

Stories describing the intern program are welcomed in employer publications, especially if the students participating are sons or daughters of long time employers. We intend to inform the editors of these publications about the success of "their" interns back on campus such as making the Dean's honor list, student senate, or club activities.

Radio and television programs are being scheduled through public service announcements to tell about the intern program and its opportunities. Radio is usually limited to a program of 15 minutes or less while a number of television stations have found a place for a half-hour program on internships. The response to these programs has been most encouraging.

Campus literature, such as our intern brochure, and especially our *Focus* magazine features the intern program; tells the story about students who can earn their own way in life, even if only partially. High school counselors are kept well-informed because their support has a significant impact on our programs. *The State News*, a campus press, will be used by working with student journalists writing feature stories.

Newsletters and bulletins sent out by the different departments are good outlets of information about the intern program. Another area we intend to use in our promotional plans is that of singling out employers, students, faculty, and supervisors of employer organizations by recognition awards such as certificates or plaques. These, in turn, generate their own news value.

Intern — Update Newsletter

We believe in keeping the faculty and administrative personnel informed about the intern program through a newsletter called 'Intern-Update.' Keeping the faculty in the position of supporting the intern program is most important. The references they make to the intern program in the classroom or when advising students can be a tremendous plus side. Keep them informed of the internees successes that come from their departments. Let them share in the feeling of success. In turn, encourage them to make use of these interns who bring back a wealth of experience and 'field sense' to the classroom discussion and to the laboratories.

A year ago we had an executive from a national corporation who had six interns from three different majors interning in three states spend a day on campus. On January 6, 1977, the six students who interned with the company, the department chairmen, the department coordinators, administrators, and two company executives had lunch and an opportunity to get a direct feeling in regards to change, suggestions for improvement, and in turn a vote of confidence. It let them see the academic side, the department facilities, visit with the faculty and students and talk with the administration. This visitation of the employer had a very good plus value. Today we have twelve students interning with the company in five states.

The employer who had success with our intern program looks to us as a supplier of a product that is welcome — graduates. In this day, when funding is short, when education is being reviewed and surveyed from all angles, it is good to be able to promote a product that is readily acceptable by employers, faculty, and students. Most people still look at the work ethic as being "a good thing." An internship fits the mold that says to people, "this is a good thing;" a means of obtaining a job.

What's Right In American Education ?

Helen D. Wise

Many things are right about American Education — many that we take for granted:

- it is free and universal
- it provides equal opportunity for all - citizen and alien
- its teachers are the best educated in our history
- its teachers are assuming greater professional and public leadership
- it has access to instructional materials and technology better than those of any other nation in the world
- its students have more rights and exercise greater responsibility than those of any other nation
- it has proven its value in preparing American citizens for the ups and downs of life by its contribution to the achievements of the space age and its human contribution to the American people's ability to cope - with Vietnam - and Kent State - with economic depression - and Watergate
- it continues to be restless, testing old ideas, undertaking new responsibilities from early childhood education to life-long learning.

Finally, and most important, what's right about American education is that its children are learning. And not only are children learning, but adolescents and pre-teens, and those unpredictable teens, too. They're learning in unprecedented numbers; and they're learning fantastic information, concepts, and ideas. They're coping with facts and formulas and figures unknown when many of us went to school, and they're preparing well for jobs and professions unknown to us and to them.

Presented by Dr. Helen D. Wise at the 23rd annual Conference of NACTA held on the campus of The Pennsylvania State University, University Park, PA., June 13-15, 1977.

Why, then, do we hear that our secondary students are not learning? What about the critics — Silberman and Holt and Kozol and others? What about the crime and vandalism and lack of discipline in our schools? Can we reconcile these two extremes?

We hear so much about how good schools used to be — have we really done so poorly in this century? What can we expect as we look to the third century in American public education?

Perhaps it will help us put the problem we face in perspective if we look back at where we've been and what we have believed about public education.

In the last 200 years our American concept of education has changed from the privilege of a few to an accepted and expected "right to learn." John Goodlad describes our public school concept as the "great American experiment in mass education." And all educators agree that no other country even attempts to educate all of its students as we do.

Seventeenth-century pupils faced a stark school day with instruction in reading, spelling, ciphering, and instruction in Bible. Students in 1690 were judged able to read when they had mastered such bits as philosophy as:

In Adam's Fall
We Sinned All
And
The Idle Fool
Is Whipt at School

In colonial Massachusetts, town leaders were admonished that children should have the "ability to read and understand the principles of religion and the capital laws of the country." Contrast this statement of purpose with one adopted by the 1970 White House Conference which, while asserting that all American youth have "the right to learn," answered the question, "What would we have our citizens in the twenty-first century be?" this way:

We would have him be a man with a strong sense of himself and his own humaneness, with awareness of his thought and feelings, with the capacity to feel and express love and joy and to recognize tragedy and feel grief. We would have him to be a man who, with a strong and realistic sense of his own worth, is able to relate openly with others, to cooperate effectively with them toward common ends, and to view mankind as one while respecting diversity and difference. We would want him to be a being who, even while very young, somehow senses that he has it within himself to become more than he now is, that he has the capacity for lifelong spiritual and intellectual growth. We would want him to cherish that vision of the man he is capable of becoming and to cherish the development of the same potentiality in others.

One is tempted to ask, and read, too?!



Dr. Helen Wise as she presented the keynote address during the awards banquet. She was the 1973-74 President of the National Educational Association, is currently a Trustee of The Pennsylvania State University and a Representative to the Pennsylvania Legislature.

This difference in expectations points up the major problem we face — we expect our schools to accomplish so much! Robert M. Hutchins puts it well in describing unbelievable expectations of our schools as the "foundation of our freedom, the guarantee of our future, the cause of our prosperity and power, the bastion of our security, the bright and shining beacon that was the source of our enlightenment."

The most severe criticism of public schools for the past thirty years has been the constant charge that the schools have not changed, that they do not reflect the changes in society.

But how they've changed! First of all, many more young people are finishing school. In 1930 less than 30 percent of our young people graduated from high school, in 1964 the percentage had risen to 65 percent, and the 1970 Bureau of Census report indicates that Americans are indeed increasingly becoming better educated. Eight of ten persons twenty and twenty-one years old have at least a high school education; among persons thirty to thirty-four years old 69 percent had finished high school; among those fifty-five to sixty-four years old, 40 percent; and of those seventy-five years and older, only 24 percent had done so.

Yes, the critics will answer, they may be staying, but they aren't learning as much. So, secondly, it's important to note that students in United States elementary, junior,

and senior high schools did at least as well as and, in many cases, better than their counterparts in the schools of nineteen out of twenty other nations on achievement tests of science, reading comprehension, literature. The latest testing involved 258,000 students in 9,700 schools. Researchers from the International Association for the Evaluation of Educational Achievement, based on Teachers College, Columbia University, headquarters for the study, point out that in evaluating any such study it is important to take into consideration that here in the United States a relatively unselected group of students reaches the end of secondary education while in most other countries, conscious selective processes operate to retain only the ablest students at the high school level.

This, of course, is the essence of the change in public schools in the twentieth century. There have always been children with disabilities, children who could not cope with the curriculum presented, no matter how limited, but these children have not always had to perform efficiently in a highly technical society, a society in which the labor of children became suddenly both unnecessary and undesirable, so that schools were extended to meet not the needs of the children necessarily, but the needs of the society.

And so we demanded changes of these newly extended schools — in the 1950s schools were attacked because they were deficient intellectually, in the scholarly disciplines; in the sixties we were told that schools were joyless, insensitive, and unresponsive to the pupils and to the communities.

I can't help but wonder, as I think of these charges, of the "joy" in an early Pennsylvania school house, with a mud floor, no heat or light except through oil-shined windows; and I wonder about the mastery of academic discipline learned when I read that the average attendance for 126 fourteen-year-old children in Central Pennsylvania in the early 1800s was fifty-three days.

You all remember the post-Sputnik decade when the schools of America were considered soft, when they were accused of failure because they had not produced scientists to out-distance the Russians. And so the schools responded, and we studied science and matter and physics and we did indeed put men on the moon. Incidentally, College Board scores show that the public schools in the sixties did accomplish their post-Sputnik mandate of producing students with higher mathematical, scientific, and technological skills. Once that happened, the schools were blamed for dropouts, increased crime rate, — and I recently read an article which blamed the schools (and teachers) for Watergate, with all of the implications that term now raises!

Yet, the truth is that we have a better public education system than at any time in our history. The nation has less illiteracy, more college graduates, more human freedom and prosperity (even at the close of a recession). Scientific accomplishments are unparalleled — all of them achieved primarily because public education has made significant forward strides. In spite of many short-

comings — and, of course, the schools have them — and in view of unreasonable expectations placed upon them, our public schools have served us well. The single truth is that our schools reflect the society in which they are found. The strengths, weaknesses, successes, and failures of each are reflections of the other.

What are these teenagers of ours learning? How I wish I could take you on a quick tour of junior and senior high schools throughout the country—in the cities, in rural areas, in large schools, and small where, with up-to-date materials or with few commercial materials at all, in crowded classrooms or in ideal physical surroundings, American teenagers are tackling problems of pollution and energy, where they are developing their own courses in drug education and in global studies.

You might find yourselves in any one of 4,900 junior high schools in the Rocky Mountain States learning every morning by satellite, which brings expertise and excitement to remote schools too small to employ the staff or provide the materials necessary for advanced subjects. You might be in a class in Alaska exchanging a lesson on their community with a class in Hawaii by means of a different satellite.

Or, we might go to Washington, D.C., where in cooperation with the Urban League a second school has been opened for dropouts or potential dropouts, where eighty-eight teenagers are laboring over development of their own code of conduct.

You might go to Cleveland Heights, Ohio, where in an alternative junior high school students are learning in small-home groups, interacting with community leaders and government officials.

You might find, along with students in Sandusky, Ohio, that Lake Erie is indeed alive and well! You would accompany senior students in biology and advanced biology who are working with the community fishing industries and state scientists to tag the fish and analyze the water. In this sophisticated water-testing program, students are investigating an environmental problem by using the sciences they have learned as tools to understand the problem facing their community, and the social sciences as instruments to effect responsible change.

You could spend several days in the junior high school in which I taught where, at the request of the faculty, each period was shortened by a few minutes to provide an extra period at the close of the day. This period is known as the CARE period. As you wandered from room to room you would encounter unbelievable learning experiences: a group of ninth graders who are having trouble keeping up with their typing class must come in two CARE periods a week to practice; another group of eighth graders is using the CARE period to review for a test; in a ninth-grade English room, forty youngsters are reading **Twelfth Night** because they want to see the play soon to be presented in town. In a nearby resource room several youngsters are listening to William

Jennings Bryan's "Cross of Gold" speech. It was mentioned in their history class, and they asked to hear it. There are music groups, dramatics classes, sewing and cooking for boys and girls, wood shops for boys and girls, pottery and painting, remedial and enrichment, with a tremendous variety of opportunities for every one of the 1,000 students in the building.

Most of all, I wish you could visit in my own classroom where the 150 ninth graders for whom I was responsible are working with the other 150 of their classmates (300 in all), under the supervision of two English teachers and two social studies teachers, on research papers on the 1920s and 1930s. They're reading books, articles, newspapers; they're listening to tapes; they're interviewing their grandparents and recording those interviews for their classmates. They're learning to take notes; to use original resources; to outline; to write clear, concise papers. They range in ability from one youngster with an I.Q. of 75 to several with I.Q.'s above 140. The more able pupils are required to develop an hypothesis which they must substantiate — and I'd like to share just a few of this year's studies with you. Remember, these are fourteen-year-old ninth graders who are working on such topics of their own choice as:

"The prejudice of Americans toward foreigners in the 1920s contributed to the conviction of Sacco and Vanzetti."

"The KKK reflected the prejudices Americans felt toward minorities in the 1920s."

"The harsh peace treaty after World War I and the resulting depression in Germany contributed to the rise of Nazism."

The very slow youngsters are writing about the Dust Bowl — how it happened; could it happen again? Or about the Ku Klux Klan in the 1920s and 1930s — how could Americans let such an organization have so much influence over their lives? And they're looking at the laws we've developed since the Dust Bowl, and the Civil Rights legislation of the 50s and 60s. They're not memorizing dates or wars or the names of Presidents, but they're questioning and discussing and learning the importance of gathering facts, of having opinions on information.

Twenty-five years ago, while I was a student teacher getting ready to enter this great profession, we were told that our most important challenge was to teach the whole child so that he or she would become a useful member of society, a child who would question and wonder and learn, who would not accept the first information received but would challenge that information, who would learn to think and apply facts to new conclusions and new inventions.

I think we've done that very well. It often is a bit disconcerting to have former students come back to question the information they received in ninth grade, but it's exciting and indicative of the lifelong learning we want for all our children.

They are learning, thousands of them. Our challenge is to continue to improve our educational system so that all children have the equal opportunities we have all come to assume as the "right to learn."

Educating the Non-Degree Adult Student

Fred C. Snyder

No individual is born into the world in which he lives and no individual dies in the world in which he matures.
— Margaret Mead

Non-credit adult education programs are receiving increased attention as a means of helping individuals cope with problems of the day. The immediacy of the problems and the age group which can act or react to these problems indicate that assisting adults to secure solutions will provide the greatest benefits to society per dollar and effort invested. Time will not permit the luxury of developing new degree programs to meet these new or expanded needs; nor can we wait until the graduates of these degree programs attain positions where they have the responsibility and authority to act.

Snyder is Director of Short Courses and Chairman of Correspondence Courses in Agriculture, The Pennsylvania State University.

Many of the problems of the individual and society are oriented to agriculture. Energy — environment — inflation — land use — are some of the problems in which agriculture has an important stake. We can become immediately involved in softening the negative impacts of these problems and work toward solutions through adult non-credit educational programs and activities.

Pennsylvania has a long and honorable history in the field of non-credit agricultural education. Benjamin Franklin founded the Junto in 1727 for the discussion of "natural philosophy" and politics. In 1744 the busy Mr. Franklin was the moving spirit in organizing the Society for the Promotion of Useful Knowledge, with the agricultural objective of discussing newly discovered plants, herbs, trees, roots, their virtues, and their uses; methods of propagating them; and new mechanical inventions for saving labor in the drainage of meadows. In 1769 this organization became The American Philosophical Society; it is the oldest learned society in America.

We Penn Staters are proud of the role played by Pennsylvanians in the development of adult education in