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DO "black studies" comprise an educational program or a forum for ideological indoctrination? Writing in *Black Studies—Myths and Realities*, published by the A. Philip Randolph Educational Fund, Roy Wilkins attacks those militants who seek black academic separatism:

... in demanding a black Jim Crow studies building within a campus and exclusively black dormitories or wings of dormitories, they are opening the door to a dungeon. They do not see that no black history becomes significant and meaningful unless it is taught in the context of world and national history. In its sealed-off, black-studies centers, it will simply be another exercise in racial breast-beating.

Copies of the report are available upon order from the A. Philip Randolph Educational Fund, 260 Park Avenue South, New York, New York 10010.

Inquiry into School Disorders

An inquiry into the causes of racial disorders in New York City high schools has been an-

nounced by Nathan Brown, Acting Superintendent of Schools. The study will explore approaches for eradicating racial tensions and hostility in the schools and school neighborhoods.

Since April 1969, security guards have been employed at 25 schools to prevent "violent outbreaks on the part of certain student groups and outsiders."

Recently, Acting Superintendent Brown urged Jewish leaders to help keep middle-class youngsters in the school system by discouraging enrollment in Jewish day schools as a reaction to the social, ethnic, and class conflicts arising from school decentralization.

Open Admissions and Academic Excellence

A proposal to admit exceptionally qualified high school juniors to the City College of New York was made by Joseph J. Copeland, Acting President of the College, as a means to "counterbalance the influx of unprepared students" expected under the open admissions pol-

icy of the City University. Dr. Copeland did not elaborate as to how his proposal would accomplish this objective.

High Cost of Day-Care Centers

More than 8,000 children from slum neighborhoods were enrolled in 113 day-care centers in New York City in the fall of 1969 at a cost of \$2,875 per child annually. This compares with a per pupil cost of \$1,078 annually in the city's public schools—the highest of any major city in the nation. Virtually all of the day-care workers have less than a college education and most of the centers are run by anti-poverty groups acting as private corporations. The city contributes more than 90 percent of the cost of operating the centers.

Family Living and Sex Education

More than a million copies of a folder describing the family living and sex education program in the New York City school system have

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been distributed to parents. The folder also explains why the course has become a part of the school curriculum.

"Schools are able to treat the subject fully, using a variety of materials not generally available to the home," the folder states, adding that instruction is given by specially trained teachers from pre-kindergarten through high school.

Parents are asked to "work with our school staffs to build in pupils the values they need for personal and family living."

More New York City Minority Pupils Aim at College

A rapidly growing number of New York City Negro and Puerto Rican high school pupils are enrolling in the academic course with a view of going on to higher education. Among the Negro seniors, 4,295 were in the academic course in May 1969, an increase of 23.2 percent over 1968. Of the Puerto Rican seniors, 1,628 were in the academic course, up 14.8 percent above the 1968 enrollment.

Total State Fiscal Support

In a plan for reorganizing the financial and administrative structure for education, Michigan's governor, William G. Milliken, has called for the state to take over the entire cost of the public schools. The proposal is designed to eliminate inequalities in the ability of local districts to finance education. According to Governor Milliken, through the plan "every child in Michigan—regardless of wealth, social position, or

geographical location—will have a fair opportunity to learn the things he will need to know as a free man."

Sex Education on British TV

The British Broadcasting Corporation (BBC) has introduced sex education for 8- and 9-year-olds into its school TV and radio programs. The series was tried out last year in about 20 schools. The programs were viewed by teachers and groups of parents, in addition to being used in classes.

"In general the children viewed the pilot programs with absorbed interest and without embarrassment," a BBC spokesman reported.

Because of the earlier age of puberty, particularly for girls, there is a need for factual responses to children's questions "while sex consciousness and emotions are less developed," the BBC representative said.

Cluster Plan Equalizes Enrollments

In the years before the problem of a declining, shifting population, the neighborhood elementary school served Cheyenne, Wyoming, well. Yet when children from stable families completed elementary school, and when employment opportunities elsewhere caused many young families to move to other areas of the United States, an unbalanced enrollment situation resulted.

The problem brought forth the concept of clustering several schools together so that they would form singular educational complexes. Most students continue to attend the school in their neighborhood, but declining and expanding

enrollments by grades are equalized by reassigning pupils to schools within the same cluster.

Each cluster contains four or five elementary schools and is headed by a chairman who is one of the principals of the cluster schools. Average class size varies from 26-29 pupils. According to a report from the Cheyenne Public Schools, improved instruction in music, art, and physical education has resulted from the cluster plan. Special teachers in these curriculum areas work in each cluster as a team. Under the new organization, it has been possible to employ these teams at no extra cost to the taxpayer.

Needs of Special Education Students

With community effort and through the leadership of the Santa Fe (New Mexico) Junior Chamber of Commerce, a program has been established to provide learning equipment needed for Santa Fe special education classrooms.

Chairman of the program is Lee Van Buskirk of the Los Alamos Scientific Laboratory. "The education of these special education students depends greatly on training facilities and the availability of a variety of learning tools," says Van Buskirk.

Core Is Alive and Well

Membership in the National Association for Core Curriculum is open to educators interested in Core, Unified Studies, General Education, Common Learnings, Combined Studies, and other Block-Time Programs. All members receive a subscription to the As-

sociation's newsletter, *The Core Teacher*. Annual membership dues are \$2.00.

For further information contact Dr. Gordon F. Vars, National Association for Core Curriculum, Education Building, Kent State University, Kent, Ohio 44240.

Residential Manpower Center

The Portland (Oregon) Public Schools are establishing a residential center to prepare dropouts from high school for urban jobs. The program, the first of its kind in the nation to be operated by a local school district, will serve 225 youths, the majority of whom will reside in the Victoria Hotel (girls) and the Franciscan Seminary building (boys).

Expected to be operating at full capacity by May 1970, the center will maintain strong ties with the Portland Schools' program and services.

Pupils Fight Vandalism

Pupils from nearly all 94 of the Portland district's elementary schools have sponsored a Vandalism Prevention Week, waging a campaign against vandalism in school buildings.

In the past years, damage by vandals has cost the school district about \$60,000 a year, with window breaking and arson the two major kinds of vandalism in Portland.

Bequest To Establish Scholarship Fund

Portland's Terwilliger Elementary School has a scholarship fund to encourage higher education for former Terwilliger pupils, thanks to a

\$5,000 bequest by the late Alma Pier, a librarian at the school for many years.

Principal Wayne Robbins, who is forming a committee of parents and teachers to work out the details for disbursement of the fund and the criteria for selection of scholarship recipients, said the bequest "will do much to motivate the children of Terwilliger School."

Legal Remedies for Disturbances

The California Attorney General's office has published a booklet, *Protecting the Schools: Legal Remedies for Disruptive Conduct*, a summary "of the statutory provisions available . . . to school administrators and law enforcement officers . . . to deal with school disturbances."

The report finds that much of the propaganda disseminated by those seeking for their own purposes to disrupt education in California appears to be based on two fundamental fallacies. The first is that the Constitution confers a right to disrupt a school without any legal accountability. It wrongly equates school disruption with free speech or academic freedom. . . . The second fallacy is that a college campus is somehow an independent enclave where state penal laws do not apply and where police may not enter without an invitation.

Penal statutes are enforced by the county sheriff and the police department of the city and town within whose boundaries the school or college is located. Where a college maintains its own campus police force, the campus police share a concurrent

jurisdiction with the local police department and sheriff's office.

When police officers attempt to quell a school disturbance, failure to obey them or to cooperate with their efforts may be violative of several sections of the Penal Code.

Social Studies Framework

Consultants in the California State Department of Education have prepared a report based on a statewide survey of reactions to the proposed social studies framework. The three major conclusions drawn in *Analyses and Evaluation of the Questionnaire—A Statewide Review of the Proposed Social Sciences Framework* are as follows:

1. The questionnaire responses clearly indicate general and specific dissatisfaction with the present *Social Studies Framework* of 1962.
2. They further show both specific and general satisfaction with the new *Proposed Social Sciences Framework*.
3. The survey points to a number of particular areas in which the *Proposed Social Sciences Framework* can be improved.

A rewrite group has been commissioned to work on the recommended improvements.

Instant Phone Counseling for Teen-agers

Telephone Counseling for troubled teen-agers in the San Diego area is available on Monday evenings on a wide range of subjects. Personal problems with teachers, families, and friends; career goals; grades; and "hang-ups" of all kinds are topics for discussion with a counselor from the district.

By dialing the special, unlisted number, teen-agers are able to get answers to their questions. No names need be given and conversations are private and confidential.

Hampton Institute in Cooperative Venture

Thirteen teacher trainees from Hampton Institute, Virginia, in the pre-student teaching phase of their preparation, were directly involved in the summer program of the Pittsburgh Schools in 1969. Financed by the Sarah Mellon Scaife Foundation, the program provides paid summer work for teacher trainees in Negro colleges.

It is the hope of Pittsburgh's Board of Public Education that the program will lead to an increasing number of Negro teacher applicants.

Lower Teacher-Pupil Ratio

In Madison, Wisconsin, it has been decided that in schools having a substantial number of pupils from educationally disadvantaged homes, teacher-pupil ratios should be lower than average. An effort is made to provide more teachers for children who require extra attention and help—a boost—so that they may reach the attainment level of their more fortunate peers.

Cooperative Program

The Milwaukee Public Schools are working with the University of Wisconsin-Milwaukee to develop new techniques for overcoming the learning and behavioral problems of disadvantaged and exceptional pupils.

School and university personnel involved in the project comprise an interdisciplinary team which hopes to upgrade pupil achievement by improving components of the educational environment including teaching techniques, racial and cultural understanding, and school-community communication.

It is also hoped that new patterns of teacher preparation will emerge from the project. The team will be working in classrooms with the University's preservice and in-service students. Funded by the Education Professions Development Act, the program will serve six elementary and six secondary schools over a three-year period.

Textbook Service for Teachers

The Educational Materials Laboratory of the Montgomery County (Maryland) Schools will purchase textbooks for teachers taking courses toward an advanced degree, certification, or certification renewal. The materials are returned to the Educational Materials Laboratory upon completion of the course.

Junior High Journalism

Students at five Montgomery County junior high schools are writing a column for *The Bethesda Tribune*. Kensington, Leland, North Bethesda, Pyle, and Western students are contributing to the column, "Junior High Jottings," on a rotating basis. The weekly column affords interested students practical experience in writing for a publication that carries news about the schools to the community.

Curriculum Planning

As a result of a survey of the entire professional staff of 8,500 persons, the 18 curriculum committees operating in the Prince George's County (Maryland) Schools have been reorganized. In giving the rationale for this approach to the formation of committees, Bruce Hoak, Acting Director of Curriculum, said: "We want the membership of the committees to consist of persons who are interested in working in their particular subject areas and who feel committed to giving some of their professional time and talent to the work of curriculum development."

The committees act as a review board for curriculum projects while also establishing priorities for curriculum development and proposing pilot programs.

Lay persons as well as students have been included on all committees in the 1969-70 school year.

Smoking Seminars

A series of four weekly "Smoking Seminars," designed to acquaint Niles Township (Illinois) High School students with the detrimental effects of smoking, have been held at North High School.

Students Develop Black Studies Unit

Four Niles Township High School students have developed a new black studies unit for inclusion in the U.S. history curriculum, pending approval by the school board and the assistant superintendent for curriculum and instruction.

Humanities Course Features Independent Study

A one-year course in the humanities has been developed by teachers and secondary instructional supervisors for Trezevant High School seniors in Memphis.

A maximum of independent study in areas of interest identified by students is provided and students are encouraged to utilize the cultural resources of the community.

Evaluation for Preschoolers

A program designed to provide a more realistic evaluation of the potential and ability of multiple handicapped preschool children is under way at the Knight Road School in Memphis. The program includes activities such as vocabulary development, painting, coloring, story telling, and rhythm activities.

The program serves a dual role—as a realistic evaluation process for children whose potential is difficult to assess by standard techniques, and as a readiness period for a group which needs an extended readiness situation.

Teaching Kit on Oral Communications

A teacher's manual and resource kit on oral communications have been developed by AT&T for junior high school teachers of English, speech, and other subjects. The entire package, called *Teen Talk*, includes simulations and role playing units which are arranged according to a variety of cognitive levels. The teaching materials were developed

in consultation with curriculum specialists and classroom teachers at workshops throughout the United States.

Teen Talk is available to any teacher without charge through the school consultant at local Bell Telephone offices.

Radio Report Card

"The Report Card" is a 15-minute radio program designed to keep citizens informed about plans, programs, and projects of the Atlanta Public Schools. The program is broadcast every Sunday on WPLO at 9:30 a.m. and rebroadcast on the school radio station WABE-FM on Fridays at 9 p.m.

Printing of High School Newspapers Centralized

The Atlanta Public Schools publish some 20-odd high school newspapers and distribute each publication free-of-charge to the entire student body and faculty in each high school.

Previous to this year, the majority of school newspapers were printed by commercial printers. This required soliciting advertisements from local merchants and selling subscriptions to students. By handling all the printing at the district's new Publication Center, the school system is able to cut the cost of printing each publication as well as to provide a more comprehensive educational experience for journalism staff members.

The Publication Center offers a "first" valuable learning experience for journalism students. This is the preparation of the final layout with

pictures, stories, and headlines. From this pasteup the finished product is photographed. Thus, students are involved up to the actual printing of the paper.

Educational Opportunities for Adults

Atlanta is offering an opportunity to young people and adults, 16 years and older who do not have a high school education, to improve their communication and arithmetic skills through Adult Basic Education.

In its fourth year of operation, the program has 80 part-time teachers and 7 full-time teachers in 46 centers. One center offers a tutorial program in which adult students work with children or tutors, reinforcing the basic skills for themselves while teaching the children. Instructors for the Atlanta Employment Evaluation and Service Center provide counseling, basic education skills, and preparation for the state high school diploma examination.

The centers are conveniently located in schools, colleges, and industrial plants throughout the city. Here adults are registered, their needs determined, and individualized programs designed to meet their needs.

Pupils Involved in Textbook Selection

A procedure for involving pupils in an advisory role in the selection of textbooks has been developed and implemented by the Curriculum Division of the Pittsburgh Public Schools.

Teachers and staff mem-

bers serving on the textbook committees have said that the participating students provide, in most instances, valuable, pertinent, and interesting counsel. Although the student role is intended to provide the student viewpoint, the thinking of pupils and of teachers as to what constitutes a good textbook has been markedly similar.

Adult Tutorial Program

Adults in Pittsburgh who want to improve their educational skills by means of individual rather than classroom instruction can do so at Connelley High School. The program provides a seven-hour period daily when interested individuals can be tutored at their convenience.

Personal tutoring is made possible through a state allocation of federal funds under the Adult Basic Education Act.

Students Earn \$4.5 Million

Philadelphia public school students earned \$4,500,000 during the 1968-69 school year on school-work programs operated by the Board of Education cooperatively with local business and industry and the federally-funded Neighborhood Youth Corps.

Participating students in the city's high schools attend classes in the morning or afternoon or on an alternate week basis, and the rest of the time they work at jobs which provide an integral part of their education. The jobs are supervised by school personnel. School-work programs include Cooperative Office Education, Cooperative Technical Education, Distributive Education, and Work-Experience Education.

The money earned through school-work programs enabled many of the students to stay

in school rather than having to drop out to get jobs to help support their families.

Students Build One-Hole Golf Course

As part of their turf management course, students at Philadelphia's Walter Biddle Saul School of Agricultural Science are building a mini golf course—a one-holer.

Building the course, which will contain a green, sand trap, and fairway, will train the students in the preparation and maintenance of grass and turf. The new course will prepare students not only for care and maintenance of golf greens, but for other turf problems associated with parks, stadiums, and industrial landscaping.

Students can further their training in this field at Pennsylvania State University, which offers a four-year course in turf management. □

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