

programs. The Illinois study also showed that deliberate attempts to influence school practices through summer institutes are most successful when they are accompanied by follow-up conferences and in-service workshops designed to keep the basic purposes of the training effort in the forefront of the recipients' minds.

Guidance counseling called integral function in school program

Guidance counselors must change their image if they are to be effective in their relations with students. They must remove the impression that they are part-time teachers or part-time coaches, says Dr. Merle Ohlsen, professor of education at the University of Illinois.

The Illinois educator told a recent convention of the Kentucky Personnel and Guidance Association that counselors are often assigned disciplinary duties by superintendents. This reduces their effectiveness and tends to weaken student confidence in them.

Don Bale, head of the bureau of instructions in the Kentucky State Department, told the group that guidance is an integral part of the total school program and that counseling should not be considered a part-time job.

CURRENT READINGS OF SPECIAL INTEREST

Financing a College Education: A Guide for Counselors. College Scholarship Serv., Box 176, Princeton, N.J. 19pp. Paper. First 5 copies free; 20¢ ea. additional copy. (Brochure for counselors, which gives information on the College Scholarship Service and summarizes its procedures. Explains principles behind college financial aid.)

Vocational Interests of Nonprofessional Men, by Kenneth E. Clark. University of Minnesota Press, 2037 University Ave., S.E., Minneapolis 14, Minn. 129pp. \$3.75. (Report based on responses from about 25,000 persons to the Minnesota Vocational Interest Inventory. For guidance counselors' use with students not college bound. Charts, tables, reference list.)

● LEARNER: Why are some children afraid of school?

Some children develop a panic condition known as "school phobia," wherein they become acutely and unreasonably afraid of school, Dr. Donald A. Leton, assistant professor of education at UCLA, said recently in an interview.

School phobia, unlike truancy, arises usually from a child's close dependence upon his mother in which the child finds absence unbearable. The age at which this phobia develops can be anywhere from five years of age into the teens, Dr. Leton explains. Most cases, however, are found in the primary grades, and usually among girls.

In an effort to deal with this problem, Dr. Leton devised a small-scale school room which can be carried around in a suitcase. The school room has all the features of a full-sized classroom, including dolls representing pupils and teacher.

The child is encouraged to use this equipment to act out her fears and reactions. Most youngsters

choose the pupil's role, leading the doll pupil through the motions of school activity. Later, the school counselor or psychologist tries to persuade the pupil to assume the role of the teacher, thus helping to overcome her fear of teachers.

Through several such sessions, the child is learning how to be independent again, Dr. Leton reported. The classroom kit has proved effective in helping school phobia, he concluded.

● AUDIO-VISUAL: Aids in right places strengthen lectures

Educators at the University of Wisconsin School of Education are finding that using a combination of audio-visual aids produces better learning results.

The aids are assembled at the school in what is called a Multimedia Instructional Laboratory. Prof. Clinton West, director, says that, with this lab, a class lecturer has several different media at his fingertips to convey segments of a subject in what he considers the best possible way. The laboratory has tapes, slide projectors and films that are used to increase the impact of a lecture.

While research so far has covered only relatively short periods of work, one study showed the same student group gained substantially more information and understanding from multimedia instruction than from regular lectures. The addition of color films boosted learning in some areas up to 35%.

Dr. West predicts that automated systems of audio-visual aides will be widespread in the nation's schools within five years. Cost is one barrier to adapting the system to public schools, he says. (The university's Multimedia Laboratory contains equipment worth about \$38,000.) But, noting that costs are relative, he adds, "Some educators are beginning to question whether adding on classrooms is the best way to handle increasing enrollments. If we can get more learning with the help of this system (multimedia), it is well worth the cost."

The Wisconsin laboratory has developed 134 lessons — combinations of films, slides and tapes packaged for a single lecture period. Among those in use are courses in art, education, history, health and chemistry. Another 40 laboratory lessons are being prepared.

● SCHOOL & THE PUBLIC: Do mass media distort schools in the public eye?

Movies, television and popular fiction have given the public a warped view of our schools and of the education profession, says Prof. George Gerbner, University of Illinois. In a recent study of 81 movies and 56 stories dealing with teachers and schools Prof. Gerbner found:

- Teachers were most often portrayed as outsiders, frequently in conflict with the community.

- Teachers were usually portrayed as being in financial or personal difficulties, and the most popular solution to these difficulties was to leave teaching.

In no story did any teacher get a salary raise. No

student was supported on a public scholarship. No community took the initiative to build or improve schools. Financial help for education from public funds or other regular channels was never mentioned. There was no normal way in which the financial difficulties of teachers, students and schools could be resolved.

If any solutions were given, these were likely to be fantasy solutions, such as hitting the jack-pot, finding a rich donor or holding a fantastically successful sports event.

The usual practice of civilized society, financing public schools through normal tax support, was absent from our world of popular fiction.

If we're to give the public a real understanding of our schools, if we're to attract more youngsters to teaching careers, says Prof. Gerbner, we must:

- Work to improve relations with mass media and to improve the quality of educational reporting.
- Build more channels of communication and understanding between each school and its community.

Parents, accenting grades and college, object to advanced courses

High school officials are running into a new type of problem parent — the one who wants his child, even if he's capable, to be excluded from advanced study courses so that he can make higher grades and stand a better chance of getting into college.

Dr. Douglas MacRae, assistant superintendent of the Fulton, Ga., school district, has taken several occasions to remind parents that such an attitude is actually a disservice to able students. To keep a superior learner from advanced placement study not only diminishes his own growth but also his chances to enroll in a top-level college. Colleges give special consideration to advanced placement students.

Citizens of California community send old books to Philippine schools

Tons of textbooks and other study materials discarded by school districts in the Pico Rivera, Calif., area are being sent to schools in the Philippine Islands.

Cities of the community have collected and crated the books to spread knowledge and good will in the Philippines, where educational materials are needed. Navy ships will carry the books overseas. The project to salvage the no longer used materials was made possible by California law which allows them to be sent to foreign countries where an acute need exists.

• HIGHER EDUCATION: What the professors are reading

The Association for Higher Education recently polled a "representative group of scholars" for the best books on higher education published in 1960-61. The professors' first three choices: *American Higher Education: A Documentary History*, by Richard Hofstadter and Wilson Smith; *The American College*, edited by Nevitt Sanford; and *Graduate Education: A Critique and a Program*, by Oliver C. Carmichael.

Also recommended by the professors were *College Law*, by Thomas E. Blackwell; *Slums and Suburbs*, by James B. Conant; and *Excellence*, by John W. Gardner.

CURRENT READING OF SPECIAL INTEREST

Higher Education: Resources and Finance, by Seymour E. Harris. McGraw-Hill Book Co., Inc. 330 W. 42nd St., N.Y. 36. 713pp. \$9.95. (Extensive general discussion. Covers pricing, scholarships and loans, government contributions, costs and economics, quantity and quality of faculty. Stresses effective use of funds available.)

• PAPERBACKS: Warehouse is after-school meeting place for book-minded

A warehouse for paperbacks has become a popular gathering place for teachers, college professors, school administrators and librarians in and around Youngstown, Ohio.

The meeting place — or, more accurately, *browsing place* — is the Mahoning Valley Distributing Agency which specializes in paperback books.

The increasing popularity of paperbacks in schools has brought an ever-increasing number of school visitors to the warehouse, reports Ronald A. Bloch. The visitors, in turn, have influenced the wholesaler to rearrange his stock for easier browsing. Books are now stored in 3200 bins arranged by 12 subject classifications rather than in the traditional books-by-publisher categories.

In another move to serve his new school clients, Mr. Bloch publishes a monthly newsletter, *The Paperback Book Reporter*. His story is described in detail in the October 1 *Publishers' Weekly*.

• SCHOOL PLANT: Tips on cutting food service costs

The Baltimore County, Md., school district has discovered that some of its food service equipment wasn't needed, some could be made more efficient if it was modified and some was being damaged because of misuse and poor maintenance.

Consequently, the district has developed its own specifications and hired an outside service organization to perform the maintenance chore. These changes, according to School Facilities Supervisor E. Lyle Root, have cut the capital costs of kitchen and serving line equipment at least 25%, besides reducing maintenance costs and increasing employee efficiency.

Here are some of the equipment modifications which have cut Baltimore County's costs:

Legs on all kitchen tables are made of painted seamless steel tubing instead of stainless steel, reducing the price of each leg by \$10.

Cook's tables formerly were 8'6" long; the county's present specification calls for an 8' table. This change saves 2' of metal, since the top of the cook's table is made from a stainless steel sheet, manufactured in 8' or 10' lengths.

Clean dishes are stored in carts instead of cabinets. In a typical 24-classroom school, this change saves