

ing expansion and renovation program, re-opens to the public on May 30th with an exhibition of one of the world's outstanding collections of African art.

DRAWINGS of Washington, New York and Paris architecture by Michael V. Clark, and sculpture by west coast photographer Jerry McMillan (combining photography with brown paper bags) will be on display at the Corcoran Gallery of Art through June 6.

POTTERY CLASSES
NEW STUDIO NOW OPEN ON 8TH ST. SE
Classes are forming; 4 & 8 week sessions
543-9152
WORDEN ROBINSON ART POTTERY
SALES: WHEELS-KILNS-CLAY

MUSIC

THE Camerata Chorus will be performing on June 7, 1971, at 8:30 in the Hall of Musical Instruments, Museum of History and Technology. The program will be devoted entirely to choral works by Johannes Brahms.

THE Washington Civic Opera Assn., with the National Symphony Orchestra, presents a two-act musical drama "Susannah," which bases its music on hymn tunes and folk songs, on Fri. and Sat., May 28 and 29, at Constitution Hall. Free. Info: call 629-7208.

RECITAL at St. John's Church, Lafayette Square at 12:10 p.m. on May 26. Robert Papineau, organist playing Bach, Messiaen, Near and Vierne.

GOSPEL Jazz Extravaganza, Meridian Hill Park, 16th and Euclid Streets, NW, (all ages) 6:00 p.m., May 31.
For any information call Neighborhood Centers at 629-7466.

THE New Thing presents Arthur "Big Boy" Crudup at St. Margaret's Church, Connecticut and Bancroft Place, NW on May 25th at 8:30 p.m. Admission, \$1.00.

Hard Times | Asia eats out

JAMES RIDGEWAY

7

THE Indochinese war detracts attention from Nixon's play for economic domination of Asia. In a recent interview with the Washington Post, Peter G. Peterson, director of the President's council on international economics policy, explained Nixon's concern lest US corporations lose their grip on world trade. While Nixon believes in "open, peaceful competition," Peterson said, "he also believes we are going to move vigorously to promote our country's economic interests around the world. . . ."

"It is not that we feel we must lead in everything," Peterson explained. "However, unless we must lead in important respects and continue to grow in world markets, we will not have the spirit, will or the resources to shape the kind of world we want to live in."

What does this mean? Business reports suggest how we are attempting to "shape" Asian markets:

McDonald hamburgers recently entered into a joint venture with Japanese firms to build hamburger chains across the nation. Burger Chef will soon open its first drive-in at Tokyo. Kentucky Fried Chicken, Howard Johnson, Dunkin' Donuts, Collins Foods steakhouses, and Standard Oil of NJ, all are working on restaurant or carry-out food chain plans for Japan. They decided to plunge in after Coca Cola outstripped all Japanese companies in profits. Other companies will push their food products in Japan. Sunshine Biscuits will sell cookies. Kraft hopes for big success with Velveeta "American" cheese. Ralston Purina and Carnation are pushing dog and cat food. Borden will sell peanuts, popcorn and marshmallows. Wrigley's gum, which accounts for 60 percent of all chewing gum in the world, is eagerly eyeing the Japanese gum business, where it hopes to beat out local companies.

Detroit is anxious to get a firm footing in Asia. The big automakers base their Pacific Basin operations in safe nations--Australia and South Africa, then set up parts factories in countries where labor is cheap, (i.e. GM has factories at Taiwan and in Indonesia). In addition, they buy into Japanese auto companies. Detroit plans to build inexpensive cars--\$800 each--to sell in Indonesia. Last year Henry Ford II summed up his impressions after a trip: "In South Korea, Taiwan and Indonesia we see promising markets," he said, "and we see an attractive supply of cheap labor."

IBM, which controls 70percent of the world computer business, is put out because the Japanese haven't let them in until recently. IBM wants to stop the Japanese computer industry, partly by entering the country and competing directly, but probably more important, by buying into Japanese computer companies through its world-wide control of patents. IBM, has won Commerce Department support in its fight to stop the Japanese from endangering its hare of world computer business. The company reasons if the Japanese are not stopped in their homeland, they may attack the US and hurt the computer business for IBM here.

US lumber companies, led by Georgia-Pacific and Weyerhaeuser are locked in competition with Japanese firms to see who can down most trees in the hardwood forests of Malaysia. Timber is Malaysia's third most important export. Sixty percent of it comes from North Borneo states of Sabah and Sarawak. While Malaysia threatens to nationalize some timber operations, profits are still high over the short term. Weyerhaeuser's Malaysian subsidiary reportedly showed profits of 30 percent last year.

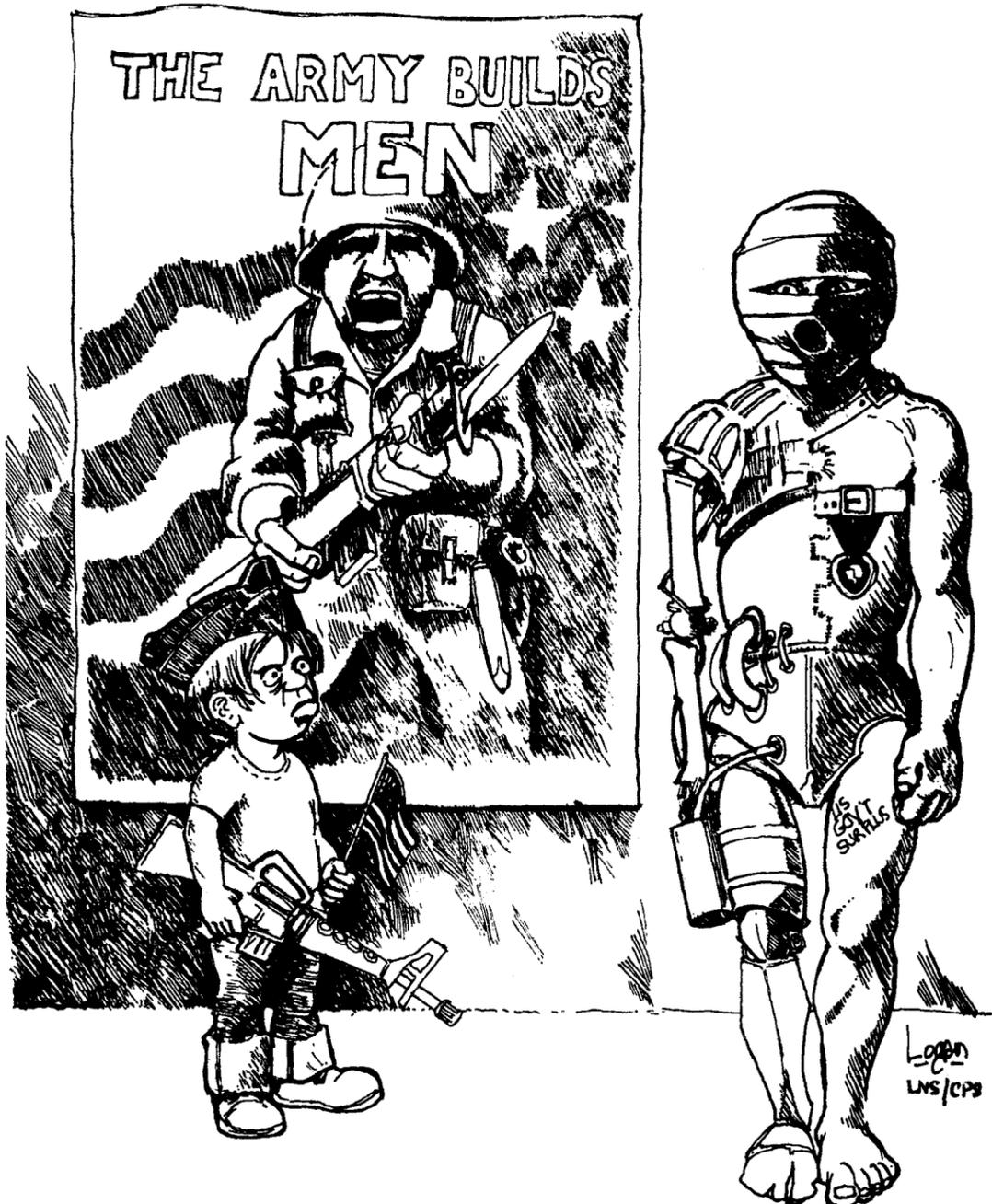
The biggest new forestry project is the Jengka Triangle scheme. The plan calls for clearing 93,000 areas of dense forest near the Malaysian--Thai border where Communist guerillas operate. It is promoted and financed by the World Bank which already has spent \$21 million. Jengka Triangle is, on the one hand, a thinly disguised pacification measure. Cutting the timber makes it possible to build roads for the military. Settlements will be established where the population can be controlled. In addition, pacification goes hand in hand with profits for foreign capital. All the forest products are scheduled for export. US and Canadian lumber companies will cut the logs, and a major part of the financing will be assumed by the Pacific National Bank of Los Angeles. As usual, the drawing card for foreign businessmen is cheap labor. Not only is there timber, but plans call for creating rubber plantations. People will be paid a daily wage if they live in the new pacification settlements. That's supposed to be a lure. Rubber tappers get 12 cents an hour, part of which has to be kicked back to those who get them the job.

Conservation Note: "Vancouver CP--The possibility that a conspiracy against enterprise is behind opposition to the Alaska oil pipeline was suggested Thursday by Thomas Kelly, an earth science consultant from Anchorage, Alaska.

"Mr. Kelly told the Pacific Northwest Trade Association that all wealth stems from productivity, 'and if productivity can be squelched, then the American system is very vulnerable to collapse. . . .' He said that after observing the direction that economic progress is taking in Alaska, 'which is in reverse gear', he perceived 'more than altruism in wanting to protect Alaska's natural environment.'

The economic viability of the United States could be destroyed under the guise of protecting the environment, by stopping pipelines, pulp mills, mining and other industrial activities, he said. (All rights reserved)

THE PROPOSED \$160 million private redevelopment of MeLean Gardens will mean more traffic and provides Highway Director Thomas Airis with another excuse for building the North Central Freeway. Maybe Airis will run the freeway down Wisconsin Ave. where the Highway Dept. thought it should go in the first place.



Summary of Scott's Academic Achievement Project

Goal: All school personnel are directed to the pursuit of academic excellence by seeking the elimination of deficiencies by normal students in the acquisition of basic skills in reading and mathematics. This task is the most critical professional obligation facing all teachers, supervisors, and administrators. This goal is achieved only when normal students display individual differences as revealed by a normal distribution curve for measuring achievement.

Mobilization and Implementation: Mobilization and implementation are concurrent processes. The process of mobilization embraces the development of effective teaching procedures, instructional materials, and other supports. The system is geared simultaneously to the improvement of the quality of instruction and thus the level of student achievement while mobilization seeks to implement the components of the AAP.

Role Expectations: Specific role expectations are established for teachers, principals and other administrators as they relate to the implementation of the AAP. Accountability is attached to each role and self-monitoring is encouraged.

Accountability of Professionals: Teachers, supervisors, and administrators are held accountable for their individual and collective responsibilities in the educational process to the degree that it is within their powers to determine the ultimate results.

Staff Development: A comprehensive program of staff development has been initiated. This program is geared to meet the specific needs of school personnel so that they can cope more successfully with the critical components of the Academic Achievement Project. The staff development program seeks to give assistance to teachers by conducting ongoing in-service activities, cross-school in-service activities, regional workshops, leadership training and special university-sponsored courses.

Role of Supervisory Personnel: Supervisory personnel in the Division of Instruction have had their roles re-examined and many of their functions have been redefined and their services re-directed in order to give more direct and effective support to the efforts of local school units to implement the components of the AAP.

Instructional Supports: The proposed reorganization of administrative and instructional services of the system is geared to bringing such services more directly and effectively to the assistance of teachers and administrators assigned to school units. Also, specialized teams such as the Peer Support Teams, Assistance Teams, and Assessment Teams are being developed to give specific needed assistance to principals and teachers.

Mobilization Teams: Mobilization Teams in reading and mathematics have been formed in all schools under the AAP. Steps are now being taken to broaden the scope and effectiveness of the Mobilization Teams by making them a more integral part of the process of improving instruction at the local school level.

Tutorial Services: The Tutorial Program reinforces regular classroom instruction by offering enrichment and individual attention to students who have demonstrated need for assistance in reading and mathematics. This program utilizes all possible resources including cross-age and cross-pupil tutoring, community (parent) tutors, senior high school and university student tutors.

University Liaison: The major universities and colleges in the area have established a working relationship with the school system's liaison person to universities and colleges for the purposes of establishing a bank of consultants for

the systems, improving the quality of pre- and in-service education for teachers, establish workshops in curriculum development, upgrading the proficiency of teachers in their respective disciplines, and expanding tutorial assistance.

Parental and Community Involvement: The goal is to have in every school an effective representative community structure which can provide opportunities for the community to participate appropriately in the conduct of school affairs. Also, parents and other adults are being actively recruited for service to the schools as instructional aides and tutors.

Homework Centers: All elementary and junior high schools have homework centers. In addition, centers have been established in fourteen (14) fire stations and a number of public libraries and churches. Operated after school and on Saturdays, the centers are staffed by volunteer personnel including tutors, teachers, counselors, public librarians and parents.

Teaching of Standard English: Academic achievement in all content fields requires mastery of the standard English accepted and used by the educated segment of any community. Our schools must learn new ways to motivate students so that they can add standard English to their repertory of language skills.

Oral and Written Communication: The emphasis of the AAP is not solely on reading and mathematics. Listening, speaking, reading, and writing are the inextricably interwoven language arts. The schools must accept the responsibility for developing all four of these essential and inseparable communication skills.

Heterogeneous Grouping: The concept of heterogeneous grouping is the best approach to grouping students for instruction. It is applied in the District's public schools with an equal emphasis on maintaining the integrity of the concept and providing an equitable placement of students for instruction in the various classrooms. The goal is to secure the best values from the concept of heterogeneous grouping while establishing a standardized application of it that has integrity and equity.

Minimum Floors in Reading and Mathematics: Minimum floors in reading and mathematics have been developed and serve to establish a point of reference for performance expectations for students at a given level. The instruction by teachers in the classroom is to be geared to the appropriate floors, and the minimum floors

are to be used as the reference criteria for reporting student progress to parents.

Pupil Promotion: The proposed promotion practice for the school year 1971-72 is that students will be retained if they fail to achieve the minimum floors, at critical grade periods 3, 6, and 9. Diagnostic and prescriptive help will be given students who continually fail to realize the minimum floors in mathematics and reading.

Testing: The fundamental purpose of achievement testing in schools is to provide educators with information on which to base decisions about educational strategies. Systemwide decisions require broadbased assessment using norm-referenced tests. Classroom decisions are best made on the basis of criterion-referenced tests. Such tests provide teachers with diagnostic and prescriptive information about students.

Competition: Competition can be an important incentive for student learning if utilized appropriately. Thus, in the development of instructional plans teachers and administrators are to seek ways and means to ensure the constructive use of competition and other positive incentives.

Projections for Implementation: Detailed plans are developed to project the specific needs of the school system and how such needs are to be resolved in order to promote the implementation of the AAP. Projections are established as to when the various components of the Project are to be fully operational city-wide.

Assessment of the Project: The overall assessment of the AAP is the responsibility assigned to the Department of Research and Evaluation. Assessment teams will be formed under the supervision of the Deputy Superintendent to conduct bi-annual assessments of the degree to which the components of the AAP are being implemented in the schools. Also, Assistant Superintendents, principals, and teachers will conduct periodic assessments of their respective responsibilities to the implementation of the AAP. Since each component of the AAP has a direct influence upon the success of the Project, it is imperative that a sophisticated evaluation schema be developed that will provide continuous up-dated information with regard to the effectiveness of each critical component and their collective impact.

Heterogeneous grouping proposal

1. The grouping of children for September would be based primarily on performance on the reading tests administered in May, 1971.
2. Classes in given grades in a school would be overlapping in terms of the range of abilities in each.

Example:

Assume that there are 150 fifth graders to be assigned to five teachers, each having 30 pupils in his class. Arrange test results in descending order from highest score to lowest score.

Divide into groups of ten beginning with the highest score, then arrange as follows:

Teacher:	A	B	C	D	E
	1st 10	2nd 10	3rd 10	4th 10	5th 10
	6th 10	7th 10	8th 10	9th 10	10th 10
	11th 10	12th 10	13th 10	14th 10	15th 10

This arrangement maintains heterogeneity and at the same time reduces the range of abilities with which a teacher must deal.

With the adoption of this procedure, the Superintendent believes that the goals of the Academic Achievement Project will be more quickly realized.

Kids cont'd

status of others -- the school system, the teacher, the educational concept, the political system. Even Clark's well-founded frustration with educational fatalism stemming from racist assumptions leads him to make the child a tool of racial mobility, once again the insignificant subsidiary of a statistic.

The bumptious School Board member from Ward Seven, Edward Hancock, unwittingly provided the metaphor for both Clark and Scott in the course of criticizing the superintendent's proposal at a recent meeting. You can build a beautiful racing car, paint it up nice and set it

by the sidewalk, said Hancock, but you can't tell how it's going to run until it's on the track. The image struck me because I had been dallying about with a similar one. What Clark and Scott are talking about, it seemed, were not 146,000 children but next year's Elementary Fairlane, the new model Third Grade Torino, or the Senior Duster. Scott was not really an educator but the head of a new management team at the flagging division of a major automotive concern and Clark was his testy and unwanted consultant imposed upon him by the board of directors. The child was not really a student but

a passive vehicle to be modified, style-changed and better marketed to meet the competition. Like many urban planners, many educators pretend to deal in the world of flesh and blood, but actually find flesh and blood annoying and unwanted variables in their otherwise controlled experiments. Deep down one suspects that they have a strong distaste for people, those pesky creatures who refuse to align themselves properly along the sine curve. The child becomes to the educator as the affected resident is to the

(Please turn to page 9)

planner; a bothersome "input" into a depersonalized "system" that has a *raison d'être* far removed from the child or resident.

The game is to manipulate the "input" until it serves the "system" rather than *vice versa*, to see in the case of education how closely children can be made to react in the predictable fashion of inanimate objects motivated by mechanical and technological forces. In his report, Scott proposes that each teacher not only "utilize the Sequential Inventory of Reading Skills and Specific Objectives for Pupils' Performance in Mathematics" but also "develop individual profiles of children charting progress in skill in reading and mathematics and diagnose each child's learning needs in reading and mathematics and project goals for each child." To accomplish this latter task, Scott desires a "projection of scores by date and teaching goals." In other words, not only is the students' present status objectively definable but his future is objectively predictable, as well. By thy test scores, ye shall know them. The philosophy implicit in this is, as they say in the commune, heavy. It is not surprising, perhaps, that Anita Allen proposes to use the same simplistic evaluation on Scott himself and constantly presses the superintendent to project his own score by date and goals. The only difference is that if Scott fails to meet the goal by the specified date he won't be retained for intensive specialized instruction. "The name of the game," chirps Ed Hancock, "is accountability." And Mrs. Allen, Hancock and friends come from a time when kids were taught to count. What's sauce for the students is sauce for the superintendent.

There is, if one ignores his report and listens to Scott in person, considerable reason to feel that the new school chief will produce some healthy improvements in the system. In the flesh, he mixes the language of educational technology with that of human beings: "The teacher's task is to deliver a system with compassion." And he rationalizes that "if I didn't use 25¢ words you'd think I was a 10¢ superintendent." His report is, in part, a carefully constructed attempt to undercut Anita Allen's campaign to get rid of him and he can be forgiven at least some of the ambiguity and obeisance to educational faddism on the grounds of good politics. By an overrun of obfuscation, Scott has brought his stated objectives close to those of Mrs. Allen and her beloved Dr. Clark while still retaining a good deal of his ability to do what he damn well pleases.

In person and in action, Scott comes off better than he does on paper, and certainly justifies the current pleas to "give Scott a chance."

For example, the new teacher curriculum guides for junior high school that were quickly produced under Scott are far more reassuring than his own report. (On the other hand, the same office also produced a curriculum guide that amount to 71 pages of propaganda for Metro, indicating how easily educational innovation can be distorted for the political purposes of the state). There are signs that the provision of supplies for schools is improving and that teacher-instigated experiments will be more favorably received than in the past. The proposal to decentralize administration has merit, although one wonders why something designed to improve the efficiency of the schools should cost so much more money. And the moves towards an ungraded school system are encouraging.

Still, giving Scott a chance and providing him with some protection from the vultures flying in a holding pattern about two feet above his head ever since he arrived in Washington should not obscure the fact that the real job is to give the kids a chance. Given the choice between Allen and Clark or Scott, Scott deserves all the help he can get. But somewhere in the back of our minds should lurk the consciousness that there are other choices in education and that we better start making them.

A school system that hides behind the euphemism of "staff development" is not about to face up to the fact that it is dying, in part, because of crummy teachers. A school system that clings to parochial and absurd teacher accreditation requirements is not about to attract the new good teachers required. A school system that protects principals who go bawling to congressmen when the community becomes aware of their incompetence and tries to do something about it is not about to markedly improve its administration. A school system that insists upon line responsibility for minor decisions is not

about to clear away the superfluous administrative superstructure it has built over the years.

At the heart of learning is a student, a new experience and a guide to that experience. The students are there. It is the school system's job to provide the experience, through books, films, field-trips, classes or what-have-you; and to provide the guides to those experiences: teachers, in the broadest sense of the word, including professionals, non-professional adults from the community and the students themselves. The system must also provide the supplies and the facilities that make the experience work. Beyond that, the school system quickly becomes a bureaucratic burden, an encumbrance on learning rather than its aid. Scott doesn't propose to end that encumbrance, by permitting teachers the freedom granted other professionals such as doctors and lawyers, but merely plans and reforms to make the burdens of the chain of command less onerous. The teacher remains the second lieutenant in a system that still draws its inspiration from military headquarters and management suites.

The teachers, the voice from the Presidential Building warns, are not prepared for such freedom. Of course not. Trained as drones, many act as drones. Some could change. Others are merely waiting the opportunity to be themselves. And the rest? Well the rest have been and would continue to curse the school system. It would be harder, however, for them to hide than in the anonymity of the present system. It would be worth the cost to provide them with an early retirement.

With such a change, the Presidential Building would become a disaster area. Hundreds of superfluous functionaries would be thrown out of work. It would not be without the bitterest struggle that the administration of the system would give up its presently conceived role of taking line responsibility, as one School Board member put it, for what happens in each school on Friday afternoon. It would be hell, but it

would be worth it. The students and their teachers would recapture the schools and the administrators and consultants could -- like Lockheed, the Penn Central and other anachronisms -- seek loan guarantees from the federal government.

But that's all a dream. Back here on earth --blessed with pragmatic trade-offs, objective criteria and diagnostic techniques -- we're setting new goals for 146,000 school children based on achievable projections of expectations. That means every classroom a model classroom. It means instructional supports and non-instructional supports. It means a Flying Squad to do the repairs and Red Line supplies. It means a Hot Line and Holiday Skill Kits. It means Prescriptive Learning Packets and 200 student decoders. It means Peer Administrators Consulting in Education -- that's P-A-C-E, folks! It means Mobe Teams and Functional Learning Centers. It means norm-reference tests and criterion-reference tests. It means Assessment Teams and Quarterly Regional Profiles. It means mini-courses and a check list with space to note whether the checkee "assumes responsibility for a feedback mechanism to disseminate information from central office."

All this and more is coming to your school system to prove that in this post-Sputnik age we can still teach reading, writing and arithmetic.

Oh yes, and one thing more. We're going to teach Standard English. No more of that ghetto slang that says what it means, kids. We're going to teach the value of the abstract over the specific, the obscure over the clear, the contorted over the concise, hedging over forthrightness. If you want to know what it sounds like, read Dr. Scott's report.

It's not a bad idea for adults to read it too. But be careful, though. It might lead you to the conclusion that some of them dudes igging the JAMs messin' over their minds down to school might really be on the case.

FILMS | JOEL E. SIEGEL Stolen from life

THREE naturalistic films, fictional but with deep roots in the documentary tradition, have recently opened in town. Although I prefer the more stylized cinema of Ophuls, Bresson and Godard, not to mention Hitchcock's *Vertigo*, that intoxicatingly unreal dream-movie revived on television last week, documentary-oriented filmmakers have produced some of the screen's greatest achievements. The decline of the studio system has virtually put an end to the lavish, artificial worlds of filmmakers like Welles and Minnelli and most of the best recent work in movies, films like *Loving and Ice* and *Raven's End*, has come from documentary-based directors. Young filmmakers with enough sensitivity and ambition to offset their lack of financial support are turning to the city streets and to the countryside in search of fresh visual and dramatic material. The result is a new, behavioral style of filmmaking which is rapidly becoming the prevailing mode of American cinema. These three films suggest some of the strengths and pitfalls of the new naturalism.

Don Shebib's *Goin' Down The Road*, at the Outer Circle 2, is an extraordinary achievement in neo-realistic filmmaking. Shebib, a Canadian with a Master's in film from UCLA, made the film, a full-length color feature, for \$82,000 working in 16mm which was subsequently blown-up for theatrical projection without much sacrifice in quality. (In fact, the slightly grainy texture enhances the film's effectiveness, the roughness emphasizing our feeling that it had been snatched away from life.) *Goin' Down The Road* is about two quite ordinary young men from Nova Scotia who go to Toronto to fulfill their media-based dreams of wealth and pleasure. The actors are so well directed that you will probably spend most of the film fighting against your awareness that they are performing for a camera. Doug McGrath is Peter, the more sensitive and ambitious of the two--a lumpy-faced, coarser Jon Voight. Paul Bradley is the open, simpler Joey, a darker, goonishly handsome Huntz Hall. Bradley's performance, particularly in the wedding-party speech in

which he reveals that his bride is pregnant and confesses his love for her, is persuasive to a degree uncommon in movies.

Shebib and cinematographer Richard Leiterman could not be more accurate in their observation of Peter and Joey's world. Shebib understands and has sympathy for the innocence of people who rent luxury apartments quite beyond their means, fill them with pasteboard furniture ordered from ads in T.V. Guide and offer Kraft Dinner to guests. One detail struck very close to home. Last year I bought an atrocity--a plastic scale with a clock face festooned with plastic fruits--in a Los Angeles store called Pic'N'Sav; it was, quite simply, the most tragically failed attempt at beauty I had ever seen. That same hideous, pathetic scale hangs in the doorway of a depressing rented room in the film, a desperation try at sweetening squalor. Only once, to my mind, does anything in the film ring false. Peter visits a record shop where he sees an ethereal girl listening to a Satie recording; the girl spurns his advances but he buys the record. This symbolic Yearning for Higher Things doesn't quite suit Peter's character or background. It seems, instead, to be something that Shebib has applied onto Peter from his own set of values.

Goin' Down The Road is consistently affecting and wonderfully sympathetic but rather weak at the center; its reliance upon the chestnut about the rural innocents destroyed by the heartlessness of the city and finally driven to a life of outcast criminality might well have come straight from the pen of Dreiser, and I don't intend that as praise. Shebib's indictment of the city as heartless capitalism in action might be better served by something more innovative than William Fruet's screenplay. (The dialogue, however, is unusually good.) Still, I rather hate voicing this objection because Shebib and his company have given us so much, such a deeply felt, wholly uncondescending portrait of the waste of some ordinary but nonetheless precious

(Please turn to page 10)