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"Bill of Rights" for Students

A STATEMENT of Student Rights and Responsibilities has been unanimously approved by the Board of Education of the San Jose Schools. This document is the result of the joint recommendation of the Students' Inter-School Council and the junior and senior high school principals.

Some of the major items in this document include the following:

Right to a free education which is and will be of value.

Right to attend safe, sanitary, and, to the extent possible, uncrowded school facilities.

Right to consultation with anyone involved in the student's educational program within the district.

Right to create and organize a student government.

Right to be involved in school activities for which the student is reasonably qualified.

Right to be included in committees which determine policies in the areas of curriculum and behavior.

Right of access to all points of view relating to the content of instruction.

Right and responsibility to participate in the development and revision of school policies, rules, and regulations to which they are subject.

Right to view anything

within their files under a counselor's guidance, except legally privileged communications and evaluations; plus the right to insert rebuttals to information and opinions contained in their files.

Right to the same respect from school personnel that they are asked to show school personnel.

Right to be free of punitive action against students for off-campus conduct during non-school hours, unless it is directly related to school activities.

Right to traditional rights of due process, adequate representation, impartial hearing, confronting an accuser, freedom from self-incrimination, and the right to eventual appeal to the Board of Education itself as the final level of appeal.

The statement was also clear in its emphasis of major student responsibilities; for example, a keystone tenet asserts that "Every student has the responsibility to refrain from preventing others from reaching their educational goals."

New Trends in College Costs

Results of a national survey that were released recently by the College Scholarship Service included a number of interesting findings:

Cost gaps narrow between two- and four-year postsecondary

institutions, both public and private.

Projected increases in average total budgets are greater for commuters than for residents.

Two-year college costs are increasing fastest.

Private four-year colleges and universities are still most expensive.

The narrow cost gap between two- and four-year schools will be of interest to many. At private two-year colleges average costs are \$3,617 for residents and \$3,287 for commuters while for private four-year institutions the costs were \$4,039 for residents and \$3,683 for commuters.

There no longer is a startling difference between average commuter and resident budgets at either public or private schools. While the 1974-75 expenses for room and board are still somewhat lower for commuter students than residents, both percentage and dollar increases since 1973-74 have been greater for commuters at all types of institutions.

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The survey report includes average costs of total resident and commuter costs reported by 2,200 schools. The expenses are broken down by major components such as room and board and tuition and fees. *Student Expenses at Postsecondary Institutions, 1974-75*, is available for \$2.50 from the College Scholarship Service, College Board Publications Order Office, Box 592, Princeton, New Jersey 08540.

Career Curriculum Study in West Virginia

In 1971 the educators in Lincoln County, West Virginia, developed plans for a systematic approach to career development which involved "Career Awareness" in grades 1-6, "Career Orientation" in grades 7-8, "Career Exploration" in grades 9-12, with some direct "Career Preparation" in grades 10-12. Implementation of the program including in-service training for teachers was completed by the school year 1973-74.

An appraisal of certain key aspects of this project is available in *A Study of Elementary and Secondary Career Education in Lincoln County* by LeVene A. Olson. According to Daniel B. Taylor, West Virginia State Superintendent of Schools, this document "supports the contention that providing career education experiences to elementary students increases their academic achievement. It also provides evidence that career education experiences increase the career maturity of high school students. Also of major importance are the results which indicate that career education is supported overwhelmingly by parents, teachers, and busi-

ness and industrial personnel."

A report of the study is available upon order as long as the supply lasts from LeVene A. Olson, Department of Occupational and Adult Education, Marshall University, Huntington, West Virginia 25701.

State Parks-School Cooperative Program

In a cooperative program between Washington public schools and state parks, the students of Olympia High School may enroll in the Special Educational Work Experience Program. The program gives a young person, between the ages of 14-21, the opportunity to learn work skills out of doors. Students work at selected state parks aiding park rangers by doing maintenance work such as mending fences, clearing trails, repairing docks, and painting buildings. The Olympic High School students may work in off campus programs involving the Christmas tree business, trail building, and environmental maintenance and development projects.

More information about the program can be obtained from David Reynaud, Chief, YDCC, State Parks and Recreation Commission, P.O. Box 1128, Olympia, Washington 98504.

African Seminar Prelude to Environmental Education in U.S.

An environmental education program has been developed by a nonprofit educational organization working on ecological concerns important to Africans and Americans. It provides for nonformal instruction, largely at community

level and, incidentally, in the classroom.

Sixteen educators representing various disciplines will be conducted on a private diplomatic mission to East Africa, beginning at the United Nations Plaza on Earth Day, June 5, 1975. They will fly to Nairobi, where they will first report to the U.N. Environment Program, then participate in meetings, cultural exchanges, and intensive study of ecological problems. The "Cameraites" will be given special instruction in candid and wildlife photography and recording, and will be introduced to production of sound-slide documentaries. Much of the three week seminar will take place in savannahs, forests, and mountains of "safari country," where interaction among plants, animals, and their environment may be seen and recorded in an atmosphere relatively free from industrial complications.

Considerable time will be spent in the Nairobi area to give the educators opportunity to meet people, and, through knowledge of their ways and aspirations, develop a feeling for African-American good will.

The cost of the seminar (approximately \$2,000) will be paid by the participant (or by sponsors) and will be tax deductible. Educators interested in this unusual opportunity should write: Friends of Africa in America, 330 South Broadway, Tarrytown, New York 10591.

Big Corporations and the Curriculum

"It is a rare high school graduate who can sit down and write a coherent 1,000-word essay on any one of the

nation's 10 major industries," charges Ralph Nader in an article in the *American Teacher*. In spite of the powerful impact of corporate policies on all of us, "the prevailing pattern throughout our country's educational history has been to ignore or minimize the study of these economic powers, except in adulatory contexts which almost identify Dupont with patriotism. To do otherwise would be controversial and to be controversial is to get into difficulties."

The initial move in meeting this educational need is to study the nature and quantity of corporate public relations or propagandistic information from trade associations, corporate headquarters, and/or local dealers flooding the elementary and secondary schools. For years, insurance, oil, automobile, banking, textile, coal, steel, and other such industries have been distributing colorful, easy to read materials describing the importance and responsibility of their companies and recently more sophisticated audiovisual materials have been offered. "Perhaps there will develop, in addition to a broader awareness of their scope, a positive extension of the school curriculum to include objective awareness of the corporation by the child."

Photography as an Educational Tool

Photography should "become an integral part of the learning-teaching process in most curricular areas" in fact "a whole curriculum can be built around the camera in which children can learn something about any topic based on their developmental level," so stated Renee Queen in a brief-

ing for *Popular Photography's* symposium on "Photography as a 4th R."

Few teaching aids provide a child with more of the basic building blocks in learning than does photography. "On the intellectual level, photography helps young children develop critical skills in perception, conceptualization, verbalization, and decision making within experiences which are real for them. Psychologically, the camera helps to improve the child's self-image—a critical aspect of learning—and extends the motivation to learn. Socially, the camera is an 'open sesame' to exploring the child's environment and through this, helps develop all types of social nuances."

Program for Inner City Schools

The New Orleans public school system is using a Teacher Internship Program to help improve the staffing of the hard-to-staff inner city schools. The program exposes the interns to different cultural and learning situations which they can expect to face as regular teachers. The hope is to reduce turn-over among staff members in these schools since teachers, who are hired after they have been interns, have been exposed to the problems of these schools and have chosen to work in them.

In the program, the interns work on gaining an awareness of their strengths and weaknesses as teachers and an awareness of cultural patterns different from their own. Also, they work for several weeks in the schools where they are to be assigned so that when they return in the fall, they come into a familiar class-

room situation. Since they have already become acquainted with the principal and faculty, they have the opportunity to develop a strong working relationship with successful teachers on the faculty which gives them additional support in their first year of teaching.

Meter or Metre?

Recently, the Board of Directors of the National Council of Teachers of Mathematics recommended that for ordinary usage the spelling **METER** and **LITER** be used. While it may seem unimportant, a decision about this needs to be made here in the United States. Since either spelling is correct, the question is which is the preferred. Usage in the United States has favored the "er" ending for other words such as *center* and *theater*; hence, the above recommendation is consistent with practice.

Community Videotapes Used in Career Education

Teachers in Lockport, Illinois, felt that the commercially made filmstrips and films dealing with careers did not portray reality to their students. After some study, school leaders came to the belief that if the occupations actually performed in their local community could be demonstrated through on-site taping, their students would achieve an in-depth look at possible careers.

A proposal for the use of ten videotapes made by the school administration was approved by the Board of Education as a summer research and development project. An interested classroom teacher was chosen to do the filming and

editing. According to Paul Mussario, Curriculum Director, "Early data received from the showing of these tapes to the students and community have exceeded the expected gains. It also has been found that these tapes are excellent for initiatory activities to field trips."

Magazine Devoted to Integrated Education

For twelve years, Integrated Education Associates has published *Integrated Education*, a bi-monthly magazine. The journal is informational in character with no editorial position. It is to report on what is happening in nonsegregated schools, and it carries reports on research studies and promising practices from the field. For anyone interested in keeping abreast of this very current area of American education, it offers an indispensable resource. Further information may be secured from Meyer Weinberg, Editor, School of Education, Northwestern University, Evanston, Illinois 60201.

Evaluation of Instructional Materials

To assist California elementary teachers in selecting textbooks, the San Mateo County Schools have published a book of evaluations of the materials in the fields of language arts, literature, spelling, and handwriting. Teacher evaluations of materials are included. There are detailed evaluations of 121 sets and systems of elementary textbooks and audiovisual materials. This is a nonprofit publication and the price covers printing and postage only. Copies of the 336-page book may be ordered from: Curtis May, Educational Resources Center, San Mateo County Schools, 333 Main St., Redwood City, California 94063.

Life-Coping Skills Project Named

"Self Incorporated" is the title given the new life-coping skills project of the Agency for Instructional Television, Bloomington, Indiana. The thrust of the project is sum-

marized in the following quote resulting from a summer meeting of the design team:

Young teenagers experience severe sociological, psychological, and physiological changes which often produce serious inner conflicts. The purpose of a television series in life-coping skills is to provide young people in the eleven-to-thirteen age group with opportunity to improve their abilities to cope with these changes and to enhance development of a personal identity. The programs in the series should take an open-ended, non-prescriptive approach to the issues and problems facing youngsters in early adolescence. . . . The programs, which can be either dramatizations or semidocumentaries, should be designed to stimulate open discussion of problems and issues as well as private reflection on the part of young adolescents. As a result, these youngsters should improve life-coping skills by developing and improving the ability to defend, nurture, and cause desirable changes in themselves as well as to select appropriate issues and problems. . . . The instructional series in life-coping skills ought to be interdisciplinary in nature and should be useful to, among others, health education teachers, teachers of social studies, vocational guidance specialists, and career educators. □

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