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IN *The Community School and Its Administration*, the newsletter of the National Community School Education Association, Professor Clyde M. Campbell of Michigan State University disputes some of the major findings of the widely publicized study by Christopher Jencks and his associates at the Harvard Center for Educational Policy Research. In response to the study's conclusion that the schools cannot have a significant effect on equalizing economic opportunity, Campbell responds as follows:

Educators have never said that they could give everyone economic equality through education. One essential goal has been to give young people skills so that they can become employable . . . so that they can pull their own weight in society in whatever field they choose to work. Few, if any, educators have ever suggested that success or failure depends upon how much money young people will make later in life. Many young people choose to enter professions where

the financial income is usually low, yet the intellectual standards high—the ministry, teaching, journalism—to mention a few.

Campbell goes on to criticize the Jencks study for starting from the premise that the schools will never improve upon past practice. "Making generalizations from what *has been* instead of what *is* or what *might be* is where educators would differ from such research scholars," notes Campbell.

Adolescent Suicides

The suicide rate for 10- to 19-year-old males has more than tripled in Los Angeles County over the latest five-year period studied, while the rate for girls has increased 13-fold, according to an item in the *Drug Abuse News for Educators*, published by the National Institute of Mental Health. The item cites Dr. Michael Peck of the Suicide Prevention Center of Los Angeles, who attributes the sharp increase in suicides among adolescents

to growing drug abuses. According to Dr. Peck, "young blacks and Chicanos seem especially susceptible to suicide."

Educational Migration

According to a survey by the nation's largest on-site housing builder, better schools are the main reason Americans are leaving inner cities for the suburbs. Charles Rutenberg, president of the U.S. Home Corporation, said that 71 percent of those surveyed listed better schools as "absolutely essential."

"Law and Society" Project in Boston

"Law and Society: A Developmental Approach" is a new pilot program launched this school year at the Jamaica Plains High School of the Boston Public Schools. The program is designed to make the study of law and its moral implications more relevant to the lives of teen-agers. The pro-

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gram, which centers around a new high school course, utilizes case studies, mock trials, role playing, simulation games, field trips, resource persons, and a variety of audio-visual materials. The curriculum is based upon the "developmental approach to moral education," developed by Dr. Lawrence Kohlberg of Harvard University's School of Education. An intensive evaluation of the program is being made by assessing its impact on the "stages of moral development" of students who have completed the course.

Dr. William J. Leary, the newly-elected Superintendent of the Boston Public Schools, who led the way to the establishment of the program, regards it as "a major step in advancing the concept of preventative legal education for secondary school students."

Loss of Trust

At its recent annual meeting in San Jose, the California Educational Research Association (CERA) was addressed by Assemblyman John Vasconcellos, a member of the Joint Committee on Educational Goals and Evaluation of the California Legislature. Vasconcellos said that the mounting emphasis on accountability, testing, and measurement indicates a lack of trust in educators by the consumer.

"The issue," said the Assemblyman, "is confidence and trust versus accountability and measurement. The real problem is the former, yet educators have picked up on the latter." Vasconcellos told CERA members that the number one priority for educational researchers should be to find the reason for the trust breakdown, rather than to develop

more precise techniques for measurement.

Alternative

All primary and elementary schools in Pasadena, California, now offer alternative settings for learning. Parents who want their children to be in self-contained classrooms find that kind of classroom available. Those who feel their youngsters need an ungraded situation can choose that kind of program for them.

Children's Centers in Thirtieth Year

Which San Diego City Schools have the longest school day, the longest school year, and the fewest holidays in the district? The Children's Centers operated by the San Diego Schools are a year-round operation (except for Christmas, New Year's, Thanksgiving, and July 4) with a 12-hour day (from 6 a.m. to 6 p.m.). They provide instruction and supervision for children from age two through sixth grade whose mothers must work to help support their families.

The program was begun during World War II to care for children whose mothers were employed in war-related industries. At that time it was funded by the federal government under the Lanham Act. Federal support for nursery schools ended with the war and most states closed their child care centers. Not so in California.

While the state picks up most of the tab, the program is also supported by parent fees on a sliding statewide scale and federal monies for certain categories of children. Although local districts administer the program, they con-

tribute only to the retirement fund of employees.

Each center is administered by a head teacher and staffed with teachers who possess an elementary credential. The goals of the instructional program are both cognitive and social: to help children become more successful in the regular school program and develop good social skills and attitudes.

San Diego City Schools operate 16 centers on or near elementary school sites. Peak enrollment during 1971-72 was 1,357 children, divided almost evenly between preschoolers and elementary schoolers. More than 20,000 children are enrolled in the statewide program.

Present income limits are \$510 per month for one parent with one child and \$695 per month for two parents with one child plus \$84 per month for each additional child.

Ecology Mobile

The Ecology Mobile is a specially equipped van which will provide lessons in conservation for more than 60,000 public school pupils in Connecticut during the current school year. Sponsored by the Connecticut Audubon Society with financial aid from several Rotary Clubs, the Ecology Mobile is equipped for demonstrations, including a variety of animals. An Audubon staff member, Mrs. Jean Francis, is in charge of the program and travels around the state in the Ecology Mobile. Last fall, when the mobile van visited the Ridgebury Elementary School along with Snuffles the skunk, the children petted and admired Snuffles and concluded that his fur looks much better on him than on some lady.

Idea Exchange

The coffee pot is on. The door is open to all Hartford, Connecticut, elementary teachers from kindergarten through grade 6. Hartford's Teacher Interactive Learning Center, located at Chauncey Harris School, provides teachers with an opportunity to share ideas that work in the classroom.

"Teachers work here on their own terms . . . decide what they want . . . and take part on a wholly volunteer basis," says Helen DiCorleto, head of the center, who is a former Hartford teacher and director of elementary instruction.

The center is open on school days until 4:30 p.m., Saturday mornings, and two evenings. Now being planned are such ideas as these: creating instructional tools, elementary science work session, exchange night (bring an idea and take away an idea), arts and crafts, creative dramatics, and using media in the classroom.

Students Request Self-Improvement Course

Posture, makeup and skin care, hair care and styling, etiquette, and fashion are being taken up in a five-week minicourse offered at Rule High School in Knoxville, Tennessee.

The self-improvement course was designed at the suggestion of students who are members of Rule's curriculum committee.

Program for Gifted Children

To encourage the development and improvement of educational programs for gifted pupils, the State of Illinois,

through the Illinois Department of Program Development for Gifted Children, provides reimbursement for programs for the gifted to individual school districts. Programs can be developed in three broad areas: in-service education, pupil programs, and pupil services.

College Selection via Computer

This year, high school students in Wayne, New Jersey, are searching for the "college of their choice" via computer. The new tool for guidance counselors is a service of the Instructional Computing Cooperative (ICC), a cost-sharing, interdistrict consortium centered in Wayne. The College Selection System permits the student to enter data concerning his own background and interests, geographical preference, the tuition he is prepared to pay, class rank, college entrance board scores, and program of study desired. In return the student receives lists of colleges that fit.

A guidance counselor is available to the student and his parents during evening hours. The counselor helps the family get maximum benefits from the data bank, and follow-up procedures are established.

Interdisciplinary Ph.D. Program

Whereas the Ph.D. has come to be regarded as a highly specialized degree representing advanced academic study concentrated within a single discipline or professional field, a new interdisciplinary, problem-focused Ph.D. option has been developed by the graduate and professional fac-

ulties in most of the social sciences and related professional schools at Rutgers University. The option enables students to pursue no more than half of their graduate work in a given discipline while taking the rest of their studies in other disciplines or professional fields germane to the problem with which the student is concerned.

Each student's interdisciplinary program is guided by a special committee of faculty representing the relevant disciplines and professional fields. Under the plan, students' programs have focused on such problems as overpopulation, health systems, man-environment relationships, intergroup conflict, educational systems, cities as complex systems, and poverty. The disciplines and professional schools participating in this option are: anthropology, education, geography, library service, political science, psychology, social work, sociology, and urban planning.

Remedial Reading Project

The El Paso, Texas, Remedial Reading Laboratory Project, financed under Title I for economically and educationally disadvantaged students, was designated by the U.S. Office of Education as one of five "Right To Read" model programs from among 1,200 programs in the nation. The project includes 29 laboratories serving 1,700 students in grades 4 through 12.

Through a Title III TREND grant, the project conducts an in-service training program for 150 elementary teachers on diagnostic-prescriptive techniques applicable in the regular classroom. During the current school year, nine two-day tours and semi-

nar sessions are being conducted to acquaint interested teachers and administrators with the project.

Incentive Program for Dropouts

Out-of-school youth in Fort Worth, Texas, are being encouraged to continue their secondary education while holding down a job. Attendance of 10 hours per week enables the student who has dropped out of school to earn up to four high school elective credits in a two-year period. Class schedules are arranged to fit students' working hours.

It is hoped that the credit offered will provide the incentive for students to return to school and graduate.

Students Say They Could Have Learned More

Although 57 percent of 12,722 eleventh graders surveyed in an American Institute for Research study believe that school courses are meeting their needs well, 43 percent indicated that they had learned only 10 to 50 percent as much during the year as they could have with "the best methods." Only 12 percent thought they had learned 90 percent as much as they could have.

Gallup Poll

What is the number one problem facing the schools? According to the latest Gallup poll it is "lack of discipline." Other major problems were, in order: lack of financial support, integration, difficulty in obtaining good teachers, and overcrowded classes and schools.

Confirmed by the poll is

the growing resistance to raising taxes to finance schools, with 56 percent opposed. Top priority programs for the schools were "teaching the three R's" for elementary schools and "teaching respect for law and authority" for secondary schools. "Teaching students how to solve problems and think for themselves" placed second for both levels.

Effects of Marijuana

A study conducted by researchers at the University of Kentucky Medical Center and the Indiana University School of Medicine found that marijuana-intoxicated subjects tended to have difficulty in recalling narrative material. When asked to retell a story, they often forgot how the elements of the story fitted together and tended to introduce unrelated emotional material which radically distorted the sense of the story.

Career Fair

Plans are afoot for the fifth annual Career Fair for urban and suburban Minneapolis ninth graders. Last year's fair, held at the Minneapolis Convention Center, drew 6,500 students. During this career exploration experience, ninth graders talked with exhibitors about needed training, watched demonstrations, manipulated equipment, were given career literature, and were encouraged to continue their education toward a meaningful goal. More than 200 personnel manned 50 booths and made information available in such fields as health, education, electronics, business, printing, food preparation, and construction.

New Early Childhood Program

A state-supported kindergarten program is now under way at Clear Creek Elementary School in Charlotte-Mecklenburg, North Carolina. The program is organized on a K-1 basis (kindergarten-first grade), in accord with the concepts of continuous progress and multiage grouping for children in the early years of their school life.

The K-1 classroom at Clear Creek is organized into learning centers: language arts, social studies, mathematics, science, creative arts, blocks, home living, woodworking, outdoor area, and library media center. Children move freely from center to center. As they change activities they meet different groups of children, learn to work and talk with others, meet problems and solve them, grow in confidence and self-respect.

Kindergarten classes in Charlotte-Mecklenburg reflect the fundamental objective of early childhood education: for each child to develop a positive and sustaining image of himself and others.

On Tour

Drama students at Kilmer Intermediate School in Fairfax County, Virginia, have developed two productions with which they are touring elementary feeder schools. The first program, geared for grades K-4, includes a Hansel and Gretel marionette show and a Winnie the Pooh play. All dialogue is improvised and costumes, props, puppets, stage, and scenery were made by pupils in the drama class.

The second production for fifth and sixth grades

dramatizes a historical event—Salem witchcraft trials—integrating classroom students into the dramatization. Although a basic structure exists, each presentation differs from the other in accord with participants' imaginations. An informal discussion follows the dramatization. Thus it is important that the "theater troop" be well apprised of the historical facts.

According to Jean Dance, teacher of creative drama at Kilmer, this idea should prove useful for any teacher within his or her own classroom.

Dropouts Come Back

This year, "Operation Comeback," the Dayton, Ohio, Schools' annual return-to-school drive, reenrolled 278 dropouts, the highest number in the program's five-year history. Dropouts were contacted via letter, telephone, and home visit by school counselors to encourage them to return to school. But perhaps the most successful method was taped interviews with previous dropouts who had reenrolled and remained to graduate.

Dayton Schools Expand Vocational Curriculum

In 1969 students attending Dayton secondary schools could choose from 47 vocational classes. This year they may choose from 165 vocational course offerings.

Night People

In September 1970, the Las Vegas, Nevada, Urban High School began its first year of operation, offering a full-time comprehensive high school program at night. The 1971 graduating class totaled

85 students, 40 boys and 45 girls. In 1972 there were 115 graduating seniors.

Students who enroll at Urban have the opportunity to attend school from 4:30 to 10 p.m. Classes are one hour long except on Friday night, when the student has two of his five classes scheduled for one and a half hours each, from 4:30 to 7:30 p.m. These Friday sessions include special activities such as field trips, speakers, and discussion groups. Also on Friday from 2:30 to 4:30 p.m., special counseling and student assistant programs are scheduled.

Students have a choice of a full curriculum of academic subjects, fine arts, physical education, and vocational preparation. The school has a work training program. Credit may be given for job experience when the student has registered for the program, is supervised on the job, and takes a related class.

A variety of reasons are given by students who enroll at Urban High. While most have jobs, others claim they are "night people" and function better late in the day. Any reason for attending is acceptable; the school is available to any high school student in the Clark County School District. Classes are held on the Las Vegas High School campus.

Field Trip Guide

Las Vegas teachers have a comprehensive *Field Trip Index* as an aid in planning meaningful activities for students away from school.

Prepared by the Clark County School District Office of Media Services, the index lists everything from agriculture to weather stations, and

its 73 pages point to over 400 places where children can learn outside the walls of their classroom.

When Children Move

Changing schools can be a traumatic experience for a child and should be planned carefully, points out a new booklet, *When Children Move from School to School*. Millions of children are uprooted annually from known neighborhoods and schools to unknown ones. How such moves are made and the extent the children are considered in the planning determine the way they will adjust, says the 40-page pamphlet, which may be obtained for \$1.50 from the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Year-Round Schools

Among the school systems reporting year-round education projects are Jefferson County, Colorado; Duval County, Florida; Las Vegas, Nevada; and Richmond, Virginia. Mentioned by Jefferson County, Las Vegas, and Richmond as a key advantage of year-round programs is greater utilization of school facilities. Las Vegas points out that building new schools would be postponed since the capacity of existing schools would be increased by one-fourth.

While more efficient use of school buildings is a major reason for year-round programs, increased flexibility in curriculum design, recognition of individual differences, and (in Richmond) "a logical extension of the continuous pupil progress approach" are also given as reasons. Indeed,

Richmond states that "the purpose in pursuing this project is that we think it would improve instructional programs."

The Duval County Schools are working with the University of Florida to develop plans for a 200-day school year composed of four quarters of 50 days each. This is a feasibility study financed by the state and does not obligate the district to operate schools on a 200-day basis. Richmond's year-round project is also a feasibility study financed with a state grant. Jefferson County and Las Vegas, on the other hand, are launching year-round school pilot programs.

Inequality of Educational Expenditure

Although considerable attention has been given to disparities in educational expenditures among school districts in recent years, a New York City study reveals that

great disparities in expenditures exist within that city's school districts. For example, it was found that during 1969-70, per pupil expenditures amounted to \$1,677 in the Bedford-Stuyvesant section of Brooklyn as compared with only \$544 in the Corona-Elmhurst section of Queens.

Black Solidarity

In observance of the fourth annual Black Solidarity Day last November 7, blacks were asked by the chairman of the event, Carlos Russell, Dean of the School of Contemporary Studies at Brooklyn College, to "refrain from going to work and to school." However, since its inception, Black Solidarity Day has not resulted in any significant rate of absenteeism among black workers, whereas it has kept black youngsters out of school in predominantly black areas of New York City. In the Ocean Hill-Brownsville

section of Brooklyn, with a predominantly black and Puerto Rican school enrollment, only some 1,500 of the district's 22,000 pupils attended classes on Black Solidarity Day. On the other hand, New York City's Transit Authority with 49,000 workers, half of whom are nonwhite, reported no unusual absenteeism.

This year only 600 persons attended the Black Solidarity Day rally in New York City, as compared with an attendance of over 10,000 a year ago.

Mini-Schools

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