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Censors Still at Work

THE *Newsletter on Intellectual Freedom* of the American Library Association reports that in Stockton, California, a supplemental high school textbook on Asia, edited by a University of California (Berkeley) professor, was banned by the school board after a board member complained that it is "soft on communism." Lawrence Stevens, a history teacher at Edison High School in Stockton, sent a letter to community groups urging them to bring pressure on the board to change its policy. "The board's actions have created a serious problem of censorship of educational materials. The professional educator's traditional freedom to present all possible views of a situation or problem is being seriously undermined," stated the letter.

In Ferndale, Michigan, following the school board's action to make certain required reading materials optional, the Ferndale Education Association filed suit against the district in order to establish that

teachers, not school boards, have the right to decide what materials are to be used in the curriculum.

At Troy State University, Alabama, the editor of the student newspaper resigned in protest over the university's censorship of the publication. In an address to the Alabama Association of College Administrators, Dr. Max Rafferty, Dean of the School of Education at Troy State, declared that "one of the most ridiculous arguments we're hearing these days is that a school paper should enjoy the same freedom from control as a commercial newspaper." According to Rafferty, "to allow a campus paper complete license would be as irresponsible and downright dangerous as to put Dr. Spock in charge of national defense."

Several years ago, as California State Superintendent of Public Instruction, Rafferty recommended that the California Board of Education censor the treatment of Darwinian evolution in high

school textbooks, but the board rejected his motion.

Jefferson on the Right To Read

In a statement on principles of intellectual freedom, the Intellectual Freedom Committee of the American Library Association quotes Thomas Jefferson as follows: "Shall a layman, simple as ourselves, set up his reason as the rule for what we ought to read? . . . It is an insult to our citizens to question whether they are rational beings or not."

Art Festival

Two sculptures produced by a girl student for a high school art festival in Houston, Texas, last spring were banned by school authorities because the art works depicted a nude man and woman embracing, and a nude man, woman, and child. However, the student's father displayed the sculptures across the street from the school art festival. "I can't believe people in this day and

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age have minds of this type," the father was quoted as saying to a newspaper reporter.

Roles for Women

Women: Their Educational and Career Roles, an annotated bibliography compiled by Jean Barabas and issued by the ERIC Information Retrieval Center on the Disadvantaged, cites ERIC documents (1966 through 1971) and journal citations from *CIFE* (1969-1971). The document is free from ERIC/IRCD, Teachers College, Columbia University, New York, N.Y. 10027, while the supply lasts.

Science Scholarships

Last spring a record number of scholarships were awarded to Chicago public high school seniors who participated in the programs conducted by Student Science Fair, Inc. Sixteen students were recipients of science scholarships valued at \$19,000. Since 1956 Chicago corporations have awarded 226 scholarships totaling \$258,000 to help outstanding students in science and mathematics from 43 high schools attend the college or university of their choice.

Evaluation Guidelines for Pluralism

The National Study of School Evaluation has developed *Evaluation Guidelines for Multicultural/Multiracial Education*.

Essentially, the guidelines provide an instrument for determining the effectiveness of a school's provision for pluralistic education. They focus

on those aspects of the program that shape the developing attitudes of students toward the various cultures that exist in this country.

They are appropriate both for the school's self-evaluation and for evaluation by an external team.

For more information, write: National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201.

Year-Round Schools

A front-page story in *The New York Times* late last summer was captioned, "Schools Moving to All-Year Use." However, actual enrollment data reveal that only about one-half of one percent of the total U.S. school population is enrolled in year-round schools, and many of these schools operate beefed-up summer programs rather than genuine twelve-month schedules.

Year-round school use has been promoted for many years by some state education departments in an effort to reduce educational expenditures by increasing the utilization of school buildings, facilities, and teacher personnel. But the predicted trend toward year-round schools has failed to materialize, largely because of parental objections. Parents not only feel that it would destroy the traditional family summer vacation, but that the shifting of pupil vacation time to seasons other than summer is not in the best interests of children.

Some business corporations see added profits in year-round schools. For example, a leading household moving company, which does almost half of its total annual multi-mil-

lion dollar business during the summer months, has spent more than \$150,000 on a film to promote year-round schools in the expectation that this would spread its business more evenly throughout the year. A major manufacturer of air-conditioning installations has been conducting seminars for school officials, showing the advantages of year-round schooling, in the expectation that it will be a boon to that business.

In each of the past six years, bills introduced in the New York State legislature to allow school districts to operate year-round schools have been defeated on the ground that such an arrangement is "educationally detrimental."

Extension Courses, California Style

Among the courses offered this fall by the University of California-Davis Extension are "Classroom as a Publishing House" and "Peer-Produced Materials."

"Classroom as a Publishing House" makes use of pupil-made booklets, anthologies, catalogs, magazines, paperbacks, hardbound books, and comic books in the primary and intermediate grades. "Developing Peer Materials" focuses on using student-produced print and nonprint media to supplement or replace professionally produced language arts materials at the secondary level. Both courses offer three semester hours of credit.

A "Conference on Parenthood," for two semester hours of credit, features such topics as "Jewish mothering in Japan" and "variations in child-rearing among Japanese Ameri-

cans." A minicourse for one credit is titled, "The Horse in Fact, Fiction, and Fantasy." For further information, write to: Vicki Azevedo, University Extension, University of California, Davis, California 95616.

An Old Story

According to an analysis of local school systems by the Maryland State Department of Education, tens of thousands of Maryland high school students are missing the boat on job preparation. Those students are failing to take courses that lead to available jobs in a wide variety of occupational choices. Such choices include health occupations such as dental and medical assistant, food service occupations, general merchandising and distributive services, recreation and tourism, hotel service, and transportation.

Dr. Melvin Garner, assistant director of the division of vocational-technical education in Maryland's state education agency, says it is obvious which students should be considering job preparation. "About 42 percent of our high school students are college bound and about 38 percent are enrolled in some type of vocational preparation, but the balance of 20 percent—nearly 100,000 students—aren't being prepared for college or a job," the state director said. Garner said that occupational education for those students is a top vocational education project for the state.

This brings to mind a similar statement made by Dr. Charles Prosser at a conference in 1945 sponsored by the Vocational Education Division of the U.S. Office of Education.

Prosser called attention to the failure of the high school to prepare 60 percent of youth for gainful employment, holding that they were not receiving "the life adjustment training they need and to which they are entitled as American citizens."

Despite the establishment by the Office of Education of a Commission on Life Adjustment Education for Youth, the task of the Commission to provide job preparation for those preparing neither for college nor a vocation was barely begun before it came to an untimely end. Pressures on the schools to achieve academic excellence made interest in providing job preparation for youth seem almost subversive. Any program or proposal that was not purely academic was under fire.

Retroactive Research Goals?

Although the National Assessment of Educational Progress (NAEP) is now in its fifth year of testing operations, considerable confusion continues to plague educators as to how the massive data are to be interpreted for educational policy and practice.

Addressing an NAEP-sponsored workshop last summer, attended by 64 state educational officials, former NAEP staff director Frank Womer declared: "Assessment is gathering information with a purpose, with the view that someone will use the results to make decisions about educational issues. That someone must be decided in advance." However, Womer did not indicate how the NAEP data are to be used; nor did he identify the kinds of decisions to be made and the

educational issues on which such decisions are based.

In 1929, Dewey warned that in the absence of guiding principles, educational testing—and what passes for educational research—turns into factual scrap collecting, with the huge piles of scraps getting rustier day by day. "It requires trained and acute observation to note the indications of progress in learning, and even more to detect their causes—a much more highly skilled kind of observation than is needed to note the results of mechanically applied tests," added Dewey.

Alumni Relations

The following letter was sent to the principal of the Mary Munford Elementary School in Richmond, Virginia, by a young alumnus (name withheld):

Dear Dr. Ely, I was a student a Mary Munford from kindergarden to fifth grade. I live a block from Munford.

I was over there December 30, Sat. I was play ball with a friend, I threw the ball and broke a window toward the big playground. I checked all the doors, but they were locked. I can pay about three dollars for the window because that's all I have on hand. Please write me back and tell me when you want the money. (any time after 3:00 Mon.-Fri.) Thank you.

P.S. Please write back for the 3 dollars.

Replying to the letter, the principal, Dr. C. Patrick Ely, informed the alumnus that he would not be charged for the damages, but that, "You can pay us back by (a) remembering to play in the open part of the grounds away from the windows, and by (b) asking your friends, and any others

you see playing, to play away from the building."

Corporal Punishment in Ohio

Principals do not realize the extent to which their teachers use corporal punishment, according to a recent survey of three school districts in the greater Dayton, Ohio, area. Fifty-six percent of the Dayton teachers surveyed had used corporal punishment during the 1971-72 school year. Nearly half of the teachers were unable to define "reasonable corporal punishment" as permitted by state law. The 51 percent who gave the correct answer (padding on the buttocks) varied widely on the amount and degree of severity. Principals had similar difficulty in answering the question.

Other major findings of the study, which was conducted jointly by the local chapters of the League of Women Voters and the American Association of University Women, were that corporal punishment is being used for a wide variety of reasons, often personal; that it is being applied in a variety of forms, often in anger and often without adult witnesses; that the practice, since it is sanctioned by Ohio law, is made especially available and attractive; and, last but not least, that many teachers do not know other means for solving classroom problems.

The majority of teachers and principals agreed that they need training in alternatives to corporal punishment and that more guidance counselors could help both teachers and children.

In light of the data, four recommendations were made by the study group conducting

the survey: (a) that corporal punishment in schools and other institutions be studied and evaluated statewide, (b) that the Ohio law on corporal punishment and related laws and policies be reviewed, (c) that educators and citizens push to implement appropriate changes in laws and policies to enhance education and juvenile justice, and (d) that efforts be made to provide training and resources for educators in alternatives to corporal punishment.

Big Brother-Big Sister Program

In Newton, Massachusetts, as in all school systems, some elementary school pupils are finding it difficult to make friends, meet the academic demands of the school, or to "fit in." Sometimes this is due to the loss of a parent through death or divorce, to having no healthy adult model, to moving to Newton from another community, or simply to the fact that some children have a tendency to be "loners."

But, unlike many school systems, Newton has developed a program to help lonely and troubled children. High school students are matched with a young child who needs someone with whom to relate. Each big brother or big sister sees, visits, and plays with his young charge at least once a week. Together they choose some out-of-school-hours activity. This may be bowling, shopping, working, or simply taking a walk around the block. Younger children learn how to take a bus, buy clothes, try a new hairdo, and, in the process of building an informal relationship, gain a measure of self-confidence which carries

over into other school and home activities. For the high schooler, the commitment to a year-long relationship, with its inevitable ups and downs, is a personally fulfilling and worthwhile learning experience.

Now in its third year of operation, the program has expanded to include 40 high school students who volunteered for the assignment. The high school students attend bimonthly meetings where they discuss their experiences, share ideas with others, and attempt to relate what they are doing to principles of child development.

Staff Members Publish Professional Journal

This fall the Toledo Public Schools are inaugurating a professional journal entitled *The Staff Developer*. Contributions from teachers and other staff members include articles, research reports, essays, short stories, poetry, book reviews, and a "shared success" feature in which the author explains methods and techniques which have worked well in his field. There are also contributions from university personnel and a letters-to-the-editor section in which people may comment on articles in the previous issue.

The purpose of the publication is to utilize and provide an outlet for the creative abilities of staff members, inform people about fields other than their own, and enhance understanding of what is going on in the schools.

Commission on the Mission

A faculty-student Commission on the Mission of the School of Education of Oregon State University has prepared

its first working document. The document is being used as a basis for establishing needed new goals and guidelines for the School of Education. For further information, write to Professor Carol Cole, School of Education, Oregon State University, Corvallis, Oregon 97331.

Students Publish School Bulletins

Students in the Graphic Arts Laboratory of the Anderson, Indiana, Area Vocational-Technical School have published a bulletin for parents describing the pupil personnel services of the Anderson Community Schools. The bulletin, illustrated with photographs, describes the district's programs of psychological services, visiting teachers, health services, attendance services, special education, speech and hearing, home-bound instruction, and occupational work experience.

The students also have produced a 30-page illustrated brochure describing the curriculum of the Anderson Area Vocational School. The brochure is designed to acquaint parents, prospective students, and others with the wide range of programs offered at the secondary, post-secondary, and continuing education levels. The school serves six school districts with 14 participating high schools.

Early Childbearing and Childrearing

The Consortium on Early Childbearing and Childrearing, an agency funded by the U.S. Office of Child Development, is preparing curriculum guides and instructional mate-

rials specifically aimed at programs for teenage expectant mothers. A flyer distributed by the consortium notes that "although the birthrate is falling, the birthrate among young teens is rising." The flyer solicits any materials developed or used by teachers, particularly multiethnic materials written on an easy reading level. Educators who have used or have developed such materials are asked to write to: Mrs. Grace C. Cooper, Consortium on Early Childbearing and Childrearing, 1145 19th Street, N.W., Suite 618, Washington, D.C. 20036.

Aid to Black and Indian Centers Halted

The University of Wisconsin has withdrawn its financial support of the Afro-American and American Indian student centers on the Madison campus. The Afro-American Center, which operated on a budget of \$90,000, had been the target of criticism for allegedly practicing segregation against whites and conducting propagandistic activities that violate the university's academic mission.

School TV Awards

WHRO-TV, the educational television station in Norfolk, Virginia, received a Peabody Award for its overall classroom programming as evidenced by four series: *Animals and Such*, a fifth- and sixth-grade science series; *Writing Time*, a second- and third-grade writing series; *Dollar Data*, a high school series on consumer education; and *People Puzzle*, a series on mental health designed for the middle elementary grades.

WHRO is owned and operated by 10 school districts in the Tidewater area.

Most of the Peabody Awards went to the national TV networks, and WHRO-TV was the only school television award winner. The Peabody Awards, administered by the University of Georgia School of Journalism, are called "the Pulitzer Prizes of broadcast journalism."

Ecology Project

A group of ecology-minded students at George Washington High School in San Francisco has spent many months collecting paper for a recycling program. These students recently turned in ten tons of paper for \$10 per ton and used the funds to buy three Monterey pine trees which they planted on the campus to help in the beautification program.

Outdoor Education Is "Old Hat" in Green Bay

Long before ecology became a household word, it was part of the sixth grade curriculum in Green Bay, Wisconsin, public schools. Pupils and teachers, however, did not refer to this program as ecology; they called it outdoor education. The objective of the program when it began in 1960 was to learn the interdependence of all living things. That, of course, is the definition of ecology.

The "outdoor classroom" for the program is a YMCA camp. Green Bay schools lease the facility each spring and fall to handle the 95 percent of sixth graders who participate. As participation is voluntary, other work in school is pro-

vided for those who do not attend.

The inductive discovery method of learning is used for the forestry, rocks, and soils units. Color slides take care of the rainy day problem (as a last resort) and are also useful as a post-camp review. A survey of pupils and parents involved in the outdoor program last year showed high approval. More than 11,000 pupils have taken part in the program since its inception.

Students Aid the Blind

English students of Mrs. Mary Morelli of Balboa High School in San Francisco recently completed a project of sanding and painting more than 70 canes for the use of blind people. The students were reading about Helen Keller in the play *The Miracle Worker*. They visited a blind center and learned that it was possible to help blind people by becoming actively involved in a project. The cane idea was suggested and the students were quick to adopt it, giving up their lunch periods to get the job done.

A letter from the San Francisco Lighthouse for the Blind to Mrs. Morelli stated: "This project was an exceptionally worthy one, as the giv-

ing of these canes without charge to the many people who come to the Lighthouse for them provides them with a safety and security without which their freedom of mobility would be seriously curtailed."

Volunteers Improve School Playground

Since last spring, parents, pupils, and residents in the Irvington Elementary School area in Portland, Oregon, have been working Saturdays landscaping and building new facilities for an addition to the school playground. The school district last year acquired a half-block addition to the playground from the Portland Development Commission. Volunteer workers have sodded a large part of the playground addition, and, with the help of a volunteer architect, residents using donated materials have designed and built a wooden fort and bridge with towers.

Educational Services Provided by High Schoolers

Blair High School students in Pasadena, California, teach minicourses in art, music, public speaking, and dance at Madison Elementary School. They also provide tutorial ser-

vices for elementary pupils three days a week. The tutoring fulfills a field work requirement for a course in applied behavioral science.

Point of Return

The Metropolitan Youth Education Centers of the Denver Public Schools serve as a point of return for youth who have dropped out of high school. Students 16-25 years of age attend day or evening classes in order to receive their high school diplomas or GED's (Graduate Equivalency Diploma) awarded by the state. Since 1970, 650 students have completed their high school requirements at the Metropolitan Youth Centers.

Career Education

A 219-page report, *The Role of Vocational Education in Career Education*, has been published by the Center for Vocational and Technical Education at Ohio State University. The report was developed from the Fifth Annual National Leadership Seminar for State Directors of Vocational Education. For information write to: Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210. □

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