

LAUREL N. TANNER*
DANIEL TANNER

The report of the Governor's Commission on the Quality, Cost, and Financing of Elementary and Secondary Education in New York State has generated considerable controversy since its release last fall. The report recommends a state-financed voucher system whereby non-college bound students would attend private vocational schools beginning with the eleventh grade. Theoretically, this would be financed with no incremental costs to the public, since the private vocational schools would be reimbursed for each student according to the existing rate of per pupil expenditure in the public high schools.

However, aside from the legal issue of using public funds to support private schools, some critics have warned that the proposal would seriously weaken, if not destroy, the comprehensive high school. They also warn that by shunting a high proportion of youngsters to private vocational schools, these students would

be denied access to higher education. In the comprehensive high school, it is not unusual for vocational students to qualify for college entrance, note the critics of the report. Moreover, they point out that the segregation of vocational students from college preparatory students in grades 11 and 12 would undermine a vital democratic feature upon which the American comprehensive high school is based—to have students from all walks of life and with differing life goals studying together in the same school.

The commission also advocated that the curriculum in grades 7 through 10 be concentrated on reading, writing, and mathematics. Critics point out that such a narrow essentialist curriculum ignores adolescent interests and either eliminates many important curriculum areas or relegates them to an inferior status.

The commission also recommended that drug and sex education be made part of the

regular curriculum beginning in the primary grades. The report estimated that 45 percent of the students in grades 10 through 12 in New York City, and 20 percent of those in grades 7 through 9, are "users of some psychoactive drug." The report estimated that in suburban areas, 25 percent of junior and senior high school students are using such drugs. Another recommendation called for requiring all junior and senior high youngsters to have "proof of a recent physical examination before registration each fall until the spread of venereal disease is curbed."

The report called for an expenditure of \$1.2 billion to serve the more than 200,000 mentally, emotionally, and physically handicapped children in the state who are going untreated either at home or in school—a number almost equal to those presently receiving some form of remedial treatment. Other recommendations called for \$4.6 million

* Laurel N. Tanner, Associate Professor of Curriculum and Instruction, College of Education, Temple University, Philadelphia, Pennsylvania; and Daniel Tanner, Professor of Education, Graduate School of Education, Rutgers University, New Brunswick, New Jersey

for bilingual education for children with English-language difficulties, but only \$120,000 for a model program for gifted and talented children in 200 elementary schools having the greatest concentration of youngsters from poor families.

How To Take a Test

In Rochester, New York, a new learning packet, *How To Take a Test*, has been prepared by the school district's Division of Instruction and distributed to elementary teachers. The packet was produced on the theory that low test scores on standard achievement tests may reflect unfamiliarity with the terminology and format used in tests.

How To Take a Test includes pretests which will enable teachers to diagnose each student's needs, activities to provide experience with the vocabulary and design of tests (and make students comfortable in the testing situation), and post-tests to assess the value of the learning activities.

Scientific Reason and Religious Doctrine

The California State Board of Education has indicated its intent to require the serious treatment of creation theory to "balance" the treatment of evolution theory in all science textbooks to be considered for adoption in the state. In 1970 the board had the new *Science Framework for California Public Schools, K-12* modified to include creation theory despite the vigorous protests of the State Advisory Committee on Science Education—the body that produced the new *Science Framework*.

An editorial which ap-

peared last fall in *Science*, official journal of the American Association for the Advancement of Science, warned of the dangerous consequences to society when the state dictates the content of a science, whether on religious or political grounds. The editorial emphasized that where scientific theory is always open to change and can stand only as long as it is not contradicted by empirical data, creationism is antithetical to the spirit of science because it is not subject to empirical test and, therefore, it is not a logical component of evolution theory. While scientific theory, such as evolution theory, is perfectible or "in a process of becoming," creationism is regarded by its adherents as immutable, notes the editorial.

The editorial warns that since California purchases 10 percent of all textbooks sold in the United States, there is a danger that the California State Board's stance will become the standard for other states.

The editorial concludes that "the board's action is testimony once again that scientists have failed in their communications about science to the nonscientific public. We have taught the substance of science without communicating the approach, the methods, or the rationale of science."

Right To Read in California

California's Miller-Unruh Law provides state funds for reading specialists to work with primary teachers. The specialists help teachers in grades 1-3 develop ways of preventing reading difficulties and work with small groups who have fallen behind, at-

tempting to help them regain their confidence through the development of skills.

Parent-Child Education Program in Berkeley

Located directly across the street from Berkeley High School, the Berkeley High School Parent-Child Education Center permits parents to take regular courses leading toward a high school diploma while their infants and toddlers are receiving child care services. The parents are also required to take two courses in the project—a theory class in infant and child development, and a laboratory course in which the student works with infants and toddlers, demonstrating learning skills.

Accountability California-Style

All school districts in California are now required to write goals for pupil progress ("behavioral objectives") and develop techniques for evaluating certified staff in relation to goal attainment, according to provisions of the Stull Bill passed last year by the California legislature.

The objective of the new law is to improve instruction through accountability. However, many California educators are voicing the concern that the law will virtually force teachers to focus on those skills most easily assessed by paper-and-pencil tests and to ignore the development of appreciations, attitudes, and higher level thinking processes.

Drug Abuse Treatment Guide

About 3,500 facilities now treat drug abusers in the United States. While most are

designed for the young adult, some are mainly for the school child. In San Francisco, the school system provides a network of crash treatment facilities, each manned by a doctor and a mental health expert. The Alpha School in Brooklyn, New York, provides both treatment and education for junior and senior high drug abusers. No record is kept of their abuse when they return to their regular schools.

Teachers are often the first adults to detect drug abuse in school children. As such, they bear the responsibility of being aware of local treatment facilities. City or state health departments and medical associations usually keep rosters of qualified services.

The National Institute of Mental Health has published *National Inventory of Drug Abuse Programs 1972* which lists reliable agencies by state and may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., for \$2.75.

From Discipline-Centered to Problem-Focused Education

After having allocated hundreds of millions of dollars for promoting discipline-centered curriculum reforms in the elementary and secondary schools during the 1950's and 1960's, the National Science Foundation recently provided a small grant to the American Institute of Biological Sciences to study new directions in undergraduate education toward interdisciplinary programs focused on environmental education. The report of the study, *Environmental Education: Academia's Response*, contains descriptions of interdisciplinary

curricula at nine multipurpose universities, four new experimental colleges, and two liberal arts colleges.

The report notes that most of these interdisciplinary programs have resulted from piercing criticisms leveled at higher education for failing to gear their curricula to societal problems. In reviewing the various interdisciplinary approaches, the report stresses that "the key is not what one can learn about biology (or any other specific discipline) but rather what that discipline can bring to bear on a particular issue or problem. That is, environmental study is a problem-focused arena." The report goes on to emphasize that while biology contributes significantly to environmental education, it is no more nor less significant than the input which comes from other natural and social sciences because the science of environment is, of necessity, broadly interdisciplinary.

"While some of these programs have been operating for a number of years, most of the more comprehensive developments are of quite recent vintage, largely occurring during the past two or three years," states the report. Copies of the report are available from the American Institute of Biological Sciences, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Musicians All

The Marshall University-Community Symphony Orchestra of Huntington, West Virginia, includes senior citizens, college students, and secondary school students. The youngest member of the orchestra is Scott Thomas, a

12-year-old seventh grader who plays the drums.

Residential Outdoor Education for Fifth Graders

Over the past four years, the Lower Dauphin School District in Pennsylvania has conducted a residential outdoor education program for some 300 fifth graders during the month of May. The district rents a camp in the Appalachians, and groups of fifth graders spend a week at the camp, where they and their teachers engage in such activities as nature study, outdoor living, pond ecology, entomology, conservation, and arts and crafts.

Several weeks in advance, each student is given a resource guide containing over 90 pages of study and activity materials. Together with their teachers, the pupils work on the resource guide in preparation for their week in the Appalachians. The youngsters also spend a day at the camp with their teachers in the fall prior to their camping experience.

High school juniors serve as counselors in the camp in lieu of attending school. Each student counselor is assigned to 10 fifth graders in a cabin and assists teachers in the outdoor classes. Fifth-grade mothers serve as kitchen volunteers. The school district provides for all costs except a \$7.50 fee for each child, which covers incidentals including insurance.

Student Advisory Board

A high school student advisory board has been established in Pennsylvania to work with the State Secretary of Education on educational prob-

lems. The board, composed of 40 juniors and seniors from schools throughout the state, meets bimonthly in the state capital. These meetings are followed up in alternate months with student forums conducted at regional levels.

School Volunteers

More than 20 student volunteer aides from the Berkshire School, a private college-preparatory school, are working with 10 teachers in a tutorial project involving 260 pupils at the Sheffield Center (public) School in Sheffield, Massachusetts. Each of the volunteers averages some 90 minutes per week in tutorial activities at Sheffield. According to Daniel A. Cabral, Elementary Supervising Principal, the tutors "enjoy the chance to leave the cloistered preparatory school and perform service to the immediate community."

A second program involves 10 student volunteers from Simon's Rock Early College, each of whom spends an hour per week conducting enrichment programs for Sheffield youngsters in art, modern dance, classical guitar, and elementary French.

Yet another program involves high school students and adults in assisting classroom teachers in a variety of tasks without monetary compensation. The faculty and administration at Sheffield have prepared a manual with guidelines and suggestions for volunteers, who also meet periodically with the principal for purposes of assessing the programs and making suggestions for improvement. Cabral believes that, as a result of these programs, "a better understanding of school problems

among citizens is perpetuated to stimulate widespread support for public education."

Curriculum Theory Network

The Curriculum Theory Network was founded five years ago at the Ontario Institute for Studies in Education, in Toronto, Canada, for the purpose of stimulating the work in curriculum theory and the international exchange of information on curriculum development and design. The organization publishes a journal with the same name and has held invitational meetings in England, Sweden, the United States, and Canada to enable leading curriculum developers and researchers to advance the theory of curriculum research and development and to examine the newest trends.

For information regarding membership and subscription to the journal, write to Dr. John Herbert, Curriculum Theory Network, Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto 5, Ontario, Canada.

Innovative Teacher Education Program

The Cooperative Urban Teacher Education (CUTE) program is a 16-week urban-based student teaching program for students preparing to teach in inner city schools. Developed by the Mid-Continent Regional Laboratory in Kansas City, Missouri, the program is now in operation in 60 colleges and universities working cooperatively with 13 large urban school systems.

In addition to teaching methodology, with a strong emphasis on inquiry teaching to encourage pupil participa-

tion, the program includes two other components: mental health and sociocultural investigations, carried out within a framework of interdisciplinary seminars and field studies. Student teachers are encouraged to live in the community where they are teaching.

Findings of a three-year follow-up study of program graduates indicate that, in comparison with a group of non-CUTE graduates, a significantly greater proportion of CUTE graduates are teaching in inner city schools and plan to remain in inner city schools. Of particular interest is the finding that CUTE graduates rank higher than non-CUTE graduates in the evaluations of supervisors in inner city schools.

Attendance Power

A growing number of urban school districts report that pupil absenteeism is on the rise, making continuity in learning difficult if not impossible. The Dayton, Ohio, Public Schools have issued a new publication in response to this problem. *Attendance Power* outlines responsibilities of students, parents, and the school for pupils' regular attendance.

The student is responsible for making up work during his absence, and the school must provide an opportunity for him to do so—regardless of the reason for the absence. This change in policy follows recent court decisions which have directed schools to permit students to make up work missed.

Attendance Power emphasizes throughout that the school will attempt to solve students' attendance problems in their

incipient stages: "The earlier such behavior is recognized and treated, the better the opportunity of avoiding further frustration and failure." Referral to juvenile court for an attendance problem is used only as a last resort.

Adult Curriculum Includes Piano

In Toledo, Ohio, piano lessons are offered in adult evening classes. Organ lessons will be offered soon.

No Penalty

In the past, if a student at Omaha's Technical High School reached a point where he could not master a subject (perhaps in the last two weeks of school), he received an F. Now, students take tests at the beginning of a course and start to work at their individual levels. If they stop before completing a course, no grade is recorded on their transcripts. Instead, the student's skill level will be shown, and when he returns to class or reenters school he will be able to pick up the course at the point where he stopped.

The overriding objective of the Technical High staff, however, is to prevent discouragement at the outset by helping a student immediately when he encounters difficulty in a course.

Orientation Program for Substitutes

Recently innovated by the Duval County, Florida, school system is an orientation program for substitute teachers. Topics discussed in this year's program include: "Identity of the Substitute," "Role of the

Substitute," "Role of the School in Relation to the Substitute," and "The Substitute's Pay."

The goal of the district's personnel division is to place substitutes by subject at the high school level; for example, a person with experience in teaching mathematics would substitute in the classroom of a math teacher.

Open Meetings

Meetings of the School Board of Dade County, Florida, are about as open as they can be: they are broadcast live over Channel 2, WTHS. Film clips and other visuals during "recess" times help viewers understand what is taking place on the tube.

Nothing New Under the Sun

According to Reginald Corder, director of an Educational Testing Service (ETS) study on methods used to teach reading, most ways of teaching reading have a long history in American education. Consequently, he says, it is difficult to find any "new" reading technique not described in a 1908 survey of methods.

Community Involvement in Minneapolis

Designed to enrich the elementary curriculum, the Minneapolis Public Schools' Community Resource Volunteers Program now includes more than 1,200 volunteers who share their talents, interests, and experiences with children. (The program does not include the use of volunteer tutors or classroom aides.)

Large, loose-leaf notebooks containing information

on every volunteer available (updated each summer) are in every elementary school. Curriculum areas represented are art, health, safety, language arts, mathematics, music, science, social studies, as well as hobbies and leisure time activities. The Community Resource Volunteers office also conducts workshops to train volunteers who have time to give but no particular skills to share. These people are trained in curriculum areas where requests outnumber available volunteers.

Those interested in establishing a community volunteer program may wish to use the materials developed by the Minneapolis Public Schools. A packet, including the 100-page publication, *How To Initiate and Administer a Community Resource Volunteer Program*, may be obtained for \$5 from Miss Betty Jane Reed, Director, Community Resource Volunteers, 807 Northeast Broadway, Minneapolis, Minnesota 55413.

Profitable Project

Searching for a big and long-lasting class project, Lillian Erickson's sixth graders at Calhoun Elementary School in Minneapolis decided on a paperback bookstore. They organized "203 Bookworms, Inc.," complete with a board of directors, officers, preferred stock, and a six percent loan. To date, the loan has been paid off and a class bank account holds \$100.

"Helping Teacher" Program

Now in its third year of operation, the Helping Teacher program in Wichita, Kansas, provides a helping hand for new elementary teachers. Experienced teachers at each

grade level are appointed by the Curriculum Division to serve as resource persons for four or five teachers during their first year in the Wichita system. In addition to providing nonthreatening on-the-job assistance (helping teachers do not evaluate new teachers), the program is designed to develop a close working relationship between new teachers and the experienced staff.

The program also provides professional recognition for those teachers who are asked to help the new teachers.

Drug Abuse Reduction Program

The *DARTE Resource Guide* ("Drug Abuse Reduction Through Education") has been developed by the Wayne County, Michigan, Intermediate School District for use by teachers in drug education programs. DARTE is funded by the Michigan Department of Education, the Michigan Commission on Law Enforcement, and the Governor's Office of Drug Abuse. In addition to developing resource guides and

curriculum materials, DARTE conducts teacher workshops and organizes community-school drug abuse programs. For further information, write to DARTE, Wayne County Intermediate School District, 1610 Kales Building, Detroit, Michigan 48226.

Adult School

The Tenafly, New Jersey, Adult School for Continuing Education is open to all residents—including high school pupils. Some offerings are available tuition-free to anyone wishing to enroll. Other courses are offered at no charge or reduced tuition for senior citizens or high schoolers. Both daytime and evening courses are scheduled.

Included among the 100 courses offered in the fall of 1972 were such titles as Private Pilot Ground Training, Defensive Driving, Self-Defense for Men and Women, Space-Age Astronomy, Welding (Artistic and Practical), and English for New American.

Round-the-Clock School News

Citizens can now get 24-hour-a-day telephone news service from the Montgomery County, Maryland, Public Schools via telephone.

The recorded news messages give the latest information about school programs, board of education meetings (including a report on important actions after each meeting ends), emergency closing of schools, and other important school events.

The telephone news service was initiated in 1971, but was previously available only from 5:30 p.m. to 8 a.m.

Academic Freedom and Tenure

Last year, the Committee on Academic Freedom and Tenure of the American Association of University Professors assisted a record total of 1,139 professors in complaint cases adjudged by the committee to involve possible violations of AAUP standards—an increase of 29 percent over the previous year. □

Index to Advertisers

Appleton-Century-Crofts	374	Mail Order Mart	360
The Continental Press, Inc.	364	March of Dimes	388
Ginn & Company	354	Mosby Times-Mirror	362
Harcourt Brace Jovanovich	366-67, 386	Prentice-Hall, Inc.	380-81
D. C. Heath & Company	348	Rand McNally & Company	376
Houghton Mifflin Company	4th Cover	Science Research Associates	358-59, 384
McGraw-Hill Book Company	382	Scott Foresman and Company	346
McKnight Publishing Company	368	Walker & Company	356

Copyright © 1973 by the Association for Supervision and Curriculum Development. All rights reserved.