

irresponsibility

13. Complying with state and federal record-keeping requirements
14. Disciplining students.

Two concerns from the top 15 in 1971 did not appear in the 1981 list: "Changes in values and behavioral norms" and "Social and cultural issues, such as race relations."

Try A Senior Citizens' Day

"In many communities, senior citizens are a potent, vital, and often critical voice in school affairs," states *The Wyoming Educator*. They're also the most neglected segment when it comes to school involvement. Here's how educators can involve senior citizens via a senior citizens' day:

1. Organize a student-staff committee for senior citizens' day.
2. The day's events should include a welcoming address by the school principal, small-group visits to classrooms, a tour of the building and facilities, opportunities for senior citizens to talk to the students, special presentations by a class or classes, and an opportunity for student leaders to talk to the visitors about school activities.
3. Invitations to individual senior citizens should be sent using mailing lists from nursing homes, senior citizen or-

ganizations, adult communities, and student input.

4. District transportation administrators should be urged to provide buses to pick up the guests at central points in the community. (Have a student or an adult from the school to welcome the senior citizens as they board the buses.)
5. Gear the day's activities around the lunch hour at school with the guests invited to eat with the students.
6. Announce your intentions to have a senior citizens' day to the local media two weeks prior to the event.

Too often senior citizens aren't aware of the many things children are learning today. Schools have a responsibility as well as a need to keep this segment of the community informed.

Washington State Takes Action on Early Childhood Education

A Washington state study on the development of voluntary early childhood education programs in public schools has found:

1. A high level of current usage of early childhood programs and projected increase in the three- and four-year-old population through 1990
2. Diversity of parent needs and preferences, and a variety of early childhood education/children's programs

3. Multiple, autonomous provider systems for educational and child care services with high variability in program funding and sponsorship, as well as diverse standards and external accountability

4. Varied levels of preparation and skills of providers/caregivers/teachers, as well as disparity in performance expectations for service providers
5. Reduction in federally supported services and programs designed to move families out of poverty
6. Minimal employer assistance with child care needs of employees
7. Interest of public schools in leasing space and exploring options of conducting preschool/day care programs

8. Minimal planned transition from early childhood programs to kindergarten and primary grade programs

9. Research substantiating the efficacy and cost effectiveness of quality early childhood education programs for high-risk populations and the major role of parent involvement in lasting gains for children.

The study has resulted in an Early Childhood Education Plan of Action. Additional information may be obtained by contacting Nancy Johnson, Chair, SPI Early Childhood Education Committee, 7510 Armstrong St., SW, FG-11, Tumwater, WA 98504.

Curriculum Clearinghouse

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

Reading Encouraged with Community Support

What do Ronald Reagan and "The Fonz" have in common? They've both participated, along with other national celebrities, in the Fox Mill Elementary School "Reading Rainbow" program.

Each year, a steering committee rep-

resenting school, family, and local businesses from the Herndon, Virginia, community establish a two-week period in February to emphasize reading as an enjoyable pastime. Parents receive packets of materials with ideas for reading with their children at home, while classroom activities are planned to tie in with family efforts. The emphasis is on reading for fun without worrying about grades.

Students hear guest speakers during special assemblies and participate in the daily silent reading programs along with all school personnel. In addition, drawings for free books, restaurant-sponsored book parties, and media coverage contribute to the success of this community project.

Linda Harris Sittig, "Involving Parents and Children in Reading for Fun," *The Reading Teacher* 36 (November 1982): 166-168.

Teachers Become Advisors in Pennsylvania

In the "Walking Advisement" program at Neil Armstrong Middle School in Newton, Pennsylvania, teachers assume entry-level activities that are traditionally the role of guidance counselors. Teachers help students with self-concept and study skills development and with arriving at alternative solutions to problems middle schoolers face.

Interested teachers attend an inservice program to develop the skills needed to

assist students in these ways. The program thereby frees trained counselors to concentrate on more advanced guidance/counseling needs while establishing communications between teacher-advisors and counselors. Teachers alert counselors to special student problems and involve them when their expertise is essential. Short- and long-term evaluations give feedback on student progress.

Students select an advisor, are selected by a teacher, or are randomly assigned. The teacher becomes the immediate contact then for students undergoing the middle school experience.

In practice, the program appears to provide the specific guidance and counseling middle grade learners need.

Robert A. Garawski, "Middle School Walking Advisement: A Model for Successful Implementation," *The Clearing House* 36 (September 1982): 5-7.

Stomping in the Swamp

Industrial arts is combined with outdoor education in Wayne County, Ohio, to enable students to explore the natural beauty of the environment and use their experiences to create nontraditional industrial arts projects. Middle grade students make solar stationery and photographs, T-shirts with images of objects found outdoors, and "swamp-stomper" walking devices for group movement in such terrain.

The program is an effective example of how interest-centered curriculum planning can provide personalized learning in an unlikely content area combination.

Herbert W. Broda and David Pence, "Resident Outdoor Education and Industrial Arts: Chips Off the Same Block," *Middle School Journal* 13 (August 1982): 4-6.

Parents Help with Math

The Diagnostic Math Clinic at Southern Illinois University has found that involving parents substantially enhances student progress in math. Parents involved in the program are better able to understand and help with problems their children have in math.

After discussing their children's work with clinicians, parents can be more specific when helping their children at home and they understand better the learner's problems and needs. Likewise, clinicians have greater insight into children's problems after discussions with

parents. This complementary home-school learning environment supports an individualized program and increases the likelihood of students overcoming difficulties.

Janet K. Scheer and Michael T. Heninger, "Math Clinic: An Ideal Setting for Parental Involvement," *Arithmetic Teacher* 30 (October 1982): 48-51.

Computer Literacy Without Anxiety

Computer literacy is growing by leaps and bounds at Centennial Junior High School in Boulder, Colorado. Students and faculty log an average of 350 hours monthly on the three computers in the computer resource room.

Beginners are yellow card holders and use a machine reserved for game-playing or training. Users can sign up for one or two nonconsecutive periods a week but must relinquish their time to blue-card-carrying aides who train persons. Students progress to a green card upon completing the 15-minute training session.

A second machine allows users to check out two diskettes and learn more about programming and other computer languages such as Fortran or Pascal. No games are allowed on the second machine and users are urged to hold to 20 minutes if others are waiting. Teachers and special privilege red card holders can use the third machine. No time limit is set and students can help teachers on special projects. Students earn red cards after teacher approval.

Machine one is in use 100 percent of the time; machine two, 99 percent; and machine three, 95 percent. Eighth and ninth graders are trained as computer aides. They train new users, check out diskettes and manuals, direct and maintain the room and equipment, learn how to use equipment for demonstrations, use advanced functions, and master a project to teach other users.

This program has facilitated a rapid growth of computer literacy among faculty and staff and provided an instructional and support system that allows understanding and sophistication of computer use without anxiety. Middle grade students receive excellent preparation for advanced high school experiences with computers.

Scott Dixon, "How to Organize an Efficient, Smooth-Running Computer Room," *Technology in the Classroom 2* (October 1982): 65, 84.

Television Widens the Education Horizon

Two-way cable television in Irvine, California, is opening up possibilities for exciting new programming:

- Students participate in an experimental live mathematics enrichment program
- Non-English-speaking students interconnect for English instruction
- High school math and science students tutor students in outlying elementary schools
- High school honor students gain access to community college programs
- Teachers receive staff development and inservice education or work on district curriculum planning activities

In each of the above instances, students and teachers do not have to leave their home schools. Any single "classroom" can be made up of participants scattered throughout Irvine's 24 elementary, junior, and senior high schools, two colleges, city hall, and district central office.

For a description of the educational implications of two-way cable programming, means to gain financial support for such systems, and suggestions on how the school may be able to interface with the business world, see: Craig Ritter, "Two-Way Cable TV: Connecting a Community's Educational Resources," *Electronic Learning 2* (October 1982): 60, 62-63.

Minnesota School District Develops Own Software

Since 1979, the Robbinsdale, Minnesota, school district has been developing its own computer software. The results have been substantial savings over commercially produced materials and programs that respond more specifically to local needs.

As a teacher gets an idea for a program it is reviewed by the district's Math-Science Computer chairperson and a full-time programmer/educator. If the idea is proven reasonable and important, the program is worked into an instructional sequence. It is then programmed and checked out by an experienced programmer/educator. Phase three is two weeks of classroom testing by students and teachers. If successful and after errors are corrected, the program is then available for use.

While each program costs the district \$300 to \$500 to create, sales to other districts are substantial. These programs are now being used in thousands of classrooms in the United States and Canada at a modest cost of \$2.50 within

the state and \$9.95 outside, with all proceeds going to additional software development. Plans are to work through a distributor in the future.

The greatest advantage is programs that closely respond to local curriculum

goals rather than adopting less specific commercial products at a much higher cost.

Andrew Ragan, "Marketing Your Own Software," *Electronic Learning* 30 (October 1982): 28, 30.

Law

PATRICIA M. LINES

School Prayer Decisions

In 1982 school prayer in public schools led to considerable judicial activity throughout the nation. Here are the highlights of this activity.

- In early 1982 the Supreme Court struck down a Louisiana law providing for voluntary prayer in the schools, following the precedent it established in the 1960s in *Treen v. Karen B.* 102 U.S. 1267 (1982).

- In October, federal Judge L. Clure Morton voided a similar Tennessee law that called for a minute of silence for "meditation or prayer or personal beliefs." The case is *Beck v. McElrath*, 548 F. Supp. 1161 (M.D. Tenn. 1982). The state plans an appeal.

- Student-initiated group prayer was again an issue. Notably, the Fifth Circuit struck down a policy of the Lubbock, Texas, schools that permitted such prayer before or after school. The case questions whether high schools are subject to the 1981 Supreme Court decision prohibiting university officials from refusing space to students who wished to hold a religious meeting, when space was made available for other purposes. The Texas case is not the right case to settle this issue, however, as the prayer meetings were apparently an extension of clearly unconstitutional past policies, including evangelical assemblies, prayer broadcast over school communications systems, and distribution of Gideon bibles. The school district has asked the U.S. Supreme Court to review the case. The case is *Lubbock Civil Liberties Union v. Lubbock Independent School District*, 660 F. 2d 1038 (5th Cir. 1982).

- In a widely publicized case, federal district court Judge W. Brevard Hand voided a law championed by former Alabama Governor Fob James, who at one point risked contempt of court

charges for urging citizens to ignore court orders on school prayer. The invalid law would have allowed teachers, including college professors, to "lead willing students in prayer," and it suggested a prayer written by the governor's son, a law student:

Almighty God, You alone are our God. We acknowledge You as the Creator and Supreme Judge of the world. May Your justice, Your truth, and Your peace abound this day in the hearts of our countrymen, in the counsels of our government, in the sanctity of our homes and in the classrooms of our schools in the name of our Lord. Amen.

Judge Hand also voided a second law, effective since April 1981, that allowed teachers to open each class with "a period of silence not to exceed one minute in duration . . . for meditation or voluntary prayer." Hand upheld a third law that required elementary school teachers to announce "that a period of silence . . . shall be observed for meditation . . ." at the start of the school day. The case is *Jaffree v. James*, 544 F. Supp. 727 (S.D. Ala. 1982).

- More litigation on school prayer is under way. A moment of silence has been approved by the New Jersey legislature, which overrode a veto from Governor Kean. The New Jersey Civil Liberties Union filed suit. As of mid-January, the Governor and Attorney General have refused to defend the moment of silence law, while the legislature considered whether to obtain special counsel. If the suit prevails, it will be the only court decision voiding a law that provides for a moment of silence alone with no mention of prayer. If the law is voided, the court will most likely base its decision on a finding of unlawful purpose, citing statements of sponsors and other legislators. The Supreme Court has said that a law with the purpose of promoting religion is invalid, but rules of statutory construction normally prevent a court from looking beyond the terms of the statute, where its meaning is plain.

- In December a federal district judge, citing a state constitutional provision lodging curriculum decisions with the

state board of education, struck down Louisiana's scientific creationism law. Another Louisiana case, brought in a different federal court, was dismissed on grounds that the issues raised in that court belonged in state court. The cases are *Aquillard v. Treen* and *Keith v. Louisiana Department of Education*, no. 81-989-B, Dec. 20, 1982. Appeal is planned in *Aquillard*.

- An Iowa teacher recovered \$300 damages for "emotional distress" and breach of his first amendment rights because of exposure to Christmas and Easter assemblies in *Abramson v. Anderson*, in the federal district court for Iowa.

- The South Dakota Supreme Court has upheld the firing of a teacher who allegedly spent too much time teaching the biblical theory of creation. The court bases its decision on findings of fact from a lower court, which were based on an administrative review and which indicated that the teacher failed to follow repeated written and oral instructions from his board to give more time to basic biology instruction and less to discussion of evolution and creation. As a concurring judge saw it, the teacher "wanted to be a preacher, not a teacher." The case is *Dale v. Board of Educ.* 316 N.W. 2d 108 (1982).

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.

Robert C. McKean and Bob L. Taylor are both Professors of Education, University of Colorado, Boulder.

William J. Stewart is Associate Professor of Education, The University of Northern Iowa, Cedar Falls, Iowa; and Conrad F. Toepfer, Jr., is Associate Professor, Department of Learning and Instruction, State University of New York at Buffalo, Amherst.

Patricia M. Lines is Director, Law & Education Center, Education Commission of the States, Denver.

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