

apply to class discussion. This would suggest that if a teacher presents a secular subject and calls for class discussion, and a student responds with a personal religious view relevant to the subject, the teacher should neither favor nor disfavor the view of the student. It would be desirable from both an educational and legal point of view for the teacher to tell the students that in this country the first amendment requires him or her, as a representative of the government, to neither favor nor repress religious views, and to provide a brief history of the religion clause and its importance to a democracy. The teacher would be expressing the constitutional goal of religious tolerance and imparting important knowledge about the value system in this country, as expressed in its Constitution; at the same time the teacher would be explaining to students why he or she was remaining neutral in the discussion.

The appellate court decision in *Widmar* is found at 102 S. Ct. 269 (1981).

#### ■ VOLUNTARY PRAYER STRUCK DOWN

In the latter part of 1981 the U.S. Court of Appeals for the Fifth Circuit struck down a portion of Louisiana's school prayer law. Louisiana tried to distinguish its prayer requirement from those that have fallen before the U.S. Supreme Court, arguing that it promoted the secular purpose of "enhancing awareness of the spiritual dimensions of human nature," and relied entirely on volunteers. If no student or teacher voluntarily offered a prayer, the class meditated silently. The Fifth Circuit rejected both arguments. Plaintiffs did not challenge another part of the law requiring silent meditation and it still stands. The state and the local school board have filed a notice of appeal with the U.S. Supreme Court. The case is *Karen B. v. Treen*, 653 F.2d 897 (5th Cir. 1981).

#### ■ "RELEASE TIME" FOR RELIGIOUS STUDY OK

A "release time" program operated by the Logan, Utah, school system was reviewed and generally approved by the U.S. Circuit Court of Appeals for the Tenth Circuit in October. Under the Logan program, high school pupils have the option of leaving the school for one class period a day to attend religious classes held in local churches. Two relatively minor aspects of the Logan program were struck down. The circuit court found it unconstitutional for the

school district to give students elective course credits for these religious studies, or to require students to turn in religious class attendance slips. Parents who objected to the program and brought suit now plan an appeal to the U.S. Supreme Court. The case is *Lanner v. Wimmer*.

Two cases from 1948 and 1952 provide the only specific guidance available from the high court on the issue. The Court struck down a religious instruction program in Illinois in *McCullum v. Board of Education* in 1948. It was significant in *McCullum* that the school system permitted persons selected by private religious groups to teach classes in the public school during regular school hours. Although pupils attended these classes on a voluntary basis, the Court voided the practice. The Court found that the program was "beyond all question a utilization of the tax-established and tax-supported public school system to aid religious groups to spread the faith."

Four years later in *Zorach v. Clauson*, the Court approved a "release time" program developed in New York. Children were excused from the public schools and allowed to attend a parochial school for part of the day. The elements of religious organization control over instruction, a captive audience, and close cooperation (the religious organizations reported attendance to school officials) were still present, but the instruction itself was removed to a private site.

*Lanner* is found at 662 F. 2nd 1349 (10th Cir. 1981).

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## Women in Education

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NANCY S. OLSON

#### ■ EQUAL THEIR CHANCES

Designed to help educators and parents identify, understand, and combat sexism at home and in elementary school, a new book, *Equal Their Chances*, offers hundreds of activities for creating and nurturing a climate of nonsexist learning for young children.

Included are lists of resources available to instructors and a comprehensive discussion of Title IX issues affecting

the elementary school classroom.

Available from Prentice-Hall for \$6.95.

#### ■ EQUITY FOR BLACK WOMEN

The latest research on the educational status and needs of black women is available from the Black Women's Educational Policy and Research Network. The Network, a project at Wellesley College's Center for Research on Women, disseminates information through a newsletter and regional seminars.

The project plans to publish a resource guide of organizations concerned with the educational equity of black girls and women next August.

For more information, contact Patricia Bell Scott, Director, Wellesley College, 828 Washington St., Wellesley MA 02181.

#### ■ HALF OF HISTORY NEGLECTED

Radical change of the curriculum of liberal learning in light of new feminist scholarship was a goal of scholars and administrators who met at Wingspread in Racine, Wisconsin, under the auspices of the Association of American Colleges.

"Women's Studies" programs in colleges help rectify the absence of attention to women and are essential but inadequate, speakers agreed.

Colleges must now integrate the growing knowledge about women into the traditional curriculum. Faculty re-education is often necessary in this integrative stage in the evolution of women's studies, said participants.

This process will lead to the third phase of the evolution of women's studies, when the results of new feminist scholarship will illuminate the half of human history that has been neglected. Beyond that, some feminist scholars argue that the revelation of the long undiscovered knowledge about women will cast the whole of knowledge in a new light that will permit a quantum leap in our understanding of humanity and will require the transformation of liberal learning that was the basic theme of the conference.

Critiques of the state of feminist scholarship and the status of women's studies on campuses were offered by Anne Fuller, Claremont University Center; Florence Howe, President, Feminist Press; Gerda Lerner, President of the Organization of American Historians; Margaret V. McIntosh, Wellesley College Center for Research on Women;

and Elizabeth Minnich, Union for Experimenting Colleges and Universities/East.

#### ■ WOMEN MUST LEARN ABOUT MONEY MATTERS EARLY

Schools that provide female students with a vital mathematics curriculum, the opportunity to use computers, exposure to role models, and useful counseling are helping to redress women's deficiencies in financial matters, according to a panel discussing the financial education of women sponsored by The Chase Manhattan Bank.

In addition to providing theoretical and technical knowledge, educators must help women overcome social conditioning and learn to accept responsibility for their own financial futures, says Barbara Kaplan, associate dean of Sarah Lawrence College.

Although the financial education of women and girls has improved, said the panel, such education should start almost at birth and continue throughout life.

#### ■ EQUITY DURING AN ERA OF DECLINING RESOURCES

Strategies for maintaining equity in state education programs during times of declining resources have been issued by the Council of Chief State School Officers. The report urges that equity be a major concern as each state education department implements the new federal block grant legislation.

Highlights of the activities listed in the report are:

—State education agencies should hold briefings on the agency's legal responsibilities for nondiscrimination and equity programs for all policy development personnel within the agency

—State education agencies should develop job-specific equity goals for staff in each division

—Equity criteria for evaluation of state programs should be developed

—State agencies should reward and publicize exemplary equity efforts in the state department and local districts.

For more information contact Susan Bailey, Director, Resource Center on Sex Equity, Council of Chief State School Officers, 400 N. Capitol St., NW, 379 Hall of the States, Washington, DC 20001. Phone: (202) 624-7757.

#### ■ WIDENING OPPORTUNITIES FOR JOB-SEEKERS

Each year young women seeking their first jobs restrict their job search to traditional female occupations. To help

women expand their work options, Wider Opportunities for Women, a non-profit women's employment organization, has published *Suit Yourself . . . Shopping for a Job*, a 42-page handbook in simple and direct style, aimed at high school and community college students and others who need to know the basics of job hunting.

Based on the practical experience of thousands of women the book describes how to do a "profile" of personal interests and skills, how to get information about specific kinds of jobs, and how to match skills to the jobs.

Available from Wider Opportunities for Women, 1511 K St., NW, Washington, DC 20005. \$6 includes postage and handling. Substantial discounts for bulk orders.

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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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