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AN INCREASING number of colleges are adopting "free choice of study" whereby a student's program may be composed entirely of electives. Many colleges are also offering academic credit for "life experiences" and independent projects conducted with little if any direct faculty supervision. New York and New Jersey have instituted external degree programs which allow students to qualify for a college degree through examinations without having attended college. A brochure published by the New York State Education Department declares, "Anyone may now obtain a college degree without attending college, through the new Regents External Degree Program."

The brochure describes how students may qualify for a degree through the College Proficiency Examination Program (CPE) without attending classes. "There are no prerequisites for taking a CPE," states the brochure, "because learning can take place in a variety of situations, and not simply in a classroom. Independent study, on-the-job ex-

perience . . . travel, military, or Peace Corps service—these and many other educational experiences may prepare an individual to take a proficiency examination."

"The University Without Walls" (UWW) was established in the fall of 1971 through grants from the Ford Foundation and the U.S. Office of Education. A federation of 25 colleges, UWW is described in its first report as a university with "no prescribed curriculum or uniform time schedule for completing the degree." The report goes on to state that "Most students work with one or more adjunct professors—men and women in business, social services, government, scientific research, artistic creativity, and other occupations." The report acknowledges that "The plight of colleges and universities has grown increasingly serious, requiring them to find ways to operate under far more stringent conditions, yet without sacrificing educational quality."

Some educators are concerned that these new alternative college-degree programs are being tainted by the grow-

ing number of unaccredited "colleges" which offer mail-order degrees by fee. Concern also has been expressed that the new alternative college-degree programs are being instituted mainly as economy measures during an era of financial crisis for many colleges.

The College-Level Examination Program (CLEP), administered by the College Entrance Examination Board and supported by grants from the Carnegie Corporation, enables students to earn college credits by examination. It is now possible for a student to earn an Associate in Arts degree through CLEP tests alone by agreement between the New York State Education Department and CLEP.

In Honor of J. Gaylen Saylor

"The Saylor Award" has been established at the University of Nebraska for the purpose of honoring each year "an outstanding male junior high school teacher in the state of Nebraska." Named in honor of J. Galen Saylor, Professor of Education at the Uni-

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versity of Nebraska, the award is funded by the university's Alpha Chapter of Mu Epsilon Nu, an honorary and professional teaching fraternity. A former President of ASCD, Professor Saylor served as chairman of the Department of Secondary Education at the University of Nebraska for 19 years. In 1967, Professor Saylor received the University of Nebraska Distinguished Teaching Award.

Addressing the fraternity, Professor Saylor noted that "Teachers who make the greatest difference in the education of youth are those who: (a) inherently have an all engrossing interest in the development and well-being of their students; (b) work with their students in an atmosphere of mutual respect and warm and supportive relationships; (c) regard every student as a precious human being whose potentialities and capabilities should be developed to the fullest extent possible; (d) provide challenging, exciting, and varied learning activities for all students, individualizing instruction as much as feasible, but always helping each person to attain the primary goals of education; (e) foster a love of learning for its own sake; (f) are themselves lifelong students; (g) continuously improve their own professional competencies, insights, and understandings; (h) exemplify in their own lives the essence of the moral and democratic man or woman."

Success Story

"I would like to attend school again. I made the biggest mistake of my life dropping out. I would be thankful for a reply."

"I would like to finish

high school if it could be arranged. Please reply."

Responses like these to a questionnaire administered to high school dropouts led to the establishment in 1967 of Omaha's first Individualized Study Center (ISC). Now four in number, the centers provide counseling and instruction on a one-to-one basis for students with difficulty adjusting to a regular classroom situation. The basic ISC goal is to enable the student to return to the regular classroom.

Reactions of students have generally been positive, such as the following:

"I think ISC was the best thing that happened to me. It helped me to see myself. I would like and be happy to talk to you any time you need help. This letter you sent makes me feel important. Thank you and keep up the good work."

Plans for future expansion call for another study center and a vocational skills center.

Now It All Adds Up

Dick Mosman, mathematics department chairman at South High School in Salem, Oregon, and a member of the district's math council, has some strong words about what he calls the "progressively poorer computational skills" of students entering Salem high schools.

According to Mosman, basic skills have been neglected by elementary teachers because they find the "modern" topics to be more interesting and because modern math textbooks try to convey the impression that drill and memorization are no longer required.

Says Mosman about modern math: It is "simply a

reduction of college math language down to a lower level. Those who were really sold on the concept could see nothing else. They were the most vocal and so they out-talked everyone who had doubts."

In Mosman's view, the math council should "try to embed in their planning the philosophy that elementary math is primarily concerned with skill development in addition, subtraction, multiplication, and division. Then we can arrive at the point where the student is ready to learn why."

Oregon ASCD Curriculum Bulletin

Curriculum Bulletin is a publication of the Oregon ASCD. Each issue is devoted to a specific curriculum topic. Past issues have been devoted to such topics as: "Teacher Performance," "Remedial Reading," "Acculturation of Minority Group Children in American Schools," and "The Teaching-Learning Environment." The subscription rate for the *Curriculum Bulletin* is \$5 annually. Write to: Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308.

Attitudinal Survey in Arlington

According to a recent survey of parents in Arlington, Virginia, nearly three-fourths of those responding seem to feel that the Arlington Public Schools are doing a good or excellent job. Parents of students in the senior high schools are, on the whole, less content with the job the schools are doing than are the parents of elementary pupils.

In terms of student acquisition of basic learning

skills, the parents of elementary pupils rate the schools well, but the parents of the senior high school children are quite divided on this. Negro parents rate the schools higher in this respect than do Caucasian parents.

A majority of the responding parents of children at the secondary school level did not feel the schools are doing well in providing students with skills and knowledge for employment. Negro parents gave a more favorable response than Caucasian parents.

Sixty-six percent of the 15,000 parents with children in public schools completed and returned the surveys.

Pupil Plug-In

A report of the Carnegie Commission on Higher Education predicts a technological revolution in our colleges whereby a considerable portion of instruction will be carried out by computers, television, cassettes, teaching machines, and a variety of other electronic devices. However, during the 1950's the Carnegie and Ford foundations predicted a similar revolution in our elementary and secondary schools—a revolution that failed to materialize despite federal funding for the promotion of instructional technology.

School Decentralization Problems

A report issued by the Institute for Community Studies at Queens College, Flushing, New York, criticizes the elected community school boards, which were formed two years ago under New York City's

school decentralization plan, for failing to improve the schools. Marilyn Gittell, director of the institute, has recommended that voting at community board elections be restricted to the parents of school children enrolled in each community school district.

However, a number of educators have expressed surprise that Dr. Gittell, a political science professor, would advocate that certain citizens of a community district be arbitrarily disenfranchised. They point out that the legality of such a step would be open to serious question.

The institute has served as an outspoken proponent for school decentralization, and its activities in promoting decentralization have been supported largely through grants from the Ford Foundation.

Parent Education Program in Rochester, New York

Since 1938 the Rochester, New York, public schools have conducted a Guided Observation Program in which parents work with a team of school personnel in order to gain understandings and skills to facilitate the learning capabilities of preschool and school-age children.

Currently 40 groups totaling 600 parents are enrolled in the program, which involves 28 schools. The parent groups represent a cross section of the socioeconomic-cultural diversity of city families. Each group of parents and their children is staffed by a team consisting of a nursery school teacher and a parent-education discussion leader. The program provides parents with observation-

participation experiences in a modified nursery school program, coupled with group discussion meetings.

The program is funded by the city school district, with participants contributing a registration fee of \$8 each semester for two semesters. For further information contact: Dr. Joseph Wagner, Director, Parent Education and Child Development Department, City School District, Rochester, New York 14614.

The Establishment to the Rescue

Many of the "alternative" anti-establishment schools that have been organized independently of the public schools in recent years have encountered critical financial troubles. When Harlem Prep in New York City was in danger of being unable to open its doors for the current school year, Standard Oil of New Jersey and the Coca Cola Bottling Company of New York came through with sizable donations. Standard Oil is also paying the salary for a professional fundraiser for the school.

The Million Dollar Superintendency

When the New York City Schools were decentralized two years ago, the system was divided into 31 "community" school districts, with each district under the jurisdiction of a "community" superintendent. During the current school year, each "community" superintendent's salary is \$37,000—amounting to a total of more than a million dollars for the 31 superintendents. Added to this is \$53,000 for the salary of the School Chancellor (the

central superintendent) and approximately \$27,000 in per diem payments for each of the members of the city's central board of education.

Although the school decentralization law allows a payment of \$100 to each member of the central board for every seven hours of work, leaving the impression that the board members would continue their other employment and sources of income, the board members have opted to draw their per diem payments as full-time "salaries."

Bakersfield Junior High Schools Expand Curriculum

Junior high school pupils in Bakersfield, California, have an opportunity to develop learning skills which will be useful in future occupations, leisure time, and in further learning. Vocational skills such as typing, shorthand, metal work, carpentry, and cooking; leisure skills such as crafts, knitting, and art techniques; and skills related to basic subjects such as creative writing, school newspapers, public speaking, and drama, open the doors to new skills and experiences.

A Mission at Mission High School

A career guidance program using volunteers from business and industry is in its third year of operation at Mission High School in San Francisco. The program enables students to meet individually with volunteer representatives from business and industry who are engaged in careers which match student career interests. The San Francisco Industry-Education Council, an ad hoc group, has

worked cooperatively with school authorities in establishing and administering the school's Career Center. The program is aimed at overcoming some of the major problems of inner city high schools—poor student preparation for school and career planning in the home, and the lack of vocational relevance in the curriculum.

After-School Enrichment Program

Parthenia Street Elementary School in Los Angeles started an after-school enrichment program three years ago, using volunteer talents of parents and high school students. The program began with three classes; the number has now increased to eleven. Children have the opportunity to study cooking, guitar, Polynesian dancing, baton, and drama, among other subjects.

Two six-week sessions a year are held. Parents who volunteer have an assistant if desired and a babysitter for their own children if needed. One of the outcomes of the program has been the interest shown by some parents who have not participated in school activities before. As one mother said, "I've wanted to help before, but my English isn't so good. When I saw some cooking suggested, I knew that was something I could do even if my English isn't so good."

Career Education Demonstration Program

Now under way at Du Sable High School in Chicago is a project designed to provide training in job entry skills for senior and potential drop-out students. In addition to preparation in six vocational

areas—typing, general clerical procedure, data processing, food services, offset printing, and automotive services—the program includes related instruction in grooming, human relations, and communication skills.

An important component of the project is coordination with the career education programs of elementary schools that feed into Du Sable High School. Entitled "Bridging the Gap Between High School and the World of Work," the project is being supported by the U.S. Office of Education through a one million dollar grant over a three-year period.

Career Education Program Involves Parents

In a pilot program to acquaint students with various career opportunities, a group of Juneau High School sophomores in Milwaukee, Wisconsin, recently paid on-the-job visits to parents of other Juneau students. The parents work at occupations matching the careers chosen by the students.

Mothers and fathers of students were polled last year concerning their willingness to participate in the program. The pilot group will be involved in similar programs in their junior and senior years. The objectives are to see whether they remain "turned on" to their vocational choices and whether the program would be more effective at the eleventh and twelfth grade levels.

Weather Watchers

Recently, 150 eighth graders at Point Place School in Toledo, Ohio, released balloons

as the climax to a project on weather. Return address postcards, waxed for waterproofing, were attached to the experimental balloons.

Black Studies

Many colleges and universities are now offering more courses in black studies than in some of the older academic fields. For example, The Ohio State University lists 43 courses in black studies in the 1972-73 catalog, as compared with 38 courses in anthropology.

National Center for Vocational Education

The Center for Vocational and Technical Education, located at The Ohio State University and funded by the U.S. Office of Education, conducts a variety of activities designed to strengthen the capacity of state educational systems to provide effective occupational education programs. The center sponsors an annual national leadership seminar for state directors of vocational education, conducts research, and operates as a national information system for vocational and technical education. A recent publication of the center, *What School Administrators Should Know About Vocational Education for the Disadvantaged*, may be obtained for 30 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Adult Basic Education

The National Multimedia Center for Adult Basic Education, a project funded by the

U.S. Office of Education and located at Montclair State College in New Jersey, provides adult education agencies with monthly packets containing abstracts of curricular materials. For further information write to the center at 14 Normal Avenue, Montclair State College, Upper Montclair, New Jersey 07043.

Eighth Graders Learn Hospital Lab Techniques

Eighth grade students at the Clifton T. Barkalow School in the Freehold Township School, New Jersey, are learning hospital laboratory techniques at firsthand through the cooperation of Monmouth Medical Center. Each day for two weeks, selected students who have indicated interest and/or scientific skills are bused to the center to work in the hospital lab. Under the direction of trained technicians, these young people learn the basics of blood testing and classification. At the completion of this training period, they return to their science classes to demonstrate and teach the skills they have learned.

The program also provides the students with the opportunity to learn about the broad span of career possibilities in medicine ranging from technician to doctor.

Program for School Library-Media Directors

The Graduate School of Librarianship at the University of Denver offers a one-year program at the post-master's level for prospective and practicing school library-media directors. The program combines classroom theory through tutorial and mini-courses with field

experience whereby each student conducts a survey of an actual school district. Cooperating faculty members from librarianship, education, sociology, and psychology provide direction for the case study through seminars. The program is funded by the Knapp Foundation of North Carolina. For full particulars contact: Dr. Chow Loy Tom, Graduate School of Librarianship, University of Denver, Colorado 80210.

Tutoring Program in Dallas Secondary Schools

More than 1,000 Dallas Public School students are voluntarily tutoring approximately 2,000 of their peers. The six junior high and middle schools and eight high schools involved in the program are those most affected by court-ordered desegregation. In addition, evening programs have been started to assist secondary crossover students.

Learning by Doing

At Jefferson High School in San Antonio, Texas, students in the construction trades course of the Coordinated Vocational Academic Education Program recently put up their own learning facility—a 28' by 38' semi-portable frame building.

The San Antonio district's CVAE program has pupils in math and English enrichment courses for part of the day to improve their basic skills as they relate to their trade. Each high school involved in CVAE builds the academic portion of the program around a particular occupational focus. Students also take other required and elective courses; thus they

are integrated into the regular student body.

Vocational Math

Tulsa Public Schools' mathematics program has expanded into the vocations. Being offered for the second year is "Mathematics for Vocations" for students interested in carpentry, masonry, machine trades, plumbing and pipefitting, electrical trades, auto mechanics, printing, and sheetmetal work. Sarah M. Burkhart, supervisor of secondary mathematics, termed the course "highly successful" because it is "meeting the needs of many young people."

Being offered for the first time this year is "Mathematics for Nursing and Related Occupations."

Achievement Test Results Up in Philadelphia

For the first time in five years of standardized testing, Philadelphia Public School pu-

pils have scored statistically significant achievement gains in grades 2 through 8. The gains as revealed by the 1972 tests were most dramatic in the early childhood years—grades 2, 3, and 4.

Compared with 1971, the average scores of all students tested reflect improvement in 62 percent of the test areas and are equal to 1971 in 38 percent of the test areas. In no area was there a decline in median scores.

In grade 2, where last year 55 percent of the readers scored at or below the 16th percentile nationally, 34 percent scored that low this year. Where 40 percent of second graders in 1971 tested below the 16th percentile in arithmetic, 32 percent scored that low this year.

But as Superintendent Matthew W. Costanzo, said, "We're not trying to kid anyone. Anytime you still have 30 to 40 percent of your students still scoring below the

16th percentile, you've still got a long way to go."

In kindergarten and grade 1, results showed that the majority of Philadelphia children compared favorably with national norms. The next step, says Costanzo, is to "attack the massive urban problems of poverty, mobility, and environment" that "take hold of a youngster near national norms in kindergarten and throttle his motivation and achievement as he moves through the grades."

Open Classroom Guide

A Practical Guide to the Open Classroom is a mimeographed report prepared by David N. Campbell of the University of Pittsburgh designed to provide teachers with suggestions for open classroom activities. The guide may be purchased for \$1 from The Book Center, 4000 Fifth Avenue, Pittsburgh, Pennsylvania 15213. □

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