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UNDER contract with HEW, the Rand Corporation has issued a six-volume report on performance contracting. The report, *Case Studies in Educational Performance Contracting*, analyzes performance contracting programs in Norfolk, Virginia; Texarkana, Arkansas; Gary, Indiana; Gilroy, California; and Grand Rapids, Michigan.

Some of the conclusions reached from the case studies are: (a) the performance contracts failed to produce expected achievement gains; (b) performance contracting programs cost more than conventional programs; (c) evaluation designs were often haphazard or nonexistent, and data needed for thorough evaluations were usually inaccessible or unavailable; (d) school administrators must be prepared to face legal and labor disputes when engaging in performance contracting; (e) little effort was made in most programs to inform parents about the programs or to involve them, and many parents were confused by or hostile to some aspects

of the programs; (f) established contractors now appear to prefer other arrangements, such as consultantship fees and flat contracts, to performance contracts; and (g) performance contract programs are likely to be very narrowly focused because of difficulties in defining objectives and assessing outcomes other than those involving simple skills.

Alluding to problems in teacher status, testing, and educational management (sic), the Rand Corporation noted that "Performance contracting has exacerbated old problems to the point where they almost seem to be new ones." The case studies point to the "need to counteract any incentives for 'teaching to the test.'" The Rand evaluation also noted that "performance contracts have enabled a number of firms to break into new markets and to receive publicity for their goods and services." It was concluded that "it seems essential that local teachers be involved in program design and administration."

Further information may be obtained by writing to Tom

Cockrell, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406.

Summer Projects for Canadian Youth

Last summer, the Canadian government launched the Opportunities for Youth Program (OYP) in which 28,000 high school and college students who were unable to find summer jobs were paid from \$60 to \$90 a week to engage in 2,300 approved projects ranging from beach cleaning to tutoring disadvantaged children. This summer, the program will be expanded to 29,000 jobs. The projects must be proposed by the applicants, and "originality" is one criterion for approval.

U.N. School

Next fall, the United Nations International School will be located in a new four-story building located on a land-fill peninsula on Manhattan's East River, less than a mile south of U.N. headquarters. The new school facility will enroll 1,250

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youngsters from 85 nations. Although the U.N. school was established in 1947 for the children of the U.N. staff, approximately one-third of the students are non-U.N. youngsters. The faculty, as well as the students, are multinational, and the curriculum gives considerable emphasis to language studies. The high school has a Tutorial House featuring small-group seminars and individual study under the direction of faculty advisers.

Research Politics

When the U.S. Surgeon General's report on the impact of TV violence on children was issued last winter, the press and the TV industry interpreted the report as showing that children are not affected significantly by the TV portrayal of violence. However, this conclusion appears to be at odds with research studies here and abroad which have concluded that there is indeed a relationship between TV violence and aggressive behavior in certain children.

Soon after the Surgeon General's report was released, it was found that 5 of the 12 committee members who prepared the report were linked with the TV industry. Moreover, 7 of the 40 names originally proposed for membership on the committee were vetoed by the TV industry. Those vetoed were known to have conducted research revealing the harmful effects of TV violence on children. Calling for a new study by the FCC, Congressman John Murphy of New York attacked "the shabby machinations of the TV moguls on the latest study." A member of the committee, Dr. Robert Liebert, also criticized the report for failing to

give sufficient emphasis to the findings of recent studies which show that TV violence can instigate aggressive behavior in children. "We don't want to take the babysitter away," commented Liebert, "we just want to stop her from committing murder in the living room."

Breakthroughs in Educational Research

More than 5,000 educators attended the 1972 annual meeting last month of the American Educational Research Association in Chicago, where they heard such papers as "The Drool Tool: A Brief, Reliable Measure of Individual Differences in Arousal"; "The Pornographic Content of Evaluation Literature"; "The Seamy Side of Educational Development Wherein the Author Reveals Unexpurgated and Previously Secret Episodes in the Lives of Stellar Developers"; "Delivery Systems: The Saber-Tooth Effect in Counseling"; "A Menu of Objectives in a Large Introductory Course"; "The Electroencephalotopographic Correlates of Learning"; and "The Magic Ear: Another Approach to Automated Classroom Control."

For those who are curious about these and other conference papers, a volume of abstracts can be obtained by sending \$5 to AERA Publications, 1126 Sixteenth Street, N.W., Washington, D.C. 20036.

Quality of Educational Research

Which universities have been contributing the best educational research in their schools or colleges of education? An exploratory survey based upon a random sample

of the American Educational Research Association membership found that Big Ten state universities accounted for five of the top ten places in the rankings. These were Illinois, Wisconsin, Ohio State, Minnesota, and Michigan. Only one state had more than one university ranked among the top ten. This was California with three universities: Stanford, the University of California at Los Angeles, and the University of California at Berkeley. Columbia's Teachers College, long regarded as a preeminent center for graduate study and research, was only eleventh in the rankings.

National Conference on Core Curriculum

The 20th annual conference of the National Association for Core Curriculum will be held October 12-14 in Eugene, Oregon. Additional information is available from NACC Conference Planning Center, 500 East 43rd Avenue, Eugene, Oregon 97405.

Living Arts Center Struggles To Stay Alive

Established in 1967 under ESEA, the Living Arts Center of the Dayton Public Schools has been providing learning activities in the visual arts, music, drama, dance, and creative writing for youngsters in grades 5 through 12. When ESEA funds ran out in 1970, the budget for the Living Arts Center was cut in half. Since last January, the Dayton Board of Education has been dominated by members elected under a conservative banner, "SOS" (Serving Our Schools). These members have expressed their opposition to the Living Arts Center. In recent months,

the living arts program has been attacked as a "frill," as "not pertinent to the 3 R's," as "communist-oriented," and as "costing too much money."

Despite the drastic budget reductions, the Living Arts Center serves thousands of youngsters each year. The program for fifth graders is organized into ten-week cycles. This year, some 2,200 fifth graders participated. Although financial limitations of the center have resulted in the requirement of tuition fees for high school students in the evening program, enthusiasm runs high and the center's facilities are fully used by teenagers.

Last February, the Living Arts Center sponsored a "Reunion Week" in which more than 50 artists, local and national, donated their services in artistic performances, speaking engagements, and workshops in an effort to stimulate community awareness concerning the plight of the center.

"The People Place"

An Ethnic Studies Center was recently established by the Richmond, Virginia, Public Schools for the purpose of enabling Richmond's elementary school children to better understand different cultures in our society and throughout the world. Elementary classes are scheduled to attend the center, where they engage in a comparative study of two cultures, followed by a "panoramic view" of three additional cultures. Teachers receive an introductory teaching kit prior to the visit and another kit at the conclusion of the visit for purposes of orientation and follow-up by their classes. Units of study include family life, food, shelter, work, leisure, the arts,

clothing, religion, communication, transportation, government, and economics.

The Ethnic Studies Center is also known as "The People Place." Further information may be obtained from Baker School, 100 West Baker Street, Richmond, Virginia 23220.

The Real Thing

Pupils at Mosby School in Richmond recently had a first-hand opportunity to learn about the use of voting machines. The machines were provided through the cooperation of the City Registrar's office for use in a school election.

Occupational Education in Syracuse

Prior to 1955 the Syracuse, New York, City School District had no work-study programs in operation. Last year some 1,000 Syracuse high school students earned almost \$600,000 through seven cooperative work-study programs involving 372 employers.

Syracuse also launched the Occupational Learning Center Program in the fall of 1970 as an alternate school program to help school dropouts and potential dropouts prepare for an occupation while earning a high school diploma. The center was established following a pilot study funded by the Statler Foundation in the spring of 1970. Today, the center is open for instruction from 8 a.m. to 9 p.m. five days per week. The center's curriculum features a continuous progress approach, a cooperative work-study program, and intensive personal counseling and vocational guidance. Each student contracts for a minimum program of eight hours

of core instruction and twenty hours of work-study each week. At the end of the first year, students in the program gained 1.4 grade levels in reading and 1.56 grade levels in mathematics. According to a report analyzing the center's first year of operation, "Students upon entrance who were completely absorbed in the failure cycle are now showing signs of positive self-concept and confidence in their ability to plan for the future with very few exceptions."

"Interim" School Board

Under New York City's school decentralization plan, approved by the state legislature in 1969, the interim appointed central school board for the city's school system was to have been replaced three years ago through popular election. However, legal and political difficulties have resulted in the repeated extension of the life of the "interim" central board each year through bills approved by the state legislature. This year the state legislature passed a new bill extending the life of the "interim" central board by two more years.

Although the members of the "interim" school board are unsalaried, the 1969 legislation allows for a per diem payment of \$100 for each full day's work by a board member. Last summer it was discovered that, with the exception of one board member, each member of New York City's central board of education had drawn between \$22,450 and \$28,500 in per diem payments during the previous year. During the 1971-72 school year, the board members continued to draw payments of this magnitude.

Moreover, most board members have a personal staff aide with a salary of around \$20,000 and other aides and consultants, all paid out of public school funds.

One of the reasons cited for the repeated extension of the life of the "interim" central board by the state legislature is the fear that a popular election might exacerbate the issue of school decentralization—an issue that produced unprecedented conflict in the city and its schools during the late 1960s.

Public Body Is Privately Educated

The 15-member State Board of Regents is responsible for educational policy making in New York State. Although the 15 regents hold 25 college degrees, not a single regent holds an earned degree from a public college or university in New York State.

The Public Interest and the Nonpublic School

Although a New York State commission studying the quality and financing of schools recommended last February that the state discontinue its aid to parochial and private schools, Governor Rockefeller has continued to press for additional aid to such schools. Early this year, New York State's Secular Services Act, which was scheduled to provide \$33 million for teachers' salaries in nonpublic schools, was declared unconstitutional by a federal court.

At present, private and parochial schools in New York State receive about \$30 million per year under the Mandated Services Act for record-keeping and other services mandated

by state law. This act is presently being challenged in the courts. Nonpublic schools also receive textbooks through local public school districts under a program financed by the State of New York.

In recommending the halting of state aid to nonpublic schools, the state commission called for the allocation of special state funds to public schools for the purpose of accommodating the influx of pupils from private and parochial schools. The commission's opposition to state aid to nonpublic schools is based upon the principle of church-state separation and the conviction that it is not in the best interests of the public to be supporting any educational system other than a public one.

Truancy

On a typical school day, almost 200,000 of New York City's 1.1 million public school students are absent from school. In contrast to Los Angeles and San Francisco, where average school attendance is 97.2 and 94.5 percent respectively, New York's average attendance is only 83 percent. A recent survey revealed that attendance in the academic high schools of New York City averaged only 73.5 percent of the enrollment.

A spokesman for the Council of Supervisors and Administrators of New York City's public schools, Dr. Aaron N. Slotkin, observed that the truancy problem is aggravated by recent budget economies which leave only 370 attendance officers to serve the city's 1.1 million pupils. Slotkin claims that almost one-third of the truant high school students are either on the verge

of delinquency or are engaged in delinquent behavior in society.

Clarence Darrow on Compulsory Education

An item in the November 1933 issue of *School Executives Magazine*, on the question of compulsory school attendance, quotes Clarence Darrow as follows: "Empty schools today are making for full jails in the future."

Policy vs. Practice

The Board of Trustees of the College Entrance Examination Board has reaffirmed its nondiscrimination policy by declaring that it has "neither a policy nor a practice that denies admission or financial aid to any student on the basis of race, religion, creed, national origin, or sex."

Despite this declaration, the College Board administers a \$4.2 million Ford Foundation scholarship program for black Americans, Mexican Americans, Puerto Ricans, and American Indians. Members of other ethnic groups, whether minority or majority, are not eligible for these scholarships and will be automatically rejected if they apply. The rejection letter makes no mention of the ethnic discrimination factor.

Free Enterprise

Many college student newspapers carry ads in which term papers are offered for sale by term paper agencies at a price from \$1 to \$2 per page. Some of these agencies not only publish catalogues in which more than a thousand term papers in a wide variety of subjects are listed, but hire college students as salesmen.

Early this semester, a reporter for the Harvard student newspaper discovered that nearly 200 term papers offered for sale by one of these agencies had been stolen from the offices of Harvard and Columbia professors.

In filing suit against one of the agencies, the Attorney General's office of New York State has charged that such activities violate the public policy whereby the state must "maintain and preserve the integrity of the educational process."

Tulsa Pupils Support Integration

Overwhelming support of integrated schools was voiced by Tulsa junior high pupils attending integrated schools, in a recent interview survey. The students also recommended that integration begin on the elementary level rather than junior high or senior high. Some typical comments were:

"Integration is a good deal. We have to learn about each other to dispel all the myths we have learned."

"I think it would be strange if I had spent all my life in a

segregated school and later in life saw my first white person. I wonder how I would react."

"I came from an all black school and I don't want to go back."

However, one student summed up the integration efforts in Tulsa schools as follows: "Although we both (blacks and whites) want it, we live too far apart to accomplish real integration."

Orientation

At Dickson Elementary School in Kingsport, Tennessee, a weekly story hour is held for preschoolers during the semester preceding their school entrance. Large hooked rugs provide an attractive setting for this activity, and a tree poster with leaves bearing the name of each child is displayed. The sessions are conducted by mothers in cooperation with the school librarian.

Discovery Room

When staff members at Broadway Elementary School in Venice, California, found themselves with an extra classroom last fall, they decided to

make the most of it in connection with their desire to introduce more innovative ways of teaching. Seeking and obtaining help from parents, volunteers, and community agencies, they began work on a "Discovery Room."

The room has become a place where children can go for many things simply not possible in a regular classroom: an adult they can talk with at length; a chance to be alone with a favorite project; and opportunity to use a tape recorder, typewriter, adding machine, or woodworking, science, and baking facilities. Each child in grades 1 to 4 is scheduled for a visit to the room once a week. Usually 16 to 25 children use the room at a time. Each portion of the room is planned jointly by teachers and the adult volunteers.

"Consumers" Polled

In a nationwide poll of students between ages 15 and 21, 84 percent responded "yes" to the question, "Are you satisfied with your education so far?" The poll was conducted by Louis Harris for *Life* magazine. □

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