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THE RAND Corporation, a prime contractor for military strategic research, has become increasingly involved in matters of educational policy and assessment. In 1959, RAND helped provide financial support for the Woods Hole Conference which led to the report, *The Process of Education*, by Jerome Bruner. Last year, under contract with the U.S. Office of Education, RAND issued a six-volume series of reports evaluating educational performance contracting in more than 20 school systems.

Now RAND has produced a two-volume report, *A Guide to Educational Performance Contracting*, which presents school officials with precautionary advice on major planning, management, and evaluation issues and procedures associated with the "paying-for-results technique."

Another recently released RAND report, *How Effective Is Schooling?—A Critical Review and Synthesis of Research Findings*, seeks "to assess the

current state of knowledge regarding the determinants of educational effectiveness." Based on an analysis of a body of existing research results, the report notes that "few studies maintain adequate controls over what actually goes on in the classroom as it relates to achievement," and "the data used by researchers are, at best, crude measures of what is really happening."

Although the report finds that "research has found nothing that consistently and unambiguously makes a difference in student outcomes," it goes on to conclude, "We must also emphasize that we are not saying that school does not affect students' outcomes." While the report alludes to the possibility that substantial improvement in educational outcomes might be obtained through vastly different forms of education, it concedes that with regard to such different forms as voucher systems, open schools, and performance contracting, "there is certainly the possibility that they may

be less effective than the current system." Finally, the report concludes, "There is good reason to ask whether our educational problems are, in fact, school problems."

RAND also has prepared a comprehensive bibliography on education. To order copies of these bibliographies or for information on how to obtain any of the publications mentioned, write to: Tom Cockrell, Publications Department, RAND, 1700 Main Street, Santa Monica, California 90406.

Community School Concept in Operation

Since the mid-1930's the Mott Foundation has supported the community school concept in its home community of Flint, Michigan. Whereas the traditional school operates only 1,400 hours annually, each of the more than 50 community schools of Flint operates 3,800 hours a year. In a typical year, more than 80,000 adults are enrolled in the Mott Education

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Program in Flint, with over a thousand earning high school diplomas.

Adult classes are offered not only in the standard academic and vocational fields, but in such areas as home and city beautification, music and art, recreation skills, and maternal and infant health. A lecture-discussion series focuses on American problems and world affairs.

Fees for the courses are nominal, with many courses averaging well under \$1 per class session. Scholarships are available and there are no fees for some classes such as Reading Improvement, English for Foreign Born, Braille, and undergraduate courses in the Adult High School. Special scholarships are available to persons 60 years of age or older.

Some of the other projects and programs aided by the Mott Foundation and conducted by the Flint Board of Education in cooperation with other community agencies include the Park-School Sites Project, in which 15 park-school sites are being completed to provide comprehensive recreational facilities, adjacent to schools, for use by children and adults; the Personalized Curriculum Program to prevent school dropouts; the Home-School Counselor Program to bridge the gap between home and school; and the Police-School Liaison Program, designed to prevent and reduce juvenile delinquency.

The Mott Program is guided and supervised by a community school director in each school. In most schools, he is a part-time teacher who begins his day at noon and continues through the evening hours. He works closely with the school principal and a

community council composed of community leaders.

For more detailed information concerning the Mott Program, write to: Mott Program of the Flint Board of Education, Flint Community Schools, 923 East Kearsley Street, Flint, Michigan 48502.

Secondary School for Pregnant Girls

In operation since 1968, Park School in Grand Rapids, Michigan, is designed to provide continuing education, counseling, and medical advice to pregnant teen-agers. The school program offers more than 25 courses; students are encouraged to continue in the same courses they were scheduled for in their home schools.

An attractive brochure (featuring a pregnant girl on the cover) invites the pregnant high schooler to enroll at Park as soon as she feels unable to continue at her regular school. All possible options are kept open to encourage the student to continue her education. "After the baby is born," points out the brochure, "you may want to return immediately to your home school or you may want to continue at Park School. . . . By informing your teachers of your due date prior to the time you want to leave school it will be possible for them to help you get ahead in your work."

Desire and Reality

A recent study in Grand Rapids, Michigan, indicates that elementary teachers believe individualization is most desirable in reading, followed by math, and then by social studies. The study reveals that, in actual practice, the teachers provide most individualized in-

struction in reading, followed by math, and then by social studies.

Center for Educational Studies

In Michigan, a school system and a university have been brought together to work on a variety of educational problems. The Grand Rapids Public Schools—Western Michigan University Center for Educational Studies, which is supported equally by both institutions, is based on the premise that research coordination is necessary and requires a permanent setting. The Center is administered by two half-time appointees from each system.

Course Number Guide

The Baltimore Public Schools distribute to teachers a list of course numbers used in the graduate school catalogs of 21 area colleges and universities. The purpose is to enable teachers to select acceptable courses for the Maryland Advanced Professional Certificate.

Your Future Is Now

Oklahoma City's Channel 25 television station, owned and operated by the Oklahoma City Public Schools, offers an evening instructional program for adults who wish to complete their high school education. In addition to offering the major subject areas, the equivalency program is designed to reinforce forgotten skills. For best results, however, it is recommended that the viewer have at least a seventh grade reading level.

Entitled "Your Future Is Now," the series is broadcast at 12:30 p.m., 6:30 p.m., and 8:30 p.m.

Gross Educational Product

Last year the research and evaluation department of the Minneapolis Public Schools issued 35 research publications, in contrast with only two publications in 1969.

Integration via Learning Centers

In St. Paul, Minnesota, learning centers are being used as a means for integrating de facto-segregated schools. The 64 elementary schools in St. Paul are divided into groups of six or seven schools called clusters; pupils are enrolled in the cluster and attend a home school. In the secondary program, the same principle is involved. Elementary pupils enrolled in a learning center attend that center two half-days out of every six days. Secondary school students spend two hours and fifteen minutes each day at the learning centers for nine weeks.

In each elementary cluster, five learning centers are being established: an Aesthetic Environment Learning Center, Environmental Inquiry Learning Center, Foreign Language Learning Center, Social Environment Learning Center, and Career Exploration and Development Center.

At the secondary level, three centers were established during the school year 1971-72—a Junior and Senior High Performing Arts Learning Center, a Junior High Automotive Transportation Learning Center, and a Senior High New City Learning Center (with a sociocultural, ecological focus). Now being developed are four additional junior high centers and two additional senior high centers.

Integration of the entire St. Paul school system is the goal of the Learning Centers Program. In St. Paul, a segregated school is defined as having 30 percent or more minority group students, or 30 percent or more students from low income families, or 30 percent or more of a combination of minority group students and students from low income families.

Community Resources Guide

The St. Paul Public Schools publish a guide of persons who have talents to share with the schools. The 129-page guide to local talent is intended to enrich the curriculum in all grades. Resources listed in the guide may be located in the index in three ways: by curriculum area, by topics, and by organization or individual.

Artmobile

St. Paul's "Art Gallery on Wheels" has enabled students and adults to enjoy works of art as conveniently as possible. The artmobile spends a week at each high school and is open to the community. The first exhibit featured American painting, sculpture, and photography from 1930 to 1970.

Getting Out the News

Public relations offices of school systems are faced with a continuing problem: how to get their newspaper or bulletin in the hands of parents. In Atlanta, *Your Schools* is picked up by parents (and other interested citizens) at the public library. Most school districts, however, simply distribute their publication to pupils and hope for the best. Yet in Lubbock, Texas, *News and*

Views, the weekly news tabloid of the Lubbock Public Schools, is printed and distributed by the local newspaper.

For the Record

The Public Information Office of the Lubbock, Texas, Public Schools publishes a reproduction of news clippings from the *Lubbock Avalanche—Journal* and the *West Texas Times* newspapers. The *Review* is published monthly during the regular school year and once in the summer. Sport page features are not included.

High School of Health Careers

The Houston Independent School District and the Baylor College of Medicine are planning a high school for students interested in health careers, with Baylor underwriting most of the cost. The school will open with a pilot population of 30.

String Program

Approximately 300 fifth and sixth graders in Jackson, Mississippi, are enrolled in string music classes conducted by members of the Jackson Symphony Orchestra. The program has two purposes: to give children an opportunity to develop their talents, and to train future members of the Jackson Symphony. It is a joint venture of the Jackson Public Schools and the Jackson Symphony, with a matching grant from the National Endowment for the Arts.

Pilot Program in Typing

At Boyd Elementary School in Jackson, fourth, fifth, and sixth graders are learning to type. So popular

is the program that pupils return to the typing classroom whenever they have free time during the day, keeping all 30 typewriters busy. Typing was begun with two purposes—to teach basic typing skills and improve children's language arts skills.

Seminars for High School Students

The National 4-H Club Foundation is offering a series of government seminars for high school students to be held on January 21-27, February 11-17, March 11-17, and April 29-May 5. Students reside at the National 4-H Center in Washington, D.C. Every 15 students must be accompanied by one teacher. The cost of \$80 to \$100 per person covers tuition, meals, and lodging. For information write to: Government Seminars, National 4-H Foundation, 7100 Connecticut Avenue, Washington, D.C. 20015.

4-H Clubs are now being formed in cities; the leadership recognizes new needs and is developing a program of interest to all youth—urban as well as rural.

Curriculum Development in Newark

As new curriculum materials are developed in the Newark, New Jersey, Public Schools, they are distributed to the schools for review. Those adopted become the topics for special in-service sessions for teachers conducted by curriculum committee members and the curriculum staff.

Recently completed and being reviewed are materials for aerospace education (for elementary pupils), bus safety education, drug education, and

music foundations. New committees are working on materials for aerospace education (for secondary pupils), Puerto Rican history, civics, reading, and speech—among other areas.

Teachers may volunteer for service on curriculum committees by dropping a postal card to the curriculum office indicating their interest in a specific area.

Rich Rewards and Dire Penalties

The York County Board of Education of Ontario, Canada, has initiated a campaign to gather old school records. These records not only are a rich source of historic materials for the community (such as the documents turned over to the board recently which revealed that in 1850 a teacher, Mr. Pringle Shaw, received a salary of "three shillings and ninepence currency per quarter for each scholar"), but are valuable for other purposes. For example, the board has received requests ranging from proof of age of former students to qualify for the Old Age Pension to information for a biography to be published about an individual who once taught at Edgeley School.

In response to the campaign, a large grocery box was found containing virtually every business document ever in existence for the old Kettleby School.

The York County Board has announced that "These records belong to the people of this region. Legally, they are the property of the Minister of Education and there are no doubt dire penalties for harbouring or abusing them."

Parents' Participation in Berkeley

"If you move to Berkeley, prepare to return to school—with your child." This suggestion by the Berkeley Public Schools seems well-grounded, considering the number of programs designed to bring Berkeley parents and schools closer together. Some of them are:

Weekly parent visits with principal. About 10-20 parents are invited for two-hour visits. A school tour is conducted by the principal, culminating with coffee and questions. Eventually all parents are invited.

Human relations programs. During the months preceding elementary school desegregation, parent volunteers delivered integration fact sheets to 40,000 homes in Berkeley. "Talk sessions" at school between parents and students have given both a chance to exchange feelings and concerns about school, drugs, discipline, and integration.

Parent education. Mothers continue their education at school, with young children cared for by women citizens—usually not parents—one day a week.

Parent workshops. Teachers hold workshops in mathematics and reading to show parents how to extend learning ideas into the home, what games (or projects) they can make to help children in these areas. Workshops are held during and after school, and participants number from two or three to no more than ten.

Friday morning brunches. Children invite parents and prepare the food. Learning skills are involved in planning and cooking.

Theater parties. One teacher organizes an evening at the theater for parents once a month so they can socialize. Groups usually stop for coffee and conversation after the play.

School resource volunteers. Parents and community volunteers with special abilities come to school (usually one time only) to present programs for pupils; one woman, for example, brings her spinning wheel and hand loom to demonstrate how wool becomes cloth. Currently there are about 450 volunteers in the program.

Open homes. Parents open their homes to visitors, especially from other countries, for a few days to a month.

Citizens Give Opinions

In a recent attitudinal survey of Tucson, Arizona, residents, the most frequently repeated suggestions for improving the Tucson schools were: (a) curriculum changes or improvements, (b) smaller classes, and (c) better building and equipment.

Early Education

In Phoenix, instruction in reading is begun in kindergarten. Learning to read with ease, comprehension, and speed has been set by the school district as the primary objective in Phoenix elementary schools.

Changing Goals for Changing Times

"Education and the Human Sciences" is one of the themes of the forthcoming annual meeting of the American Association for the Advancement of Science (AAAS), December 26-30, in Washington, D.C. The Association is now in the process of reformulating its goals and functions so as to give increasing attention to the uses of science and technology for solving contemporary societal problems and the

promotion of human welfare. A special AAAS conference is being planned for 1973 in which one of the topics on the agenda will be "Science for Scientists versus Science for the People."

Science Books for Children

The third edition of the AAAS Science Book List for Children includes titles of more than 1,500 selected and annotated science and mathematics books for elementary school children. The price is \$8.95, or \$7.95 for AAAS members. Order from: AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005.

Small World, Big Foundation

The Ford Foundation has provided a grant to the International Association for the Evaluation of Educational Achievement (Stockholm) to develop a five-year plan for cooperative international activities in educational assessment and curriculum development.

Purely Academic

Where record enrollments are putting a strain on the physical facilities of public institutions of higher education in the New York metropolitan area, many financially pinched private colleges and universities are attempting to attract more students through unusual newspaper ads. For example, C. W. Post College of Long Island University has run an ad in *The New York Times* listing 39 reasons for enrolling in the evening program.

Among the reasons given are: "to find a wife . . . to find a husband . . . to study history (a. black, b. white, c. red, d.

all of the above) . . . to learn how to use popular words like ecology, synergistic, and ongoing in the same sentence . . . to get out of the house once or twice a week . . . so that I can meet some effete snobs . . . because I'll learn why the chicken crossed the road."

C. W. Post College also advertises reduced tuition for husbands and wives who enroll in the same course, and tuition payments may be charged through BankAmericard and Master Charge.

In the same newspaper, Fairleigh Dickinson University has run an ad showing a romantic drawing of a young college couple strolling on the campus in the moonlight. A caption under the drawing reads: "The night life you'll never regret." Fordham and St. John's University advertise parking on campus. St. Francis College advertises a "Crash Program in Teacher Education," and an ad for Iona College declares—"Some Westchester colleges promise you a full graduate program in Secondary Education, but we're the only one around who delivers the goods."

Educational Evaluation

Evaluation Comment, a publication of the Center for the Study of Evaluation at UCLA, contains articles on theory, procedures, methodologies, and practices in educational evaluation. A recent issue was devoted to accountability. The Center is the only educational research and development center sponsored by the U.S. Office of Education that is working exclusively on problems in educational evaluation.

Subscriptions to *Evalu-*

tion Comment are available without charge to scholars, researchers, and practitioners. To be placed on the mailing list, write to: James Burry, Editor, *Evaluation Comment*, Center for the Study of Evaluation, 145 Moore Hall, University of California, Los Angeles 90024.

Research on Higher Education

The Research Reporter, a quarterly publication of the Center for Research and Development in Higher Education at the University of California, Berkeley, describes the Center's ongoing activities, projects, and research findings. Recent issues have featured articles on college student alienation and activism, and college teacher effectiveness. Subscriptions are available through: Editor, *The Research Reporter*,

Center for Research and Development in Higher Education, 2150 Shattuck Avenue, University of California, Berkeley 94704.

Scholarships in Journalism and Communications

The Journalism Scholarship Guide, containing sources and descriptions of college scholarships available to high school graduates who want to study journalism or communications, may be obtained from The Newspaper Fund, P.O. Box 300, Princeton, New Jersey 08540. The current issue of the Guide identifies available grants of more than \$2.5 million in college scholarships for 3,542 individuals.

A *Guide to College and Graduate Courses for High School Journalism Teachers* also is available upon order

from The Newspaper Fund. Last summer, The Newspaper Fund provided \$23,000 in grants to send 100 high school journalism teachers to college institutes. For details concerning the 1973 summer institutes, write to The Newspaper Fund at the aforementioned address. □

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 conducted by school districts, state education departments, colleges, and universities.

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