

■ **IMPAIRED HEARING.** A catalog on help for hearing impaired children, "Panorama," is available from a Gallaudet College outreach project. Project products and services, all focusing on communications, include professional materials, career education, language development, visual arts, and dramatics. Write Outreach, Box 114, Pre-College Programs, Gallaudet College, Kendall Green, Washington, DC 20002.

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Curriculum Clearinghouse

WILLIAM J. STEWART AND
CONRAD F. TOEPFER, JR.

■ A MODEL FOR GIFTED EDUCATION

The Bloomsburg, Pennsylvania, Area Middle School has developed and

implemented a process-oriented program for gifted students. Sam Biddleman, enrichment teacher, and Donald Gross, principal, observe that "the curriculum is product-oriented but based upon process." Rather than learning content as an end in itself, students use content to solve problems. The curriculum is differentiated to accommodate both acceleration and enrichment. A major goal is for students to develop positive attitudes to learning through opportunities to be involved in program planning and work in real situations.

Source: Biddleman, Dan, and Gross, David. "A Model for Gifted Education." *National Association of Secondary School Principals Bulletin* (September 1980): 109-110.

■ CONSUMER EDUCATION FOR THE ELEMENTARY GRADES

The Granite School District in Salt Lake City, Utah, has developed a unique consumer education program for their elementary grades. The program uses videocassettes to demonstrate concepts such as income determination, money management, advertising, purchasing, energy conservation, insurance, and law from a consumer education perspective. Evaluation shows that learners have greater understanding of consumer concepts as a result of the program.

Source: Farnsworth, Briant J., and Dunoskovic. "Consumer Skill Activities Kindergarten Through Sixth Grade." *Education* (Winter 1980): 127-128.

■ MICRO-COMPUTER TECHNOLOGY IN SCHOOLS

The Norfolk, Virginia, public schools are making increased use of micro-computers in instruction. Randall Gull, Supervisor of Computer-Assisted Instruction for the Norfolk Schools, feels the program is helping Norfolk teachers "take advantage of the array of new technology being released daily." Beginning with efforts to provide more effective remedial

work, the program has grown until there is now a comprehensive micro-computer language arts curriculum for upper elementary and junior high schools. The micro-computer program enables teachers having no previous data processing experience to write, edit, and present lessons with the micro-computer.

Source: Gull, Randall L. "A Successful Transition from Mini- to Micro-Computer-Assisted Instruction: The Norfolk Experience." *Educational Technology* (December 1980): 41-42.

Law in Education

PATRICIA MARIE LINES

■ SCIENTIFIC CREATIONISM AND EVOLUTION

A large number of state legislatures are examining bills requiring schools to give scientific creationism equal time with evolutionary theory. Arkansas has been the first to adopt the controversial measure as law. In late July, Louisiana followed suit. A coalition including the ACLU, and several religious and other organizations (such as the National Association of Biology Teachers), has filed a lawsuit challenging the Arkansas law.

The law is modeled after a proposal drafted and circulated by Citizens for Fairness in Education, a fundamentalist religious organization operating nationally and based in Anderson, South Carolina. The Arkansas Law

—Requires "balanced treatment" for scientific creationism and evolutionary theory (without defining "balanced treatment");

—Forbids discriminating against a student who is able to demonstrate an understanding of both scientific

creationism and evolutionary theory and who accepts or rejects one or the other for any reason;

—Avoids any mention of religious belief or religion, except in the context of assuring the right of students to hold differing values and beliefs;

—Defines "creation science" in strictly secular terms;

—Acknowledges scientific principles as the basis for any theory about the origins of humanity.

The ACLU argues that proof of unconstitutional intent to favor a religious view can be found in the lack of any formal factfinding by the legislature. Plaintiffs also argue that the law is tainted because it is modeled after a draft prepared by fundamentalists. Plaintiffs also argue that "balanced treatment" precludes criticism of creationism.

Trial has been set for October 26. It is likely that the state will stress the secular purpose recited in the law, and will argue that it is inappropriate for the courts to inquire into legislators' underlying motives. The state will probably also argue that the source of lobbying pressure on legislators is irrelevant, as it was when the U.S. Supreme Court upheld the Hyde Amendment (restricting the use of federal funds for abortion). Finally, the state will probably respond that balanced treatment requires just that and does not preclude criticism of creationism. Supreme Court doctrine requires courts to interpret statutes in a way that enhances their constitutionality. The case is *McLean v. Arkansas*, and is filed in federal court, eastern district of Arkansas.

■ THE TEN COMMANDMENTS

The Mosaic Ten Commandments continue to be displayed at least in theory, in some of the nation's public schools. In a five to four decision, the U.S. Supreme Court last year voided Kentucky's law requiring posting of the Ten Commandments in all public school classrooms.

The majority on the Court observed there was no educational purpose in posting the material and concluded that the purpose behind the posting was to help establish religion, a violation of the first amendment. In March of this year, New Mexico decided that such a posting could be educational and passed its His-

torical Codes Act. The act permits local districts to post the Ten Commandments, the Code of Hammurabi, excerpts from the Bhagavad-Gita, and other "ethnocultural or religious" teachings. No one has yet challenged the new law.

Education for Pluralism

CARL GRANT AND
MAX ROSENBERG

■ MEDICAL SCIENCE AND MINORITIES

In the United States minorities are woefully underrepresented in the medical science fields. What can be done about it?

To help this situation a federal project was developed that encouraged minority students—Black, Hispanic, Native American, and Oriental—to consider careers in the biomedical sciences.

During the summer of 1980 some 200 high school students—outstanding academically and with special interest in science—were assigned to work in a number of medical research laboratories. Without this unusual opportunity it is unlikely that any of these young people would have considered employing their talents in a career in basic research.

Source: Jemsen, Cheryl. "Going to the Source." *American Education* (March 1981).

■ HIGH SCHOOL REPORT

Some highlights worth recalling from *The American High School: A Statistical Overview*:

—In 1920 only 6 percent of non-whites aged 25 to 29 had completed four years of high school. By 1978 the number climbed to 79 percent;

—In 1977 some 62 percent of the Hispanic males and 55 percent of the Hispanic females completed four years of high school;

—Between 1970 and 1977 Blacks scored the most dramatic improvement in their dropout rate. It fell from 30 percent to 20 percent.

This report, published in April 1980 by the National Center for

Education Statistics, is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

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Note to Readers: The authors of these columns welcome feedback and contributions. Address items to Editor, *Educational Leadership*, 225 N. Washington St., Alexandria, VA 22314.

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