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IN AN essay entitled "John Dewey and His Betrayers," published in *Papers on Educational Reform Volume II*, Sidney Hook contends that the contemporary group of radical critics of American education—Paul Goodman, Ivan Illich, John Holt, Jonathan Kozol, George Dennison, Edgar Friedenberg, John Leonard, and others—"who regard themselves as libertarians and humanists and who profess themselves inspired to a considerable degree by the thought of John Dewey . . . have been intellectually irresponsible."

Hook contends that "Dewey's educational philosophy has been more flagrantly distorted in the accounts given of it by some of his latter-day disciples than by the criticisms of his vociferous detractors." He points out that the radical critics have distorted Dewey's concern for freedom of intelligence by equating it with opposition to authority. "The democratic ideal of freedom, Dewey tells us again and again, is *not* the right of each

individual to do as he pleases," argues Hook as he goes on to stress that "for Dewey the supreme authority is intelligence" and "freedom outside the context of the authority of intelligence is anarchy."

Hook criticizes the current trend in the colleges toward curriculum anarchy whereby required studies are being abandoned and students are allowed academic credits for field experiences of dubious educational value. "Dewey's statement that 'all genuine education comes about through experience' has been fallaciously converted into the belief that 'all experiences are genuinely educational,'" declares Hook.

Hook views the proposals of the radical critics to abolish compulsory education and to institute a system of education vouchers as "educationally unsound and dangerous." The voucher plan, according to Hook, "would irremediably polarize the community racially, and separate groups of children from each other at a time

when they are most malleable." Hook warns that contemporary efforts to politicize the schools and colleges from within are likely to bring about politicization from *without*.

Papers on Educational Reform Volume II is available for \$1.95 from Open Court Publishing Company, LaSalle, Illinois 61301.

National Assessment and the Federal Government

When the original plans were being formulated for the National Assessment of Educational Progress (NAEP), many educators raised questions concerning the role of the federal government in the program. In 1966 Ralph W. Tyler, then director of NAEP, stressed that "Our work has been entirely in the private sector. We were established by the Carnegie Corporation. . . . It will not be a public instrument." Today, NAEP is supported chiefly through funds from the U.S. Office of Education. Last year, the

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USOE allocated \$2.4 million to finance NAEP.

National Assessment for What?

When the Carnegie Corporation under the leadership of John W. Gardner allocated the initial funds for the National Assessment of Educational Progress, an article in the *Carnegie Quarterly* declared that NAEP would provide our nation with an index of our "Gross Educational Product," just as the Gross National Product is an index of our nation's economic productivity.

However, now that the first wave of data has been gathered through a testing program involving some 100,000 persons throughout the United States, the sponsors of NAEP appear to be at a loss as to how the results are to be interpreted. The Foreword in one of the first reports on the national results of NAEP explains that assessment reports will be issued "from time to time without interpreting the results or explaining their implications." The Foreword goes on to explain that "This is partly because the National Assessment program is not an experimental design relating input variables to results and partly because the Commission does not want to assume the role of 'authority' for what the reports may mean." Finally, the Foreword states that "The Commission will encourage through the years, however, thoughtful speculation about the implications of National Assessment for education."

Top and Bottom

"The top quarter of public school students, from which we must draw intellectual

leadership in the next generation, is perhaps the group most neglected by our schools in the recent past," declared Jerome Bruner 12 years ago in *The Process of Education*. Last year at the ASCD Annual Conference, Bruner stated that children "at the bottom" are the most neglected by our schools. More recently, in a report to Congress, U.S. Commissioner of Education Sidney P. Marland, Jr., contended that America's gifted and talented children are "the most neglected," and pointed to the need "to confirm and maintain provisions for the gifted and talented as a national priority."

Early Education for All Houston Children

A plan which will make early childhood education available for all children in Houston beginning at age three is now being designed by the Houston Public Schools. The plan, which will begin with 4½-year-olds in September 1972, will proceed in phases of a half-year per year until three-year-olds are included.

The cost of the plan will be about \$3 million for the first year, according to School Board President George Oser, and will be funded from several state and federal sources. "The cost of failure in the Houston Public Schools is about \$15 million a year," said Dr. Oser, referring to the instructional costs for students who must repeat grades. "I am confident that a program of early childhood education will lessen the failure rate in the early elementary years . . . and will ultimately lead to substantial savings.

"What we are trying to do," Dr. Oser concluded, "is to recognize and meet the growing need for early childhood education and to meet it for all the children in our school district. I want to emphasize that the program will not be limited to those in poverty areas."

State of Washington Requires Occupational Education

High school graduation requirements are being changed throughout the State of Washington this year to assure that students have some experience in occupational education. A new State Board of Education guideline requires at least one unit of occupational education which will include, but not be limited to, homemaking, industrial arts, business and office education, distributive education, agricultural education, and trade and industrial education.

In announcing its action, the State Board explained that "significant numbers of students were undecided about their future when they graduated from high school," because "they have limited contact with the world of work."

School Starts Tonight or Any Night

Students of all ages in Tacoma School District's adult evening education program can enroll in almost all of the courses at any time during the fall and winter quarters; there is no waiting for a new quarter to start. In describing the advantages of continuous enrollment, Harold H. Berndt, supervisor of adult education, said: "Young people who have

had difficulty in the regular day school program can now get back into an educational setting sooner. . . . We're here to help people, not force them into some lock-step program."

Continuous enrollment means, of course, more work for teachers, but Berndt is convinced that the advantage of working individually with students as they enter the program will pay off in more people getting more education.

Tacoma's adult education program includes basic education for persons who have not completed the eighth grade; high school courses in English, history, civics, physical science, biology, chemistry, and mathematics; plus psychology, sociology, business and office occupations, traffic safety, and health and safety.

Emotional Problems on Increase

During the past two years, the number of Seattle children served by the school system's program for socially and emotionally handicapped children has more than tripled, with 52 classes scheduled city-wide this year.

According to Robert Duncan who heads the program, Seattle's depressed economic situation is a contributing factor. Explains Duncan: "When parents are worried over financial and personal problems, children tend to reflect this tension and insecurity in the classroom."

Report on Graduates

A follow-up study of 1970 graduates of the Tulsa Public Schools in comparison with a similar study conducted on the class of 1967 indicates

that unemployment has more than doubled. Of those employed, 66.3 percent of the girls are in clerical work areas and 59.1 percent of the boys are in unskilled or semi-skilled work areas.

In the second phase of the study, graduates of the class of 1970 will be asked to evaluate their high school program. The study is being conducted by the Department of Instructional Research of the Tulsa Public Schools.

Gifted Program in San Mateo

A program for some 400 fourth, fifth, and sixth graders with high academic potential is under way this year in San Mateo, California. Specially equipped learning centers, where pupils are encouraged to use the method of inquiry, organize and interpret data in specific subject areas, and perceive the interrelationships among various fields of study, are an important feature of the program, which also encourages independent learning and self-evaluation of learning. The centers are located at Baywood and Highlands Elementary Schools and Turnbull Middle School.

In addition to the three centers, each school staff is developing a curriculum for high academic potential pupils in all grades.

Asian American Project

"Asian Americans in Our Community," a pilot program for third graders at Audubon Primary School in Pasadena, is designed to develop appreciation for the worth of all individuals. The program deals directly with the problem of stereotyping; children are learning that while Asians dif-

fer visibly from Caucasians, they also differ greatly among themselves.

A materials kit developed by teachers in cooperation with parents and the Asian American Study Center is being used to help children learn to identify different racial groups and interact positively with persons from these groups. Inquiry and discussion are guided by the teacher with the assistance of an Asian American classroom aide. The program has been funded by a \$13,939 grant from the Rosenberg Foundation.

Counselor Assistants in Los Angeles

Under a new work-study program, five Los Angeles schools have employed students from California State College at Dominguez Hills as counselor assistants. The program is being financed by both federal (Vocational Education Act) and school district funds. The schools involved are Banning and San Pedro high schools, Wilmington Junior High, and Broadacres and Hawaiian Avenue elementary schools.

Urban Education

Mexican Americans, blacks, and other ethnic minorities now make up more than 50 percent of the pupils enrolled in Los Angeles public schools.

Community Resource

Through the cooperation of the Allegheny County Bar Association, 12 attorneys have volunteered their services as resource persons for the 12 business law teachers in the

Pittsburgh Public Schools. Commenting on this innovation, Francis J. Rifugiato, director of curriculum, said: "This type of legal counsel is needed because high school teachers of business law are not trained as attorneys nor are they familiar with the many facets of current business law."

The attorneys have also offered to speak to business law classes on invitation.

Health and Nutritional Project in Norfolk

A project to demonstrate that barriers to children's optimum development can be overcome by the collaborative efforts of specialists, with the school taking the leadership role, is under way at Carey, Goode, and West schools in Norfolk. When a child in these schools exhibits behavioral or learning problems, he is referred by his teacher to a team of specialists, who work with the child, his teacher, and his parents. The team includes a physician, school psychologist, dentist, public health nurse, nutritionist, and family therapy technician (a person trained in counseling and family therapy).

In addition to the usual school health screening (visual, auditory, height, weight, heart, lungs, etc.), children are tested for iron deficiency and sickle cell anemia. The project nutritionist works with children, teachers, and parents in nutrition education, and all children are given breakfast at school. The Health and Nutrition Project is being funded under the cooperative research provision of the Elementary and Secondary Education Act (ESEA) Title IV.

Continuous Progress Elementary Program

In Minneapolis, two elementary schools are involved in a pilot program designed to allow children to progress at their own rate. Children ages five through eight attend the Pratt Elementary School, while children ages nine through twelve attend Motley Elementary. Although children in the program advance according to their achievement levels, for social reasons no child will spend more than eight or less than five years in the program.

Children spend each morning studying language arts and mathematics; the Continuous Progress Program is committed to successful mastery of basic skills. Afternoons are left open for children to choose, plan, and study in areas of their own interest. Every two weeks approximately, children determine what classes they would like to study. Examples of classes offered this year include: The Color of Man, Exploring Human Differences, Creative Dramatics, Microbiology, Experimental Geometry, Curve Stitchery, and Pottery.

World Studies

A committee of Omaha Public School staff members has developed a new course of study for world history which takes a conceptual rather than a chronological approach. Included are such concepts as nationalism, international conflict, and imperialism. The course is based on four themes: the social scale, man and his economic world, man and his political world, and

man and his aesthetic role. The material was tested in five high schools last year and is now being offered to all tenth graders.

Both teacher and student reaction has been favorable. "We never go very long without discussing current events," said one teacher. However, one of the best evaluations of the new course of study could have been the opinion voiced, for the first time, by a number of students: "I like history."

Education Takes "Grave" Turn

World studies and vocational education students at McGavock High School in the Metropolitan Nashville-Davidson County School System have become assistant archeologists with the Volunteer State Archaeological Society. When a bulldozer uncovered the burial site of a tribe of Woodland Indians in an area adjoining the school, students assisted the Society in opening graves, and finding and preserving skeletal remains. The skull and bones of a Woodland Indian child, who possibly 3,000 years ago roamed the area on which McGavock High School now stands, were given to the school. Photographed and marked for exact reassembly, the grave was removed by students and will be encased in glass by the vocational department for permanent exhibit.

Reading Clinic Uses Team Approach

What can be done to help pupils with severe reading handicaps after the resources of classroom and remedial teachers have been exhausted? In Milwaukee,

such pupils are referred to diagnostic-treatment centers which make an effort to get at the causal factors in a pupil's problem through an interdisciplinary team approach.

Each team includes a school social worker, school psychologist, physician, guidance counselor, speech pathologist, reading specialists, and other supportive services. Upon referral to a center, the pupil is given a complete evaluation. This usually takes four or five half-days. Pupils needing reading help are provided instruction on a one-to-one basis. They attend the reading clinic one hour a day, two or three days a week, and remain enrolled in their regular school.

Not all pupils diagnosed with reading problems need to be placed in the clinic. Many can be treated in the classroom and reading centers of their own school via recommendation from the clinic. The reading clinics are located at Auer Avenue and Forest Home Avenue schools. They are supported with funds from Title I, ESEA, and the Division for Handicapped Children of the Wisconsin Department of Public Instruction.

Learning by Repairing

Sixth, seventh, and eighth grade boys at Longfellow School in Dayton are providing small motor repair service for teachers in the Dayton Schools. A teacher may drop off his lawnmower and receive a tune-up for \$5.75, blade sharpening for \$.50, or an oil change at cost. The workshop program is being funded by grants from the North Central Priority Board and Dayton's Career Orienta-

tion Program. The goal, however, is to become self-sustaining within a short period of time.

Elementary Jet Set

Fifth graders from the Forest Hills School District in Cincinnati launch their study of American history and citizenship with a trip to Washington, D.C. Pupils depart from the Greater Cincinnati Airport at 7:15 a.m. and arrive home at 9:30 p.m. the same day. While in the capital, they visit the White House, Lincoln Memorial, Washington Monument, John F. Kennedy Memorial, Tomb of the Unknown Soldier, the home of George Washington, and the Smithsonian Institution. Further information about "Operation Fly-In" may be obtained from Ronald E. Nott, Assistant Superintendent, Forest Hills School District, 7600 Forest Road, Cincinnati, Ohio 45230.

Parents Aid in Swimming Program

"Operation Ears Wet" is a program designed to teach Forest Hills first graders the correct method of beginning swimming, with the mother or father serving as assistant instructor. The class meets one evening each week for 10 weeks. The first three sessions involve only the parents. Points of instruction for aiding the children in learning to swim are offered. The children accompany their parents the fourth session and the "child learning phase" is begun. Details of the program are available from the Forest Hills School District, 7600 Forest Road, Cincinnati, Ohio 45230.

Pupils To Fund School Building

Some community in Latin America soon may have a school building partially paid for by 90 pupils at Glencoe Elementary School in Portland, Oregon. Three sixth grade classes at Glencoe are raising \$600 of \$1,200 needed to construct the building as a Peace Corps project. The Peace Corps will select another American elementary school to raise the \$600 balance. Glencoe's sixth graders are studying Mexico, Central America, the West Indies, and South America.

School Develops Consumer Education Course

Oregon students may eventually find it easier to maintain good credit ratings—thanks to the pioneering efforts of Jackson High School in Portland, which has a \$4,800 grant from the Oregon Board of Education to develop a course in personal finance and spending.

A curriculum committee comprised of Jackson's vice-principal and six faculty members is developing materials for the course, which will be "field tested" by some 15 parents who have been invited to participate in an 11-week evening class.

Jackson is one of eight high schools receiving state grants to prepare a consumer curriculum for introduction in all Oregon public secondary schools by 1975-76.

Grant Program

Small grants are available to teachers in the Salem, Oregon, Public Schools to

work independently or in groups on instructional improvement projects. The purpose of the Teacher Incentive Grant Program is twofold: to develop new approaches to instruction and new courses of study.

Job Analysis

Last June, Mayor John V. Lindsay of New York announced that 19,333 city jobs would be eliminated during the current fiscal year. Nevertheless, between June and December the city actually had a net gain in employees. However, there was a net loss of 5,000 positions in the city's school system during this period as compared to a reduction of 189 positions in the sanitation department. The city's Off-Track (horse racing) Betting agency, on the other hand, added 1,050 positions to the city's payroll.

Cocurricular Activities at Columbia

The dean of Columbia College, the undergraduate men's college of Columbia University, has agreed to provide

furniture for a special student lounge in one of the residence halls for a homosexual student organization called "Gay People," following a sit-in in the dean's office last December. During the sit-in, students attempted to remove the dean's furniture and a scuffle broke out between the dean of students and one of the protesters. However, the protest was ended when the dean of the college agreed to establish a committee to determine the organization's furniture needs.

New Newsletter on Drug Abuse Prevention

Drug Abuse Prevention News for Teachers is a monthly newsletter published by the National Institute of Mental Health. The newsletter contains some of the latest research findings in drug research, news of new techniques and innovative teaching programs in drug abuse prevention, and informative essays by authorities in the field.

An item in a recent issue of the newsletter reports the

findings of two large-scale surveys which reveal that children whose mothers take tranquilizers daily are three times as likely to use marijuana or LSD, six times as likely to use opiates, five times as likely to use stimulants and other hallucinogens, and seven times as likely to use tranquilizers and barbiturates. "It seems that students are modeling their drug use after their parents' behavior," concluded the researcher.

Subscriptions are available to educators without charge through the National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852. □

Readers are invited to submit items for the NEWS NOTES column to: Professor Laurel N. Tanner, College of Education, Temple University, Philadelphia, Pennsylvania 19122. Of particular interest to our readers are items concerning innovative programs and research.

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