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THE American Library Association's *Newsletter on Intellectual Freedom* features items on the censorship of books and other curricular materials in schools as reported by various newspapers throughout the nation. Some of the censorship actions during last spring semester included the removal of *Catcher in the Rye*, *Of Mice and Men*, *Andersonville*, and *The Learning Tree* from the Buncombe County High School (Asheville, North Carolina) library after a board member, Mrs. Edna Roberts, found these books "objectionable" and sent a check to the school principal to cover the cost of the books.

In Hartford, Connecticut, Griswold High School principal Norman Gileau ordered the removal of a chapter on human reproduction from the physiology textbook, *Structure and Function in Man*. School superintendent Joseph Lojko supported the action, declaring that it was done to protect the students from "subject matter beyond their sensibilities." According to the *Hartford Courant* newspaper, the censorship action was taken without consulting the school board, faculty, students, or

parents. Biology teacher Lucille Lupinacci was quoted as describing the textbook as the best high school physiology book available.

In Lisbon, Connecticut, school superintendent Laurent Bouley ordered *Newsweek* magazine removed from the school library and had the subscription canceled as a result of the magazine's illustrated review of the film *Last Tango in Paris*. Superintendent Bouley ruled that the magazine was unfit for children.

The Saucon Valley School Board of Hellertown, Pennsylvania, banned from school library shelves an issue of *Time* magazine containing a cover story of *Last Tango in Paris*.

An Audubon Society film about wolves was banned by Broward County school officials, Fort Lauderdale, Florida, after a parent complained that the film contained scenes of wolves mating and giving birth. School officials said that the program on wildlife preservation will be continued, but with "less controversial" material.

At a meeting of the board of education of the Parkway-Stokes school district in St.

Louis, more than 20 adults demanded that such "objectionable" books as *Catcher in the Rye*, *Catch-22*, and *Lord of the Flies* be banned from the curriculum. Board president George Clarkson replied that the board was not going to get involved in the business of banning books. "Selection of materials is a function of our professional staff. We have full confidence in the staff's selection process," he said.

Over "The Rainbow"

The use of a D. H. Lawrence novel, *The Rainbow*, for a twelfth grade class of advanced study pupils last spring semester caused some controversy at a meeting of the York County (Ontario, Canada) Board of Education. A faculty curriculum committee had approved the book on the grounds that "a study of this novel by a highly sensitive and mature senior class along with a cautious and perceptive instructor might result in a valuable literary experience for all participants."

One of the board members argued that the novel be withheld. "There are plenty of other good books they can

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read to get the same educational benefit," he said.

Another board member stated that its members "were not qualified to pass judgment on English books any more than they were qualified to judge the shorthand text." He added, "If I were a professional and sensitive to what my class wanted, to have a group like this pass on my professional discretion would be intolerable." He proceeded to point out that during the course of a school year, the board would have to act on some 250 books. "No one intends that we read these books and put ourselves up against the professional opinion of our teachers," he concluded.

After an assistant superintendent explained that the curriculum committee's report on the book in question had been made originally not to the board, but to the teacher who had requested the use of the book, objections were withdrawn and *The Rainbow* was approved unanimously.

Book-Burning American Style

One of the culminating activities of student activists at the University of Michigan toward the end of last spring semester was a public burning of a gynecology textbook and other medical books adjudged by the students to be "sexist." The student newspaper condemned the book-burning as reminiscent of the practices of Hitler's Nazis.

How To Succeed in College

In recent years, an increasing number of college students have been buying ghost-written term papers from mail-order outfits. The papers are submitted as the students'

own work to unwitting professors, mainly in social science and humanities courses. Last summer, a U.S. District Court ordered four Massachusetts term-paper companies to cease using the mails. The companies are International Term Papers, Inc., Champion Term Papers, Term Papers Unlimited, and Academic Research Group. The court also ordered the confiscation of all mail related to term paper sales of these companies.

Education Leads in Graduate Enrollment Gains

A survey of graduate school enrollment during the past academic year by Educational Testing Service found a total enrollment gain of two percent over the previous year. Education showed the highest gain of any field, with an increase of 5.7 percent. All of the major fields except the physical sciences and engineering showed enrollment gains, despite an eight percent decline in the number of fellowships or traineeships.

New Illiteracy?

Most colleges and universities are now offering courses in film, with more than 50 of these institutions having degree programs ranging from the Associate in Arts degree to the Ph.D. Today's college students often are referred to as "the film generation."

In last spring's issue of *Humanities*, a publication of the National Endowment for the Humanities, a Williams College (Massachusetts) professor, Charles T. Samuels, who teaches classes in film, warns that "student enthusiasm for film, and the

academy's indiscriminately enthusiastic response to it, pose a genuine threat to American education." Samuels points out that, "I have noticed an emotional abandonment of books among my best students. . . . It is obvious that for them, film serves the same function that novels did for my college generation of the fifties." Samuels sees many films being studied as art when they really are "trash." According to Samuels, "The barbarians are within the gates—and my colleagues are the ones who let them in."

Cognitive Deficits

The psychologist Kenneth B. Clark has repeatedly blamed the schools for contributing to the cumulative academic retardation of blacks and a widening achievement gap between blacks and whites from the first grade through high school. However, in the recently published *Proceedings* of the 33rd Invitational Conference on Testing Problems, sponsored by Educational Testing Service, Lloyd G. Humphreys of the University of Illinois points out that the commonly believed premise that achievement deficits for black youngsters in comparison to white youngsters increase as they advance in school is not true.

According to Humphreys, "The mean difference between blacks and whites in this country in standard score units is about the same in the first grade as in the twelfth." Humphreys goes on to note that, "Although the primary problem is slow learning in the schools, and elsewhere, the primary causes for this do not appear to reside in the

schools. This is clearly true for black children on whom we have the most and best data."

Although Humphreys sees hope in overcoming cognitive deficits through radically new curricula and improved instructional techniques, he declares that, "A change from conventional schools to the so-called free schools, however, would further depress already depressed academic performance. . . . I have only a little data specific to these schools, but they do violate almost everything we know about learning."

National Convention on Core Curriculum

The 21st annual convention of the National Association for Core Curriculum will be held in Prince George's County, Maryland, October 15-20, 1973. For information contact Maurice C. Erly, Prince George's County Public Schools, Upper Marlboro, Maryland 20870.

Illegal-Alien Children

Last summer it was reported at a meeting of the New York City Council that 65,000 illegal aliens were attending the city's public schools at a cost of \$78 million a year. The chairman of the board of education stated that the schools should not be put in the position of handling the problem of illegal aliens by punishing the children, nor should it do the work of federal agencies in combating the illegal-alien problem.

Responding to the problem, an editorial in *The New York Times* opined, "Even if the sole consideration were

expense, it is questionable whether educating these children is as costly as suggested. . . . Since these youngsters are included in the daily attendance records, they may actually help to stabilize the state aid total which has long been endangered by the high rate of truancy."

Community School

The Estacada Community School in Estacada, Oregon, established three years ago, has enrolled approximately half of the total population of 7,500 people who reside in the 700 square-mile area served by the school district. The Estacada Community School offers a wide range of courses and activities including a high school completion program, confidential health counseling services by the county health office, a senior citizens program, and college-level extension studies.

Parents enrolled in evening classes in the community school can enroll their children in a child care center which is operated by high school students who, in turn, are enrolled in a child care class during the regular school day.

The idea for establishing the Estacada Community School came about when public school superintendent Jack Liles and high school teacher Bob Ellis, who is now the school director, viewed a film produced by the Mott Foundation of Flint, Michigan.

A network of community school regional offices has been formed by the Mott Foundation to assist in establishing new programs. For a list of these offices and their directors, write to: Mott Institute for Community Improvement,

517 Erickson Hall, Michigan State University, East Lansing, Michigan 48823.

The City-as-School

Beginning last spring semester a new alternative high school program called City-as-School was established by the New York City Board of Education with an enrollment of 100 juniors and seniors under the supervision of four teachers and a guidance counselor.

Students enrolled in the City-as-School program can choose from several hundred learning experiences listed in a catalog and conducted in cooperation with such community agencies as Brooklyn College, Brooklyn Polytechnic Institute, Lincoln Center for the Performing Arts, Center for Inter-American Relations, China Institute, the Asian Society, the Metropolitan Museum of Art, New York City Department of Consumer Affairs, Federal Trade Commission, Equity Library Theatre, and Greenpoint Hospital.

Extra-Class Activities

An anonymous questionnaire survey of the 930-member student body at Matawan Regional High School (New Jersey) found that 53 percent of the students admitted to having shoplifted goods in neighborhood stores. For boys the figure was 61 percent, whereas 45 percent of the girls admitted to the practice.

The survey was made late last spring semester as part of a joint consumer education project undertaken by student members of the school's Distributive Education Club in conjunction with the New Jersey Retail Merchants

Association. Surveys at other New Jersey high schools revealed similar findings. The survey also found that the boys committed their first shoplifting act at age 9, while the girls began at age 10.

Minorities in Science

Although Spanish-speaking Americans are the second largest minority group in the United States, the American Association for the Advancement of Science reports that there are only 60 Spanish surnamed Ph.D.'s in the fields of biology, physics, mathematics, and chemistry.

Requiem and Kudos

The Commission on Undergraduate Education in the Biological Sciences (CUEBS), established in 1963 through funds from the National Science Foundation with the mandate to plan, evaluate, and coordinate activities for the improvement of undergraduate biology curricula, has brought its activities to a close with a 28-page history and final report.

One of the projects of CUEBS was to identify common elements of curricular content in the first course in biology deemed central to understanding biology. The project was undertaken at selected universities adjudged to have excellent biology programs. However, it was discovered that only seven percent of the curricular content was shared in common among these universities. (At that time, curriculum reform in the lower schools was in hot pursuit of something called the "structure of the disciplines.")

A subsequent study by

CUEBS of the context of biological education led to the conclusion that, "In most biology departments, decisions on curricular matters are made primarily on the basis of personal opinion. All too often they contain a number of highly dubious assumptions about the needs of students or the nature of the learning process."

For further information, write to: CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Urban Educational Laboratory

The Boston Public Schools operate a K-12 model subsystem in three buildings: the Trotter Elementary School, the Lewis Middle School, and the Copley Square High School. The subsystem functions as an urban laboratory which can test new principles, methods, and materials. The program is also designed to be a change agent so that ideas which are evaluated positively can be adopted by other interested schools.

While each level of the subsystem is geared to the special needs of children at that level, there are several common features such as emphasis on the inductive discovery approach to learning, an attempt to break down the barriers between subjects, small group instruction directed toward self-impelled, independent learning, and the use of community resources to make the program relevant to the life of the children.

The Trotter school was launched in 1969 as a "magnet" school to offer quality education that would help to bring racial balance to the inner city. The experiment

has been successful as indicated by waiting lists from the black neighborhood surrounding Trotter and from the white neighborhoods in other parts of the city and in Boston's suburbs.

Approximately 1,600 pupils are enrolled in the Model Demonstration Subsystem.

Resource Guide for Reading Teachers

Just off the press is a comprehensive annotated bibliography of books and materials for teaching phonics, sight words, context clues, and dictionary use. Included in the 55-page publication are such categories as reading games and activities, drill materials, kits, films, word analysis programs, flannel and peg board materials, word wheels, phonic readers, and workbooks. Especially useful is an appendix with the names and addresses of publishers and producers. Published jointly by Kansas State University's College of Education and the Kansas Council of the International Reading Association, *Resources for Teaching Word Identification* may be obtained for \$1 from Professor Leo Schell, College of Education, Kansas State University, Manhattan, Kansas 66506.

Opinion Survey

Montgomery County (Maryland) residents believe the top priority for schools is teaching reading, and most (72 percent) think their schools are doing a good job of it, according to a recent survey. Among goals classified as skills, listening and speaking, mathematics, and writing followed reading as the most

important. Health education was ranked as the most important subject, followed by science, social studies, vocational, and business education.

Those citizens who are older, who have more than two years of college, and who have an income of more than \$25,000 tended to be more critical of the schools' achievement of educational goals. The most critical was the 40 to 49 age group.

Bachelor Living: Survival and Then Some

While most high school boys would not be caught dead in a home economics class, if it is called "Bachelor Living," and tailored to their tastes and needs, there is a long waiting list to get in.

This is the case at Robert E. Peary High School in Montgomery County (Maryland); five Bachelor Living classes do not begin to meet the demand. The course is geared to the student who wants eventually to live away from his home and family and do more than just survive. It teaches him the basics of nutrition and food preparation, wardrobe planning and clothing care, consumer education, and apartment living.

The consumer education segment of the course includes such matters as buying a car, buying on credit, renting or leasing an apartment, what they can expect in the way of maintenance and services in an apartment, and what kind of furniture a young bachelor could afford for an apartment.

In addition to cooking, the boys research recipes, plan meals, and learn how to budget, write a check, and balance a checking account.

Curriculum Bulletin from Oregon

The Oregon ASCD publishes four monographs a year dealing with curriculum research, theory, and practice. Each issue is devoted to a single topic, usually by single authorship. The *Oregon ASCD Curriculum Bulletin* is available on a subscription basis of \$5 per calendar year.

For information, write to: Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308.

Curriculum Materials Sought

University Microfilms is seeking curriculum materials developed by individual schools for inclusion in its Curriculum Materials Clearinghouse. When permissible, royalties will be paid for the materials. To submit materials, contact the Curriculum Materials Clearinghouse, University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Evaluation Precedes Innovation in Fort Worth

In Fort Worth, Texas, proposed innovations are classroom tested before they become implemented in the district as a whole. Pilot programs test new content in subject matter, new equipment, new methods of teaching, new groupings of pupils, and even new books. If the pilot effort is successful, steps are taken to extend the program across the city.

Among the new programs resulting from successful pilot projects are: (a) the multiple adoption of basal readers for primary grade children (enabling teachers to select a book that interests the individual child), (b) a bilingual

program for sixth and seventh grade Mexican American pupils in reading and social studies, and (c) an independent study program in mathematics for high school students.

Home-School Communication on Tape

Two-way communication on tape between parents and teachers is an essential part of a preschool program for hearing-impaired three- to five-year-olds at Nebraska School in Milwaukee, Wisconsin. Tape cassettes are recorded and exchanged daily by the parents and teachers.

The teachers record what learning activities the children were involved in and suggest to parents what they can do at home to reinforce these activities. The cassettes are sent home with the children. After listening to the tapes and following the teachers' suggestions, the parents record the results for the teachers and return the cassettes to school with their children.

The taped interaction between home and school is particularly valuable since small deaf children need more concentrated help to develop the speech and language skills necessary to communicate effectively with parents and teachers.

Anti-Vandalism Program in Louisville

The Louisville, Kentucky, Public Schools' campaign against vandalism is apparently paying off; there has been a sharp decline in vandalism in schools with beautification and anti-vandalism projects. This year successful schools will receive from the school district half of their reduced

vandalism costs to spend in any manner they see fit. It is hoped that the extra funds will serve as incentive for each school to make its program work and to use the savings in vandalism costs for positive expenditures that will help children learn.

Pupils Tutor Fellow Pupils

The Ford Foundation has granted \$150,000 to the Los Angeles Public Schools for film documentation of a project in which pupils tutor other children. The films will be made available to other school districts.

"Banking" College Credit

High school students in Seattle can "bank" advanced credits with Seattle Community College by successfully completing college courses in their special fields of interest. The six-year-old program, designed to provide vocational instruction in areas where equipment or facilities are not available at the high school level, includes trade and industry occupations, food management, and medical and

paramedical fields. Students receive both high school and college credit for completion of the work.

Japanese-American Heritage Program

Now in its third year is a Japanese-American Cultural Heritage program in Seattle elementary schools. Among the goals of the program are to encourage Japanese-American children to develop pride in their heritage and to help others appreciate the richness of the various cultures which are part of our society.

Classes are conducted in small groups (six or seven) by University of Washington students (nearly all of them Asian), who receive credit for working in the programs. Maximum use is made of Seattle's Japanese-American community. Typical events might be a demonstration of judo, a visit to international-sector stores or churches, learning to eat with chopsticks, observing Japanese holidays, and singing to the accompaniment of a koto.

The program involves grades 1 through 6, with classes continuing for an en-

tire semester. Classes are kept small because small groups can go on many field trips that would be difficult to arrange for a larger number. This year there are 45 Japanese-American cultural classes in five elementary schools.

Mass Reading Period

On Friday afternoons at Saratoga School in Lincoln, Nebraska, everybody (and we mean *everybody*) sits for a spell and reads. Saratoga calls this reading period SQUIRT (Super Quiet Un Interrupted Reading Time).

Children, teachers, the principal, janitors all plop down on a comfortable spot and read for 20 minutes. The only rules are that one reads for the entire period and that no one disturbs anyone else.

Dream Rooms

A group of eighth grade boys at Bethune School in Phoenix, Arizona, are studying the career of interior decorating. Each boy has created a scale model of his "dream room" with its own style and furniture. □

Index to Advertisers

Allyn and Bacon, Inc.	72	MSS Information Corporation	50
Behavioral Products	78	National Assessment of Educational Progress	3rd Cover
The Continental Press	58	The National Conference on Grading Alternatives	2nd Cover
General Programmed Teaching	84	Scholastic Magazines, Inc.	54, 88
Harcourt Brace Jovanovich	82	Scott, Foresman and Company	64
Holt, Rinehart and Winston, Inc.	76	Franklin Watts	74
Houghton Mifflin Company	4th Cover	Westinghouse Learning Corporation ...	46, 86
Laidlaw Brothers	68	John Wiley & Sons, Inc.	70
McKnight Publishing Company	56		

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