

LAUREL N. TANNER \*  
DANIEL TANNER

THE National Advisory Council on Education Professions Development, which was established to advise the President and Congress on federal programs dealing with the training of educational personnel, has warned that "meaningless evaluation is ruining the cutting edge of educational innovation."

Singled out for special criticism were "premature evaluation" and "almost total pre-occupation with so-called 'hard data' developed by the mass use of standardized tests."

"Probably nothing violates common sense more than evaluation of an educational venture before it is operating on a basis where there is reasonable possibility of tangible results," the council maintained.

With regard to its charge of overdependence on test data the council said, "Such test results provide a very useful type of evidence. But this is only one kind of evidence. To capture the full sense of what is being accomplished in a

project, a variety of evaluation techniques should be employed."

Other practices found by the council to have adverse effects on educational innovation are "concern for only final results, with little effort to determine why the objectives of a project were or were not achieved . . . a tendency to construe tentative findings as 'proof,'" and "a compulsion to label an educational endeavor as either a 'dramatic success' or a 'dismal failure.'"

### Program Seeks Improvement in Libraries for Indians

Improved library facilities and services for Minnesota Indians is the objective of a program being conducted jointly by the Minnesota State Department of Education and the University of Minnesota.

Librarians, teachers, and teacher aides from 48 Minnesota schools with large American Indian enrollments attended a five-week orientation institute last summer at the

University of Minnesota. They are now establishing library programs in their home communities. During this school year they have been attending a series of five three-day workshops at various locations throughout the state. In June they will return to the university for a two-week "summary" institute.

More than a quarter of a million dollars, including a federal grant of \$135,000, is being used to finance the program. Part of the money is from federal funds appropriated to the Minnesota State Department of Education for improving Indian education in Minnesota.

### UN's International Education Year

The Comparative and International Education Society will sponsor a six-week program of seminars planned and directed by the faculties of comparative education of the University of Hamburg, Germany; The József Attila Uni-

\* Laurel N. Tanner, Associate Professor of Curriculum and Instruction, College of Education, Temple University, Philadelphia, Pennsylvania; and Daniel Tanner, Professor of Education, Graduate School of Education, Rutgers University, New Brunswick, New Jersey

versity of Szeged, Hungary; Charles University of Prague; and Comenius University of Bratislava, Czechoslovakia.

The unusual feature of this program is the local committees of faculty members in the various teaching and research institutes of each country who will plan, direct, and conduct the seminars. There will be some 100 American-Canadian participants. All registrants will be housed in student dormitories of the universities with an academic environment maintained throughout the six weeks. There will be field studies and lectures for five days with weekends for touring, relaxation, and partying. University professors are encouraged to bring small seminar groups from their universities.

The study tour will depart from New York City on July 13 and return on August 25, 1970. For additional information and application forms contact Dr. Gerald H. Read, Kent State University, Kent, Ohio 44240.

#### **National Assessment in Spokane**

The Spokane Schools are among those selected to participate in the first year of the national assessment project. Commenting on assessment, Spokane Superintendent of Schools, Albert L. Ayars, warns of the necessity for using "the utmost care and judgment in generalizing, commending, or assigning accountability for results observed."

In attempting to appraise the effectiveness of teaching or the degree to which positive change takes place in learners, we must not lose sight of the fact that many factors and com-

binations of factors may be influential in and relevant to each evidence of success or failure we may discover.

In terms of absolute achievement, each teacher would do well to accept only bright pupils. But we all know this is not possible nor desirable in consideration of education's overall objectives.

We obviously cannot establish our evaluations on the arbitrary basis of amount of change. Community and learners' characteristics must be considered in assessing progress and effectiveness. To bring a minute change in some slow learners may represent a teaching achievement of the highest sphere.

#### **School Lines to Parents**

In order to make information about the Dayton Schools available to parents and other citizens, the monthly publication, "School Lines," goes home with pupils. One side of the circular features information of district-wide interest and the other side is used by each school to circulate local school news. "School Lines" is distributed by the youngest child of school age in each family.

#### **Mini-Courses Based on Student Interests**

Seventh and eighth graders at the Grout Elementary School in Portland, Oregon, can choose from a variety of mini-courses offered at the school this year. Among the six-week courses, given without grades, are pet care, black history, personal grooming, guitar, calligraphy, and business opportunities. Subjects for the courses were selected after surveying student interests. Two periods a week have

been set aside for the mini-courses.

#### **Bussing in Portland**

About 600 Negro elementary school pupils are being bussed to 48 receiving schools in Portland, Oregon. At the secondary school level, about 60 students are being transported from the Jefferson High School area to other high schools in the district.

#### **Work Experience Program**

A project for providing ninth graders with realistic career information is now being planned at Judson Junior High in Salem, Oregon. Pupils will spend about one and a half hours per day, four days a week, for a period of 18 weeks observing people working at careers. Where possible, pupils will participate in the work itself. Three six-week exploratory work-experiences are being planned for each student.

#### **Aid to Nonpublic Schools Challenged**

The constitutionality of state aid to parochial and other nonpublic schools has been challenged by a number of civil rights groups in a major test case in the U.S. District Court for Connecticut. The groups are seeking an injunction to halt the allocation of \$6 million in direct state aid to the private schools.

A bill passed by the Connecticut State Legislature in June is designed to bring financial relief to the state's Roman Catholic institutions. Under the basic provision of the bill, the state would pay 20 percent of the salary of an instructor

who teaches secular subjects in any of the state's 360 private schools.

The complaint argues that such payments violate guarantees of religious liberty and the separation of church and state in both the Connecticut and the United States Constitutions. In addition, it is contended that the funding would contribute to the existence or growth of de facto segregation in private schools, in opposition to the Fourteenth Amendment.

One of the plaintiffs in the suit is the Connecticut State Conference of Branches of the National Association for the Advancement of Colored People. William Jones, the organization's executive director, said parochial schools show "a deliberate design to exclude nonwhites." Mr. Jones contends that an "incentive" provision of the state aid bill, gearing the salary reimbursements to the proportion of students from low-income families, would not be effective in correcting racial imbalance.

The plaintiffs include the American Jewish Congress, the Connecticut Council of Churches, the Connecticut Jewish Community Relations Council, and Americans United for Separation of Church and State. Among the six individuals who are plaintiffs is William Manchester, author of *Death of a President*.

When the legislation was passed, its supporters felt that the inclusion of a clause specifically prohibiting reimbursement for teachers of religious subjects kept it within constitutional bounds. The case is expected to reach the U.S. Supreme Court.

A similar law in Pennsyl-

vania—also based on the "purchase of services" formula—is currently being challenged in a federal court there. In New York, proposals for direct state aid to parochial schools were not passed by the Legislature and a bill making religiously affiliated colleges and universities eligible for state aid was vetoed by Governor Rockefeller. Previous New York legislation permitting the state to bear some of the costs for buses, lunches, and textbooks in private schools has been upheld by the U.S. Supreme Court.

#### **Boost for Music Education in Boston**

The Boston Symphony Orchestra has received a \$180,000 grant from the Frederick J. Kennedy Memorial Foundation for the betterment of the musical interests of Boston's fifth, sixth, and seventh graders.

The grant will finance three one-hour Youth Concerts by the Boston Symphony for 5,200 pupils during each of the next three years. It will also provide five-day all-expense trips next summer to Tanglewood in the Berkshires, the summer home of the Boston Symphony, for 320 of the 5,200 concertgoers.

#### **Law Program Expanded**

Boston's Law Program, introduced in several schools and taught last year by Boston University law students, is expected to be adopted on a city-wide basis as a result of an in-service course on the subject widely attended by Boston teachers.

The goal of the Law Program is to demonstrate to junior and senior high school students that the law is ever-

changing and that there are alternatives to violence and civil disobedience.

All new teachers in the program will be involved in the development of a curriculum guide already begun by the Department of Curriculum Development of the Boston Public Schools.

#### **Wildlife Service**

Last spring 30 fifth graders of the John A. Andrew School in South Boston lived for a week in a former Coast Guard station at Nauset on Cape Cod as a part of a National Wildlife Service Program.

The Andrew School also provides a service for the Children's Zoo at Franklin Park. Six raccoons, who are summer zoo residents, are boarding for the winter at Andrew due to lack of heat at the zoo.

#### **School Systems Commended for Progress in Integration**

Five school districts across the nation were cited by the Urban Coalition as having made progress toward school integration. They are San Mateo, California; Niagara Falls, New York; Evansville, Indiana; Providence, Rhode Island; and Berkeley, California. Berkeley was described as having the most comprehensive integration plan in effect.

In 1968 the National Advisory Commission on Civil Disorders stated: "We support integration as the priority education strategy because it is essential to the future of American society. . . . It is indispensable that opportunities for interaction between the races be expanded."

A year later, in an assess-

ment of the country's response, the Urban Coalition found that progress was slow and plans for integration were limited except in the five cities named.

### **Compulsory Four-Quarter School Year**

After a four-quarter feasibility study, extensive planning, and legislative action allowing the school system to embark upon a two-year pilot venture, Park Elementary School in Hayward, California, has begun a four-quarter program. The school year consists of four quarters of approximately 50 days each with three weeks between quarters. One week of each break is devoted to parent conferences, staff development, and planning. Teachers have two weeks and students have three weeks off between quarters.

As part of the feasibility study, surveys were conducted to assess parents' support. Eighty percent approved of the program and indicated they would enroll their children; ten percent did not approve of the program but indicated they would enroll their children in the school if the program was adopted. Although ten percent did not approve and indicated that they would not enroll their children in the school, all but three children were enrolled when the program began.

The district feels that a short vacation period at frequent intervals serves to reduce learning loss and student and teacher fatigue, while a longer instructional year allows in-depth instruction by offering fewer subjects during each day.

Assignment of teachers to the Park School is done on a

voluntary basis. Staff members are on the regular district salary schedule and are compensated on a pro-rated basis for the extended school year.

For further information on the four-quarter year at the Park School contact: Robert H. Williams, Director of Elementary Education, Hayward Unified School District, P.O. Box 5000, Hayward, California 94544.

### **Chinese Education Center**

An orientation and educational services program has been established for immigrant families from Asia who settle in the Chinatown-North Beach area of San Francisco. Upon arrival, each family with school-age children reports to the school district's Chinese Education Center for prescriptive services and educational placement.

Although the screening is educationally oriented, the health and social services needed by individual families are discussed and referrals made to community agencies.

The Center's classes encompass children in grades three through six and focus on the teaching of English, orientation to the community, and bilingual instruction in elementary school subject areas.

### **Emergency Clinic for Problem Behavior**

Designed to provide assistance to administrators and teachers in dealing with serious student behavior problems, the Emergency Evaluation Clinic of the San Francisco Unified School District is in its first year of operation.

The clinic will provide an immediate assessment of the

students' abilities, emotional status, academic achievement, and vocational goals. Parental involvement will be actively sought and recommendations as to needed changes will be made by the staff.

Pupils to be studied by the clinic will be among those who are suspended because of serious difficulties in school.

### **School Radio Program**

"Educación en Los Angeles" is a 15-minute weekly school radio program in Spanish. The program, produced by the Public Information Office of the Los Angeles City Schools, airs school news and interviews at 7:30 p.m. on Thursdays (KWKW, 1300 AM).

### **Militant Teachers**

A number of factors lie behind the rise in teacher militancy, according to a new PREP report, *Teacher Militancy, Negotiations and Strikes*, issued by the U.S. Office of Education's Bureau of Research. Heading the list is "dissatisfaction with economic factors, those relating to compensation and public support of education." Other reasons include "changes in working conditions, white migration to the suburbs, increase in size of school districts, and deterioration of central cities."

Also covering trends in teacher strikes, issues, settlements, and the impact of collective negotiations, the report is the second in the PREP series on Research for School Board Members.

PREP (Putting Research into Educational Practice) materials are not available from the U.S. Office of Education

but can be obtained from PREP distributors at state education agencies.

### **In the 1980's**

Researchers looking ahead to the 1980's see colleges training a new kind of teacher for urban schools. A study supported by the U.S. Office of Education's Bureau of Research predicts that colleges will "combine teaching and research with emphasis on extension programs to improve urban life. Education students will engage in helping to implement Model Cities Programs, tutoring ghetto children, serving as aides to social workers or in municipal courts, or working as organizers to encourage self-help or community action programs."

Copies of *The Implications of Social and Economic Changes for Educational Policy in the Next Two Decades* (ED-027-612) are available in microfiche (\$2.50 each) or in book form (\$31.20) from the ERIC Document Reproduction Service, National Cash Register Co., 4936 Fairmont Avenue, Bethesda, Maryland 20014.

### **Cooperative Vocational Training Program**

The Cooperative Vocational Training Program at Tech High School in Des Moines is a team effort of school, employer, and high school senior to provide practical training and purposeful work for students.

The Co-op student (who may be college bound) attends school half-days and works half-days for a Co-op employer. This on-the-job training carries a half-unit of high school

credit for each of the two senior semesters. With the learning of new skills and responsibilities, it is felt that students are better equipped to enter either the world of work or college.

### **Breakfast at School**

More than 500 students per day are participating in the "special breakfast program" established this year at Logan, Nash, and Dunlap Elementary Schools and Irving Junior High School in Des Moines.

Serving time is a half-hour before school begins and breakfast is free for those who cannot afford the five cents being charged. The menu usually consists of a combination of the following: hot or cold cereal, toast, rolls, cookies, fruit, juice, and milk. The program has been established within the same federal guidelines as the free lunch program.

This is the first time many of the children receiving the meal have ever eaten breakfast. Observed Mrs. Christine Wolfe, Assistant Principal of the Nash Elementary School: "The students taking part tend to be more alert. They come to class happier and are less of a discipline problem."

### **Area-Community Meetings**

A series of community relations meetings in Des Moines provides area residents and educators with the opportunity to participate informally in discussions about all phases of the educational program. Meetings are conducted by Superintendent Dwight M. Davis or by Assistant Superintendent Robert R. Denny. All meetings

are held at junior high schools, and area parents are notified in advance of the meetings. Attendance thus far has been excellent, and parents and other citizens report clarification of many points of interest.

### **Conference on Visual Literacy**

The Conference on Visual Literacy will be held April 19-22, 1970, at the Sheraton-Chicago Hotel, Chicago, Illinois. The conference will provide "a multidisciplinary forum for the exploration of modes of visual communication and their application." Those who wish to participate or attend should write to the General Chairman, Kenneth N. Fishell, Syracuse University, 123 College Place, Syracuse, N.Y. 13210.

### **Board Members Begin Radio Series**

Montgomery County, Md., school board members are the target of citizens' questions on a new weekly radio program Sundays at 10:35 a.m. (WINX, 1600 AM).

Titled "Schools for the Seventies," the 25-minute program features one or more members of the Montgomery County Board of Education responding to questions asked by persons interested in school affairs.

### **Cooperative Study Program**

A course for teachers on "Africa South of the Sahara" has been developed cooperatively by the Prince George's County (Md.) Board of Education, University of Maryland, and Carnegie-Mellon University.

The study focuses on the people of Africa, and an interdisciplinary approach is used. Visiting professors, who are specialists in various aspects of the subject, come from several universities.

The board of education paid the tuition for 25 teachers who enrolled in the study program this year. The course carries graduate credit from the University of Maryland.

### Vocational Class Periods Lengthened

Trades and industrial classes in Alaska are conducted in two-hour time blocks this year. Next year, three-hour courses are planned. These changes were made because it was found that the usual 50-minute class period did not

allow sufficient time for job orientation, safety instruction, care and maintenance of equipment, and activities for developing industrial skills.

State supervisor of trade and industrial programs, Les Batterton, stated that "Because Alaskan school children bring a relatively limited vocational background with them to the classroom, it was felt that two- and three-hour skill development courses would better enable our children to compete in the state and national labor markets."

### Teachers Organize To Exchange Teaching Ideas

Swap and Switch is a new organization of primary teachers in Wichita. The group was formed to provide an oppor-

tunity for exchanging ideas for art, language, science, social studies, and reading. Each member is asked to bring one idea to share at the meetings.

### Speakers' Bureau

Madison, Wisconsin, teachers who need a person to talk to their class on a particular subject such as Negro history, professional and occupational skills, urban problems, or human relations can contact a newly established speakers' bureau located in the Public Information Office of the school Administration Building. The speakers are qualified volunteers from throughout the community who are willing to share special talents or interests with students. □

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