it. You will need to schedule large jobs. Allot a certain amount of time regularly to move the large job forward a few degrees. As the project nears completion, larger blocks of time will need to be scheduled. Remember, emergencies are going to arise, so in scheduling your day, it is important that some room be left for dealing with them. Don't fill your time so completely that you leave no leeway.

A helpful method for presenting material to an administrator, staff, or school board is SOPPADA. S is Subject; O, Objective; P, Present situation; P, Proposal; A, Advantages; D, Disadvantages; and A is Action. In preparing your presentation, look at each of the categories--SOPPADA. Identify specifically what it is you want to do. If the advantages outweigh the disadvantages, go ahead and present it. If they do not, you probably will need to rethink your proposal.

Lakein, Alan, How to Get Control of Your Time and Your Life, Signet, New York, 1973

MacKenzie, R. Alec, The Time Trap, Amacom, New York, 1972

Vocal Music

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In many small schools the teacher assigned to teach choral music may have a background in instrumental or elementary techniques only. Because these teachers have a music background it is erroneously assumed they are knowledgeable in choral techniques as well.

The key to good choral singing lies in correct vowel placement. Accurate pitch is essential; inaccurate pitch stems from poor vowel placement and lack of intense concern for interval accuracy. Warm-up exercises can be used, such as the descending scale in the rhythm of "Joy to the World;" then, use the same exercise in a round; then, in a round in swing style using a dotted eighth and sixteenth note rhythmic pattern and "Sha-ba-da-ba" syllables.

In organizing a choir, it is necessary to listen to all voices and to place them in the proper section. You may want to use a seating order based on highness and lightness of voice and lowness and richness of voice.

In selecting music, watch ranges very carefully; since there may be only a small number in the group, a larger percentage of the choir must be able to sing it. Numbers of parts will be fewer. Small choirs have the best results using literature emphasizing diction and basic tone control. Accompaniment is extremely important. It must be appropriate for the people singing, and it cannot be too difficult. Look for music which allows students to show musicianship. Frequently small choirs sing lots of music the instructor ordinarily would not select, simply because of student interest. There must be a good balance so the students learn the music of the masters, too.

The music teacher's hardest job is selection of proper music for the particular group. There is no known shortcut. It cannot all be done by mail. All successful music teachers go to music stores for reading sessions and order things on approval from catalogs. Several days each year need to be set aside for reading music.

General Music

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Song-experience games[1] comprised of singing, movement, communication, and language arts exploration are teaching tools which facilitate musical and nonmusical learning. Playing the games:

Helps to build children's self-image, particularly name games,

Creates an awareness of other group members and develops positive social-communication skills,

Lets children use their bodies as musical instruments by singing and moving; this combination of movement with song leads to free, relaxed, beautiful singing and the development of gross and fine motor skills,

Facilitates auditory perception,

Facilitates visual perception,

Facilitates music reading skills,

Helps children learn to make decisions and choices,

Helps children explore concepts of speed, distance, time and space,

Makes learning fun.

A recommended activity is mapping. A map is the unique symbolization by each child of a song. Maps can be drawn in the air with body parts, through space with the whole body, or on large sheets of paper with flow pens. Children try to follow their own maps, and they also use one another's symbols, thus reading other's interpretations of songs. Making and following many maps develops their visual-aural-motor coordination, builds self-confidence and motivates children to sing.

Two important aspects to remember are to play the games with as little talking about what is going to be done as possible. Let children learn by watching and experiencing. Modify the games in any manner necessary to meet individual needs of each child and each group of children.

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[1] Richards, Mary Helen and staff, Richards Institute of Music Education and Research, 149 Corte Madera Road, Portola Valley, California 94025:
The Music Language: Part One, 1973
The Music Language: Part Two, 1974
Aesthetic Foundations for Thinking: Part One, 1977

USING THE NEWSPAPER AS A TEACHING RESOURCE

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The newspaper is a readily available resource that can help develop reading, writing, thinking, and computing skills. It is usable at all grade levels and in most, if not all, subject areas to promote skills in reasoning and problem solving.

For example, by comparing the content and format of several different articles in one newspaper or of different newspapers, students can develop skill in recognizing relationships. There are a variety of activities that involve classifying, categorizing, and reorganizing newspaper content. Primary students can use the newspaper to learn from the letters, words, numbers, pictures and paragraphs that contain today's news.

Rights and responsibilities of the free press can be explained and evaluated through actual examples from newspapers. Critical reading skills seem to improve as students gain experience in challenging and questioning the motives of newsmakers and newswriters.

A wealth of materials are available at modest cost to assist teachers of kindergarten through adult education in most disciplines,[1] or teachers can design their own.

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[1] Bibliography: Newspaper in Education Publications, American Newspaper Publishers Association Foundation, PO Box 17407, Dulles International Airport, Washington, DC 20041
Price list and order form, NIC Publications, PO Box 2222, Eugene, OR 97402

READING FOR SLOW LEARNERS

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The slow learner and the language disabled child often have the same observable characteristics:

language development is obviously delayed,

children work behind their peers in language and reading acquisition; they work slowly and are unable to generalize what they learn,

the vast majority are boys,

these children often come from the low socio-economic strata of society where lack of early language or reading stimulation is evident.

The only universal characteristic of the slow learner is the significantly reduced performance in reading, spoken language, writing and mathematics skills. This deficit demands highly structured, individualized instruction.

The teacher who inherits one of these "different students" should determine whether or not the present level of educational service is improving the functioning of the child. It is imperative that a regular elementary teacher attempting to educate the slow learner gain proficiency in individualizing instruction, behavior modification, adaptation of materials, and the efficient deployment of specialized assistance from the Education Service District, county health service, or any other available source which might provide a special educator, communications disorders specialist, or psychologist.

Writing a task analysis is recommended for meeting each student's needs. In writing the analysis, first determine the terminal objective. Isolate a specific skill the student needs to know, then break down that isolated skill into a number of "steps." Each step should bring the student closer to achieving the terminal objective.

Prescriptive teaching is an organized method of teaching, designed to increase a student's skill development. "Prescribe" means literally "to

write beforehand." "Prescriptive" means to set down direction. The prescriptive teaching method designs effective programs that meet the "prescribed" academic and social needs of a student. The teacher must know exactly what the child knows or does not know. Instruction is dependent on the assessment of what the student does not know. Teaching in this way is highly efficient with a minimum amount of time wasted on covering skills when children do not need them or are not ready for them.

The Distar Reading Program[1] is practical because it provides an opportunity to meet individual students' needs while they are being taught in a group setting. The teacher's prescriptive program is provided in a neat package, allowing the teacher to spend the minimum time developing a program and the maximum time teaching.

Modification of the Distar program is sometimes necessary. A teacher can modify it in the following ways:

1. Determine the objective of a lesson
   Eliminate such "trimmings" as excess or unnecessary language.
   Concentrate on the specific task

   or

2. Determine the objective
   Write a supplementary or additional step to clarify the information for the student

   or

3. Determine the objective
   Write an intermediate step that makes the step from one objective to the next a smaller one

A phonetic approach to reading is designed to teach or to improve word deciphering skills. Advocates of the phonetic approach feel that learning to associate the letters in the printed word with speech sounds is the most consistent means of learning to read.

One program, the Back to Basics Program,[2] requires 30 to 40 minutes of daily drill in the deciphering of 2,500 words. The teaching goals should begin with the teaching of the sound of single letters, then letter combinations, word endings, and common suffixes.

Behavior is controlled by its consequences. Behaviors that have pleasant consequences are more likely to be repeated; those that have unpleasant consequences are less likely to be repeated. Behavior management increases the number of pleasant consequences simultaneously, providing opportunity for the corresponding appropriate behaviors.

The classroom should be set up in such a way as: (1) to offer grouping of students with similar needs, (2) to provide for individualization of instruction with each group, (3) to provide for independent activity

or study, and (4) to regroup as needed. This can be accomplished by use of:

behavior assessments,

behavior programs,

reinforcement systems,

data methods,

criterion of acceptable behavior,

evaluation of student progress,

terminal behavioral objectives.

Materials needed are:

perscriptive programs for instruction,

behavioral program,

data collecting system--charts, graphs,

reinforcers available--tokens, stars,

assessment tests,

individual activity projects,

method of displaying programs or making programs accessible to each child such as clipboards, notebooks.

A well organized classroom encourages students to develop good work and study habits. A classroom with each day's materials prepared and ready for use will eliminate the habit of giving the students "busy work" while the teacher prepares the lesson.

The work area should be separated from the play or activity area. An area for small group work should be set up so that a teacher can watch everything that's happening in the classroom while working with the small group.

Functional visual problems often affect the poor or nonreader. One's perception of the world is a function of the way one sees it, and behavior is, in part, dependent on vision. Important vision requirements for a reader are adequate eye muscle action, depth perception, focusing ability and eye coordination. Any suspected vision problems should be referred to speclalists available to the school and discussed with parents.

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[1]Distar, an Instructional System by Siegfried Engelmann and Doug Carnine, Science Research Associates Inc., Chicago: 1976

[2]Back to Basics Publication, Box 958, Beaverton, OR 97005, Copyright 1977 by Novena Forbes

SCIENCE FUN

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Lectures and reading are vital parts of the process of learning, but another essential element is experiencing an event. Learning the ideal way--through a combination of lecture, reading, and experience--is most readily realizable in the sciences. Indeed, science has little meaning unless the student makes first-hand contact with science realities.

It isn't necessary to be an astronaut journeying to the moon to find rocks from outer space, or to be Ali Baba prowling the caves of the forty thieves to find beautiful gems: these marvelous things may be found around the school or in a handful of sand.

The wonders of nature are hiding all around and can be discovered by using the eyes, ears, nose, and the tips of the fingers. For instance, there are specks of meteorites in the gutters that drain the rain water from the roof, and there are zircons and garnets--very tiny, but very real--in the sand from a lake or ocean beach.

Give young children a taste of the joy of discovery by using (with a minimum of expense) ordinary, safe materials found around their school, home and garden. With empty cans and jars, pieces of thread and rubber bands, toy balloons and slices of bread, nuts and bolts, soap and water, flies and spiders, they can make a thermometer that uses water instead of mercury; an empty coffee tin perform in mysterious ways; a toy boat that runs on a chunk of soap; transform small lengths of thread into tiny, charmed "snakes;" and see real, live cannibals do their thing in a jar.

Such activities can be of lasting value, since they help familiarize children with the processes and techniques of science, generate new insights and positive feelings about the subject and develop confidence in their ability to deal with raw data. Most importantly, it will expose them to the experiences of direct, personal observation, the dimension of learning that makes possible original, creative work--one of the highest goals of education.

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[1] Hyer, James and Mildred, Science Fun, David McKay Company, New York, 1973

SOCIAL STUDIES: ONE OF THE BASICS

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The difficulty of developing a quality social studies program that articulates K through 12 without underlying concepts is clear. To approach any curricula without considering what effects will be retained by students, after the discrete lessons have faded, is a waste of time. The push-pull of the "back to basics" move can cause difficulty in social studies if those responsible for programs overlook the basic role social studies fill in the education of children.

The relationship of concept to content to the teaching/learning act is a large one. Richard Suchman recently stated in a publication of Basic Education,[1]

> "If we are going to have an education that is rooted in basics, then it must be rooted in the nature of man. We can look at basic education as that which supports the natural human learning processes, builds upon them, and gives them added strength. Teachers who can make education basic in the above sense must know themselves, know the nature of learning, know their individual students, and know the subject matter they are teaching and be able to help children build their own knowledge."

That is a large task. However, social studies is central to that task.

A major function of the social studies is the promotion of language development in the elementary grades. Social studies extend all other curricula as well, when they interface with mankind. The true basic in the curriculum, of course, is "mankind." It is with an understanding of mankind and communication of that understanding that one enters into society. Secondary programs reinforce, reteach and extend such understandings.

Concepts in the social studies are always understood at the level of the learner. The concept "love" as held by an eight-year-old pupil modifies by the time that child reaches 15. Likewise, the understanding of that concept continues its growth through a lifetime. By age 60, the concept "love" has taken on manifold meanings.

Oregon's suggested social studies concepts are intended to permeate the entire K through 12 curriculum, being revisited as students mature:[2]

multiple causation,
conflict resolution,
cooperation,

social control,
morality,
change,
difference,
needs,
interdependence,
power,
scarcity,
life style,
citizenship,
equality/inequality,
rights and responsibilities,
culture,
decision making and choice,
dignity of individuals,
industrialization/urbanization,
resources,
religion,
habitat/occupance,
technology,
environment.

Skills in social studies have been ably stated in many publications. Important among those is the 1969 yearbook of the National Council for the Social Studies.[3] That yearbook provides background readings and listings of both shared and major responsibility skills.

Skills are developed through acts, as are concepts. Acts involve the learner in a process that provides experience with ideas and their manipulation, as well as with physical processes. For an act to produce a skill or highlight a concept, it requires debriefing. This important part of social studies teaching allows the students to communicate their learning to others and provides a checkpoint for teacher evaluation. One excellent way to structure such skill and concept lessons is listed in the fifteen steps below:

WHEN YOU ARE TRYING TO CREATE, DO YOU?

1. Bring an object for the kids to view; view and touch; view, touch and smell?

2. Let the kids tell <u>you</u> something about the object?

3. Encourage them to ask questions about the object and wait at least one minute while they think?

4. Write their responses on the board, then have the students compare and classify their responses?

5. Maintain the interest of kids by limiting the amount of information you provide by answering only their immediate questions?

6. Teach through local connections and analogies that capitalize on their world of experience?

7. Use the responses you have received as a basis for teaching the lesson?

8. Encourage them to communicate at their own vocabulary level?

9. Have them rephrase their statements leading toward a concept or idea?

10. Allow their questions to help develop the concepts of time, place, scale, and culture?

11. Show a second visual object that permits kids to see change?

12. Direct them from specific events and objects toward generalizations and/or themes?

13. Allow for a variety of experiences and integrate the materials of the social studies with other subjects?

14. Motivate kids enough so they will continue to search and to seek on their own?

15. Debrief the class; do you have a discussion that helps students to state those things that they have learned from a lesson or lessons?

Finally, teachers of the social studies, whether elementary or secondary, need to recognize that a concept-based, skill-developed program has to have its content learned through the common ideas which all cultures share. James Hantula, in a September, 1975, article in the Journal of Geography, cites 20 commonalities that teachers can use as "content organizers," "materials developers" and "concept/analogy producers."[4] They are:

CULTURES SHARE:

1. A common geographic location? Climate? Topography? Soil? Mineral resources? Fauna? Flora?

2. A common population? Birth and death rates? Racial affinities? Population policy?

3. Common modes of dress? Adornment?

4. A common quest for food? Pattern of food consumption?

5. A common life cycle of infancy? Childhood? Adolescence? Adulthood? Old age?

6. A common process of socialization? Education?

7. Common ideas of law? Religion? Numbers and measurements? Exact knowledge? Nature and man?

8. Common building techniques? Machines? Tolls and appliances? Equipment? Devices for communication and transportation?

9. A common pattern of settlement? Exploitive activities? Ownership of property?

10. A common community structure? Social stratification? Ownership of property?

11. Common territorial organization? Organization of the state? Government activities? Political behaviours?

12. Common practices in the administration of justice? Protection of minority rights? Identification of offenses and sanctions? Use of armed force?

13. Common recreational activities? Fine arts? Entertainment?

14. Common behavior processes and personality? Living standards and routines? Individuation and mobility? Interpersonal relations?

15. Common customs of marriage? Organization of the family? Kinship systems? Kin groups?

16. Common behaviors toward sex? Reproduction? Death?

17. A common ecclesiastical organization? Religious practices? Shrines and sacred places?

18. A common history? Language? Record of the past?

19. Common problems of health? Sickness? Welfare? Social problems? War?

20. A common ethnocentrism?

The student should not be expected to go ahead of the teacher. Teachers must ponder the suggested concepts of the social studies curricula. They must learn to see social studies as valuable links in concept, skill, language and otherwise basic human understandings.

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[1]Suchman, Richard, Newsletter, Society for Basic Education, November 1976

[2]Elementary and Secondary Guide for Oregon Schools, Part 2, Oregon Department of Education, Salem, Oregon, 1977

[3]National Council for Social Studies, 1969 Yearbook, (Appendix) "Skill Development in Social Studies," Helen McCracken Carpenter, Editor

[4]Hantula, James, "Use of Analogy as a Curriculum Tool," from the Geography Teachers Forum, Journal of Geography, September 1975, pp 326-328

WORKING WITH WRITING

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Writing helps students to clarify their thinking and to learn better.

A new approach to improving student writing at all grade levels is being developed by the Oregon Writing Project, modelled after the successful Bay Area Writing Project, University of California at Berkeley.

The basic philosophy of both projects is that (1) teachers of writing must be familiar with the writing process; and (2) teachers of writing can best teach other teachers what is most successful in teaching writing; this can best be accomplished by writing. Project teachers are from all grade levels and several disciplines, not just language arts. They work together in writing workshops to improve their own writing and to share successful ways of teaching their students to write.

Editing Groups and Peer Evaluation

The project believes making writing public improves writing. Students shouldn't write just for a teacher expecting the teacher to be the editor and corrector. When students use editing groups to discuss their writing aloud, they learn to edit and to revise their own work, a skill they can carry into all their classrooms and after graduation when the teacher isn't there.

In editing groups, students write first drafts which are reviewed by fellow students. Students read aloud papers to each other, make comments, and help one another improve their papers. Final drafts are graded by the teacher.

The teacher tries to build in as many activities as possible to teach critical judgment by reading two papers and asking students why one is more effective than the other, for example. Trust building and good classroom climate are essential in making this work.

Peer evaluation helps students write better papers and builds critical judgment skills. This process can be used at the sixth grade level and above, and it is especially suited to creative and basic writing courses in high school.

Sentence-Combining

Sentence-combining[2] helps students develop skill in writing more mature sentences by putting kernel sentences together, then moving from sentence forming to paragraph linking. Time spent on sentence-combining exercises pays off because, as research at Miami of Ohio shows, sentence-combining transfers to student writing and is retained.

Sentence-combining uses speech, the primary language system, to help with writing. Students say the words aloud to each other hearing word combinations as they work in pairs or small groups. They often use transparencies or large sheets of paper and flow pens to record their combinations.

A big benefit is that students hear and see all the others working on the assignment using the same words but combining them in different ways. This points up that writing is problem-solving, making choices. Along with choices, students see the most important thing is to try to say most effectively what they want to say.

Although students are using someone else's words, they still produce something they feel is theirs, but don't feel as vulnerable as they would have felt if they had been using their own words. Therefore, it is a good way for the teacher to talk about paragraphs, the mechanics of sentence construction, and spelling.

Sentence-combining is fun. Students enjoy it, and they like to share their work. It can begin to show transfer to individual writing as early as the fourth grade. Sentence-combining is an adjunct to composition; it should be used in addition to students producing their own words.

Getting the Reluctant Reader to Write

Think about something that is hateful to do. Being forced to do it over and over again won't make it more likeable. Chances are, the reason people don't like doing it is because they don't do it well.

Students often hate to write because they experience continual failure. "Unwriting" assignments can develop student confidence in writing. One is the dittoed tee-shirt. A picture of a blank tee-shirt is given to students with the assignment to cut out things from magazines to put on the tee-shirts which describe themselves--their interests, hobbies, favorite band or food. Or, they are asked to draw a head above the tee-shirt silhouette, then to write a one or two-word description of any person in the room, add one or two more words of description, and to hand the paper to the teacher who will try to guess who was described.

Large posters or pictures can be used for story telling. Students' thoughts can be recorded on the blackboard as they develop the story. Then students at their desks write their versions of how the story should end.

Positive rewards for writing prove to the reluctant reader and writer that writing can be worthwhile. Certificates of accomplishment can tell students in a catchy way that they have done a good job. Or, instead of grading papers, a stamp or script (in various denominations of 1¢ to 50¢) can be used to reward students for good work as if they were paid authors. Periodically "sales" of trinkets from the teacher's closet give students an opportunity "to spend" their accumulated script.

Creative Dramatics Exercises: Warm-ups Into Writing

Students can become aware of themselves and others by acting out their feelings or how they think others might feel. One warm-up is to have students stand in a circle and play "hot potato" with a bean bag, then pretend they are a bean bag. How would they feel if someone were throwing them about? How would they feel if they were a snowball? How does a tree feel stretching and bending? Sessions can be held in which students critique each other's imitations. After exercises[3] like these, it is easier for them to write down their thoughts.

Students can also keep daily journals on how they feel about themselves, how their day is going. They should be given time at the end of each day (or each class period) to make entries in their journals.

Film Script Writing from Short Stories and Poetry

Short stories and poetry are excellent bases for students to use in developing scripts for film making.[4] Students may also write haiku and use film to interpret it. Films for short stories or poems usually run 3 to 5 minutes; haiku interpretations might run only 15 to 30 seconds. These activities help students to think visually.

Film making doesn't have to be costly. A good way to get started inexpensively is by using students' or teachers' cameras or a video tape recorder. Video tape production isn't as smooth as film production because it isn't edited, but it is a good starter. Shopping for film and processing bargains helps to keep the cost down.

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The Oregon Writing Project is funded by state Title IV Part C funds and money from the National Endowment through the Humanities from the writing project in Berkeley. There are 43 primary writing project sites throughout the nation; information about them can be obtained from the Bay Area Writing Project at University of California, Berkeley, California.

[1]This summary prepared from written materials from OWP Director Patty Stone Eixon and interviews with Vince Wixon, Dick Jaskowski, Tom Tyler, Betty Hamilton, Joy Schaefer, and Mike Markee.

[2]Strong, William, Sentence Combining New York: Random House 1973

[3]Moffitt, Interaction: A Student-Centered Language Art and Reading Program Boston: Houghton Mifflin 1973, Level 2

[4]Coynik, David, Movie Making, Chicago: Loyala University Press 1974

VITAE

Barbara Miller has been closely connected with education and small school concerns for a number of years. She has been associated with the Oregon Institute of Technology and the Salem School District, Oregon. Presently she is the Administrative Assistant to the Oregon Small Schools Association and has been since its incorporation, July 1974. Prior to that she held the position of Administrative Assistant for seven years with the Oregon Small Schools Program (an ESEA project, Title III).

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