

The Search

Fred Rosenau

High School Reform

"More to the point than new texts or films is the need to emphasize certain aspects of the curriculum over others, to adapt course content to the urban teens' lifestyles and interests, and to gain long-term funding for secondary compensatory programs.

"Three major areas of the curriculum need reform: (a) basic skills; (b) school/work transitions; (c) special needs."

These words come from *The Urban High School Reform Initiative: Final Report*, available from the ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, 525 W. 120 Street, New York, NY 10027. The 158-page report poses the question: Why not the best for innercity teenagers?

Crucial for the basic skills are: teacher retraining in skill-building methods appropriate for adolescent learners; skills centers and individualized skills packets that promote self-paced learning; use of school volunteers and student tutors to augment teacher-student interaction; materials relevant to young adults in cities; school-accredited experiences outside classrooms to clarify how coursework relates to adult life responsibilities; and more.

As to integrated counseling services, the report stresses some common ingredients of an "exemplary program": counseling services for all students; regular counselor-pupil-parent contact, including home visits; regular counselor-teacher exchanges; individualized career counseling; peer counseling with special emphasis on stress reduction and interpersonal relations; volunteer counselors from the community to bridge home and school concerns for youth; and so on.

Among activities suggested to upgrade professional skills are: pairing with private sector workers in subject-related fields; internships in the private sector; mini-sabbaticals; expansion of Teacher Centers and Teacher Corps training programs; teacher

academies; continuing school-university links.

Moreover, there's a "need to restore a sense of reciprocity" among local schools, parents, and taxpayers. To build such networks, the report focuses on public relations activities, parent/volunteer involvement, business/labor/industry supports, cultural agency ties, public/private school cooperation, higher education supports, school facility use, and incentives for outreach.

Sex Equity

Twelve case studies of vocational programs that are promoting sex equity and another dozen promising approaches are profiled in one volume emerging from a Vocational Education Equity Study, sponsored by the U.S. Office of Education. The case studies examine program overview, background and development, program description (target population, staff, facilities, activities), costs and funding sources, effectiveness, future, replication, and contact person and address. For the promising approaches, there's information on target population, purpose, idea for replication, activities, evaluation and dissemination, funding source, and contact person and address. If your school still has practices that discourage male or female students from entering nontraditional areas, or if your state agency hasn't taken corrective action to overcome existing inequities, send \$8.20 for *Case Studies and Promising Approaches* to American Institutes for Research, Box 1113, Palo Alto, California 94302.

Note, too, that the nonprofit Feminist Press has ideas about education—informational resources, a speaker's bureau, consulting services, and a variety of new books about "women's studies for all ages." For a brochure and publication list, write Feminist Press, SUNY/College at Old Westbury, Box 334, Old Westbury, New York 11568.

Another useful resource—now available at 40 percent discount—is *Resources in Women's Educational Equity* (volumes one and two), touted as "the leading reference publication on women and education." It covers such topics as sex roles and stereotypes, family and socialization influences on educational and career choices, legislation about sex discrimination, women's career development, and much more. Order at \$7.25 from Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103.

Also, you may want to tap the Project on the Status and Education of Women, which issues a newsletter (*On Campus with Women*), a listing of 650 women's centers, and more. Write to the project at the Association of American Colleges, 1818 R Street NW, Washington, D.C. 20009.

Finally, a gem you may want to order by writing a check for just \$2.50—*Finding Funds for Programs Relating to Women's Educational Equity* (stock #017-080-01835-7). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Health Education

Are you ready to improve or to evaluate your school health education program? Help is available from a project funded by the federal government's Bureau of Health Education. Perhaps you need direct help with a specific problem, or simply a referral, to individuals or groups likely to be capable of dealing with your concerns, or even assistance in planning a statewide conference on this topic. For information, just turn to School Health Education Project, National Center for Health Education, Suite 215, 901 Sneath Lane, San Bruno, California 94066.

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Experiential Education

Need a forum for sharing information and ideas about experiential education? Or a clearinghouse on the design, development, and administration of various forms of field experience education? Or technical assistance in establishing and operating internship programs? All these services are available to members of the National Society for Internships and Experiential Education (NSIEE), which also publishes a newsletter and three comprehensive directories of internship opportunities (including those for mid-career professionals). For details, write NSIEE, Suite 601, 1735 Eye Street NW, Washington, D.C. 20006.

Alcohol

Alcohol is the nation's biggest selling drug. The nation has two million teen-age problem drinkers. Does anyone care?

If you care, take a look at "Jackson Junior High" and/or "Dial A-L-C-O-H-O-L"—two film series produced by the U.S. Office of Education and the National Institute on Alcohol Abuse and Alcoholism for grades five-eight and nine-12 respectively. All are available in 3/4" video cassette and in 8mm film on a loan basis for school viewing. Each film also has a 36-page teacher manual and a student booklet (30 free copies per classroom). For details, write: National Clearinghouse for Alcohol Information, PO Box 2345, Rockville, Maryland 20852.

Newspaper

If you haven't yet seen a sample copy of "the national newspaper serving education leaders," a \$50 check payable to George Washington University will get you a one-year subscription to *Education Times*, an eight-page weekly tabloid published by the Institute for Educational Leadership. Not only is the publication readable, but it claims it will cover the stories you want to hear about; just write in and see. To subscribe, write *Education Times*, IEL, Suite 310, 1001 Connecticut Avenue NW, Washington, D.C. 20036. *EL*

REVIEWS

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On Wise's recommendation that government should limit its aim to the pursuit of equity—the roots of government's pursuit of both quality and equality in education are deep and thoroughly entangled. Pursuit of each is both a technical and political problem, and as much uncertainty attends pursuit of the one as of the other. Disputes over the roots of inequality in our society have led to a progressive redefinition of equality emphasizing not only resource inputs, but outcomes (in other words, academic achievement, career opportunities) which should not be correlated with class, race, or sex. In pursuit of this expanded definition of educational equity, policy inevitably concerns itself with educational process. The question that Wise must confront, then, is this: If we achieve an equitable distribution of resources at state, district, school, and classroom levels, and inequality of schooling outcomes persists, has government fulfilled its responsibility? *Legislated Learning* is not definitive on these issues, and evidence on many of the claims set forth is lacking, but it is an important critique of a significant trend in education today which is well worth reading and challenging. *EL*

SUMMER READING

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Educational Policy

As both a political scientist and an officer of one of the interest groups cited, Stephen K. Bailey provides a unique perspective on education policy making at the national level in *Education Interest Groups in the Nation's Capital* (Washington, D.C.: American Council on Education, 1975).

A framework for the development of education policy and decision making is presented by Arthur E. Wise in *Legislated Learning: The Bureaucratization of the American Classroom* (Berkeley: University of California Press, 1979). In addition, he analyzes the impact of some well-intentioned but inappropriately-conceived educational policies on the bureaucratic structure of schools and the attainment of equal educational opportunity.

Also looking at equal educational opportunity, Richard H. deLone concludes that ability is not as important as family status, race, and sex in determining a child's future. In *Small Futures* (New York: Harcourt Brace Jovanovich, 1979), deLone, a policy analyst, challenges the notion that our society is egalitarian as he surveys the social reform movement and concludes that the source of inequality is the tension created between democratic and capitalistic ideologies. *EL*

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