

The school board's motive for withdrawing books already in the library is the critical factor. Whether the Island Trees Board will prevail when this case is argued before a trial court depends on the board's ability to show that it was motivated by concerns unrelated to the censorship of ideas.

The books were: *Slaughterhouse-Five* by Kurt Vonnegut, *The Fixer* by Bernard Malamud, *The Naked Ape* by Desmond Morris, *Down These Mean Streets* by Piri Thomas, *Best Short Stories of Negro Writers* edited by Langston Hughes, *A Hero Ain't Nothin' but a Sandwich* by Alice Childress, *Soul on*

*Ice* by Eldridge Cleaver, *A Reader for Writers* edited by Jerome Archer, and *Go Ask Alice* by an anonymous author.

The case is found at *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, no. 80-2043, June 25, 1982, 42 C.C.H. S.Ct. Bull. B3924.

## Curriculum Clearinghouse

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### Junior High Innovation in Individualized Instruction

The Open-Lab program at Pueblo Junior High School in Los Alamos, New Mexico, has overcome the traditional difficulties of scheduling individualized learning. Twice each week, on Tuesdays and Thursdays, rearrangement of class schedules creates a free period, while two controlling mechanisms prevent loss of structure and organization.

First, by issuing passes, teachers control access to settings providing specific kinds of help, even within subject areas. Teachers keep lists of students to whom they have issued passes. When students wish special study as opposed to need help, such "wish passes" are given only when "needs passes" are accommodated.

A second controlling mechanism is the house group. Students in each grade are assigned randomly to house advisors. All full-time teachers are advisors so the ratio of students to teachers is 22-1. The house advisors check student passes and release students to the open labs to which they have been scheduled.

The Open-Lab program is instituted only after the regular schedule of classes is running smoothly. The program provides closer, regularized student/teacher contact for remedial work, special assignments, and accelerated study programs without adding any costs to the instructional program.

Judson A. Morhart, "The Open-Lab Period: A Schedule That Promotes Individualized Instruction," *Phi Delta Kappan* 63 (May 1982): 635-636.

### A New Direction to Educate Teenagers for Future Family Roles

Lakes High School in Tacoma, Washington, has gained parent and community support for its unique program of family life education. The program consists of a three-component structure and includes academic instruction in child development, small group discussions with volunteer parents, and firsthand experience in a nursery located at the high school. Emphasis is on the need to deliver essential child nurturing and rearing information within today's rapidly changing family roles.

The academic component deals with child development and skills of effective child rearing and includes discussions with marriage counselors to dispel the myths of family life created by the mass media. The small group discussions use carefully screened volunteer parents to break down barriers often found in teenage-adult interactions. The reasons for parenting styles can develop then in the atmosphere of mutual respect organized in these small group settings.

The Lakes High School contains the local campus nursery school but other schools could use area nursery schools. In these settings high school students work with and learn from the instructors while playing with and teaching young children.

Both participating parents and parents of the high school students in the program have been impressed by the capacity for responsible growth and understanding of parent roles by students in the program. Communication between adults and high school students is felt to have dramatically improved due to student perspectives gained through the program. Students rank the experience as an important and successful component of the Lakes High School curriculum. The program is entering its sixth year and continues to grow in numbers who apply to it.

Susan Miller, "Tacoma Parenting

Program Prepares Teenagers for Future Family Roles," *Phi Delta Kappan* 63 (June 1982): 701-702.

### A Unique Program for Library Orientation and Usage

The William F. Bradford Library in Quincy, Massachusetts, has developed a highly effective orientation program for incoming sophomores. The library serves an academic and vocational technical high school audience of approximately 2,500 students.

Students learn the library procedures before using the Bradford collection. Specific objectives of the orientation are: to recognize and follow procedures governing the use of the library; to identify the location of various materials in a collection of over 20,000 volumes; and to demonstrate use of author, title, and subject sections of the catalog system.

The library staff devised a two-day orientation program for 30 different sophomore groups. The program is scheduled to coincide with appropriate classroom assignments and keyed to the abilities and needs of each group as well as to the subject matter they are studying. In developing the program, the library staff uses a computer printout presenting information about each class and class members.

A pretest is given students during their first day of orientation to determine student recall of basic library skills for emphasis and review. The test covers library terms, card catalog, book arrangement, reference works, and the *Reader's Guide*. The staff then computerizes the pretest data and when the group returns for the second day, after a two-day lapse, a specific follow-up program is given. Students receive a 4-page booklet highlighting what they need to know for their effective use of the collection, supplemented by transparencies and hands-on activities. High student use of the collection and minimal mis-

use and damage of materials and equipment indicate the strong success of this approach to library use.

- Michael Ann Moskowitz, "High School Libraries: How to Introduce Thirty Sophomore Classes to their High School Libraries and Have Them Come Back for More," *The Clearing House* 54 (May 1981): 418-420.

### Successes in a Cooperative Inner-City Community College High School Program

Cooperative programs between community colleges and high schools are not unusual in suburban areas. But the achievement of LaGuardia Community College with students from urban secondary schools in Long Island City, New York, is noteworthy. The program focuses on career education and allows students to participate either full- or part-time in cooperative education internships during each of the three years spent in the high school portion of the program. This "Middle College" program allows students to transfer into LaGuardia College with credit for one of the three co-op internships required for graduation from LaGuardia. Students may take college classes while still

in high school for which they receive simultaneous high school and college credit.

High school students in the Middle College program receive regular college privileges including library, recreational, and skill laboratories facilities. Placing responsibility on the student is an important program component. Given the high-risk nature of high school students, independence and personal responsibility require support and understanding. Availability of college students as role models and peers also has a strong impact.

In its ninth year, the program boasts strong achievements. Attrition from the program is as low as 14.5 percent, compared with 46 percent in New York City high schools. Eighty-five percent of graduates from the program go on to college. The LaGuardia College program has been reviewed and evaluated as a model for other urban schools that might want to implement this approach for improving educational successes for high school students.

Arthur Greenberg, "High School/College Articulated Programs: Pooling Resources Across the Abyss." *NASSP Bulletin* 66 (May 1982): 79-86.

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## Index to Advertisers

The College Board .....	67
Curriculum Review .....	Cover 3
Educational Testing Service .....	35
Ideal School Supply Co. ....	33
Kendall/Hunt Publishing Company .....	79
Kranz Talent Identification Instrument .....	29
Richmond County Public Schools .....	70
Sand Dollar Management Systems .....	15

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