

## New Reference Book on Sex Equity

A state-by-state review of policies, resources, and regulations on educational equity for females and males, *Policies for the Future*, has been released by the Council of Chief State School Officers.

Specifically, the book includes annotated listings of laws, policies, regulations, and resources related to sex equity; first-hand descriptions of successful equity programs and approaches used in particular states; and a summary analysis of significant topical areas addressed by current state policies or programs such as curriculum materials, athletics, teacher training, and employment practices.

The shifting federal role in education places increased emphasis on state policies and programs. The publication is designed to aid state educational leaders as they assess future goals and priorities and implement programs that will prepare today's students for tomorrow's world.

Available for \$10 from the CCSSO Resource Center on Sex Equity, Suite 379, Hall of States, 400 N. Capitol St., NW, Washington, DC 20001.

## Chilly Climate

*The Classroom Climate: A Chilly One for Women?* is a report recently released by the Project on the Status and Education of Women, based on a 15-month study of the differential treatment of male and female university students. The study found that overt as well as covert discrimination against women continues in college classrooms and affects women students' confidence and

performance throughout their education. Practical suggestions for alleviating sexist teaching are presented. The report is available for \$3 from PSEW, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Phone: (202) 387-1300.

## Faces of Honor

Twenty posters honoring women of achievement (such as Amelia Earhart, Susan B. Anthony, Kate Chopin, mountain-climber Annie Smith Peck, labor leader Leonora O'Reilly and others) are available from the Organization for Equal Education of the Sexes, Inc. Size: 11 x 17"; price: \$36 including postage and handling. The package includes two posters featuring five different women, each highlighting Women's History Week. Order from TABS, 744 Carroll St., Brooklyn, NY 11215. Phone: (212) 788-3478.

## Scholars Urge Equality in College Curriculum

Noting that the traditional liberal arts curriculum excludes women's lives, perspectives, and accomplishments, a conference report published by the Association of American Colleges calls on colleges and universities to hire faculty members who understand that responsible teaching includes the assimilation of the new scholarship on women into all fields.

The report, *Liberal Education and the New Scholarship on Women*, challenges the higher education community to reexamine the content and structure of the college curriculum. It includes specific recommendations for discipli-

nary groups, education associations, and colleges and universities and their administrators. For example, the report recommends that administrators support the use of sabbatical leaves and development funds for research on women; that disciplinary groups support graduate departments in the training of instructors who are competent to teach a curriculum informed by the new research on women; and that education associations foster discussions on the new research at workshops and conferences.

The three papers included in the report are "The New Scholarship on Women: The Extent of the Revolution," by Florence Howe, Professor of American Studies at the State University of New York College at Old Westbury; "A Feminist Critique of the Liberal Arts," by Elizabeth Kamarck Minnich, former dean of Union's Graduate School; and "The Challenges of Women's History," by Gerda Lerner, Robinson-Edwards Professor of History at the University of Wisconsin-Madison.

Copies of the report are available for \$3.50 from the Publications Desk, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

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

Nancy S. Olson is Senior Editor, Association for Supervision and Curriculum Development, Alexandria, Virginia.

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# Follow Up

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## READY FOR AN EDUCATOR'S FLEXNER REPORT

As Superintendent of Schools in a relatively large district (enrollment 21,600) who sees instruction as my main responsibility, part of the January issue left me with a feeling of discomfort.

To imply, as Elliot Eisner did in the lead article, that teaching is, or can be, an art and craft without clear specific goals and objectives belies what I consider the best research available tells us about effective teaching. It is ironic that the illustrations in the article tended to

deal with instrumental music, one of the most clearly defined and practice-based of the performing arts.

When Eisner states, in speaking of the launches in our space program, "The best thing that can be said for such operations is that they were unevent-

ful," I find myself unable to follow his logic. Even though many take for granted the massive accomplishment of our educational system in producing human beings who can plan and execute such incredible feats, I would describe them as anything but uneventful.

Public schools have vocal critics who persist in the belief that we don't know what we are doing, why we are doing it, where we are going, or how we are getting there; and articles such as Eisner's simply fortify that impression.

If good instruction is to take place the teacher must have a clear and concise idea of why certain things are being done in the classroom and what students will know after they experience the learning process. Good instruction is hard work for the teacher, and learning takes effort on the part of the learner.

I would suggest that education as a profession is somewhere near where the medical profession was prior to the "Flexner Report." The changes that occurred in medical education after that monumental study put medicine on a professional basis.

There is no question that teachers must be humane, adaptable, and experts in human relations. However, they also need to know their profession. They should know their subject matter, know what good instruction is, be able to present it, and be able to measure whether effective learning is taking place.

It is encouraging to see the excellent quality of current research on instruction. I hope *Educational Leadership* will put in the forefront those practitioners who are, in fact, providing the type of education young people in our public schools need.

JOHN PAGEN  
Superintendent  
Warren Consolidated Schools  
Warren, Michigan

#### ART AT CENTER STAGE

Educational literature and educational conversation suffer from an overabundance of technological language and thought. We write and talk about educational products, delivery systems, and measurements as if education were concerned with inanimate material, not human beings. At the same time, there exist excellent teachers at all levels whose aesthetic sensibilities are attuned

to human beings and their social interaction and experiential growth. They eschew the technological metaphors that impinge on their teaching activities. Too often, however, the pressure is too great and they succumb to it and the concomitant lack of support from technologically minded educational leaders.

We desperately need educational leaders who will facilitate teachers as professional educators who want to continuously improve their teaching (as Gilbert Highet said well over 30 years ago in *The Art of Teaching*) by increasingly: knowing their students better, knowing their subject better, loving their subject more, and loving their students more.

The articles in the January issue served to facilitate educational leadership that rightly puts art and the quest for goodness at center stage and relegates the technical and procedural to an assisting role.

WILLIAM H. SCHUBERT  
Associate Professor  
University of Illinois at Chicago Circle  
ANN LYNN LOPEZ SCHUBERT  
Chicago, Illinois

#### WAITING FOR ARTISTRY

I'm troubled by Elliot Eisner's "Teaching as Art and Craft." I liked what he said and I loved the way he said it, but I'm afraid his message will be misinterpreted.

There are those in the field of teacher-training who believe that teaching is an art, that successful teachers are those born with the talent for teaching. In my role of student-teacher supervisor, I am frequently told that my student-teachers only need "experience," "trial and error," or the "school of hard knocks." The cooperating teacher does not critique, aid, or instruct the student-teacher in the mistaken belief that one need only wait for the "artistry" to develop. The unfortunate result is a scared, poorly trained teacher.

Though Eisner would probably not endorse that method of student-teaching training, I suspect that his article may serve to perpetuate it. Developing the art of teaching without developing the craft would be a major error for teacher-trainers.

JEFFREY PASSE  
Assistant Professor of Education  
Shepherd College  
Shepherdstown, West Virginia

#### DISMAYED BY SUBTLE BIAS

Although Elliot Eisner's article was very well written, I was dismayed when I read the following sentence:

The teacher reads the qualitative cues of the situation as it unfolds and thinks on her feet, in many cases like a stand-up comedian. (p. 10)

But how can a principal be an instructional leader when he believes that he knows little about teaching or curriculum? (p. 13)

I hope very much that the pronouns are not a reflection of the author's sexual bias. *Educational Leadership's* articles provide inspiration as well as practical information to teachers, administrators, and prospective teachers alike. The editors should not publish articles that subtly urge only males to consider administrative positions in education.

CLAIRE MCCUSKER  
Regis College  
Weston, Massachusetts

#### PRINCIPAL AS CONDUCTOR

"Teachers are more like orchestra conductors," contends Eisner. While he is quite right, certain things ought to be kept in mind. First, an orchestra consists of diverse players who have to play in harmony, under close direction, to bring out the sweet music. It's a rare school that belts out such harmony solely because of an artful teacher. The ones that do are apt to have a first-rate conductor: the principal.

Second, an orchestra, no matter how great, has to have a willing, attentive, and somewhat knowledgeable audience. These days such audiences are hard to come by for various reasons. Again, where they exist, the likely reason may be the school conductor: the principal. Thus, the principal, in the old-fashioned sense, is the person able to shape both players and listeners into harmony by being himself or herself a master musician and a master leader.

EDWIN P. KULAWIEC  
Professor of Education  
The George Washington University  
Washington, D.C.

#### A HARD SELL FOR SUCCESS

I take issue with the article "Why Innovative Programs are Discontinued" in the January 1983 issue. To generalize that innovative programs fail because only five NDN programs did so is not valid. Parish and Arends made salient

points concerning politics within school districts, but they failed to recognize that numerous NDN developer/demonstrators (NDN D/D's) make concerted efforts to ensure quality implementation.

For each of the five projects studied by Parish and Arends, there are many innovative projects that systematically establish a plan to guarantee improvement. NDN D/D's have been accused of hard sell. It is the very nature of successful programs that they are "sold" in an awareness presentation to establish a match between a district's assessed needs and a program that has proven effective in meeting those needs. During the negotiations prior to adoption of the program, all aspects of training and implementation are discussed. This is to ensure that a matching of needs will result.

It has been my impression after being part of the NDN for four years that many teachers wish to improve (or change), but become frustrated by local problems (which often reflect national ones). When administrators become sold on a project or wish to institute a change and force that change on teachers, there is little hope for the expected change.

Because of budgetary limitations most exemplary programs are forced into short training sessions. Adopters also often resist committing themselves to follow-up services, even though follow-up visits are intended to extend the training. When they are scheduled, they become an integral part of the change system.

Exemplary programs from the NDN have the decided advantage of traveling throughout the country sharing ideas and knowledge from a variety of sources. The practical experience they provide may have far more value to a district than theories proposed by university studies.

Change cannot be accomplished without a commitment to change. That occurs when a decision is made not only by those who want the change—teacher or administrator—but by those who will be affected by it—students and community. All have to work together. I believe this is what Parish and Arends wished to convey, but they did not discover—or at least did not report—that changes are taking place in many places and that some of the most dramatic are a result of the ideals they advocate. I invite them now to show why innovative programs

can and do improve the culture.

VERNE KELLY

Director

Institute for Creative Education  
National Diffusion Network  
Developer/Demonstrator Project

### Ralph Parish replies:

It was never our intention to imply that the sites we studied were typical of the National Diffusion Network. Our sites were typical, we believe, of what occurs in many schools when programs, regardless of their origin and development, are discontinued.

We have been associated with the NDN since its inception, and we agree that the NDN has many fine programs that have been successfully implemented. Successful NDN implementations have already been reported on by Emory Computer Center in a 1977 SRI report as well as more recently by the Network in their study of linking agents.

Because successful implementation has been studied more extensively, we felt that a look at the other side of the coin might provide us with some fresh insights, so we intentionally studied sites where implementation had *not* occurred in order to better understand the adoption/implementation process. Mr. Kelly's last paragraph correctly identifies the intent and purpose of our research. □

### TRUE EFFECTIVENESS

After studying the articles and analyzing the variable and often inconsistent sets of characteristics of school "effectiveness" in the December 1982 issue, I was struck by the omission of the one characteristic that defines the truly effective school—the extent to which students demonstrate they are able and willing to *consistently* and *properly* apply what they have learned in fulfilling their responsibilities.

It would seem that the best way to measure the "effectiveness" of the activities, programs, and guidelines suggested in the issue is not to look at test scores or find out how parents and educators feel about what is being done. Rather, it would be enlightening if, just once, researchers and others would look at what and how much students transfer beyond the "teaching stage" to the "using stage."

Until schools develop a clear picture of what students should be able to accomplish as a result of the school pro-

gram, efforts to improve school effectiveness will have little lasting impact on children.

LYLE M. EHRENBERG  
Center for Competency  
Development  
Coral Gables, Florida

### THE RIGHT TO ALL PERTINENT INFORMATION

Robert Foley's article, "The Community's Role in Dealing with Censorship," January 1983, was one of the most professional, positive, and enlightened statements I've read on this highly emotional subject.

As the education division of the National Right to Work Committee, our organization has published and distributed since 1977 the highly acclaimed study, "Classroom Treatment of the Right-to-Work." The threefold purpose of this project is to encourage publishers to include information about Right to Work in their discussions of the American Labor Movement, to help state textbook adoption committees evaluate tests before determining their appropriateness and objectivity, and to educate citizens to the problem of existing bias in current classroom materials.

Our textbook bias study is based on the belief that students not only have a right to information, but a right to *all* the pertinent information. We believe every competent educator will agree that a student must be presented history (in the case of our study, history of the American Labor Movement) in its objective entirety (in this case, including information about Right to Work).

The interest shown in our study is certain proof to us that citizens not only agree with Foley's contention that "the community has a legitimate role in selection of library books and instructional materials," but it is proof that they want to act on that conviction.

A school system that is willing to question its own policies, listen to the concerns of its parents, and be open to those citizens who may march to a different drum will be a school system that truly educates its children to wrestle with the responsibilities of citizenship in America's future.

SUSAN STAUB  
Director  
Concerned Educators Against Forced  
Unionism  
Springfield, Virginia

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