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ABSTRACT

This unit has three major purposes: to identify and examine criteria of relevance, to review evidence on the schools' failure to satisfy these criteria, and to survey approaches to making the schools more relevant in terms of these criteria. The unit objectives are to define relevance as related to school programs; list major criteria for judging the relevance of school programs; survey the evidence for lack of relevance of school programs for students generally; survey the evidence for lack of relevance of school programs for members of minority groups; describe student participation in decision-making as an approach to increasing the relevance of school programs; describe community participation in decision-making as an approach to increasing the relevance of school programs; describe changes in curriculum and instruction designed to increase the relevance of the school program for students generally; describe changes in curriculum and instruction designed to increase the relevance of the schools for members of minority groups; describe alternative schools as an approach to increasing the relevance of education; compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education; and analyze and evaluate instruction in terms of relevance, using an observational checklist. (Author/IRT)

TRAINING FOR LEADERSHIP IN LOCAL EDUCATIONAL IMPROVEMENT PROGRAMS

UNIT 7. RELEVANCE AS AN EDUCATIONAL THEME WITH RELATED INNOVATIONS

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PREFACE

This is one of 10 units in a program of Training for Leadership in Local Educational Improvement Programs. Development of the program was begun at the Learning Research and Development Center at the University of Pittsburgh and has been carried forward at Research for Better Schools in Philadelphia.

If you have in hand the Instructor's Guide to the program, or Unit 1 entitled Training Program Introduction and General Study Plan Guide, you will have sufficient introduction to the nature and purposes of the training program. If you do not have access to one or both of these items, the following paragraphs will introduce you to this unit of the program.

This unit is designed for use by anyone holding a position calling for leadership in planning and conducting local educational change programs. This means school district leaders - central office administrators, building principals, curriculum specialists, or teachers involved in change project teams. Also it means graduate students in curriculum, administration, or supervision. In addition, curriculum specialists or field personnel of state education departments or other educational agencies may find the unit of value in their work with school districts - as in the conduct of workshops involving local school personnel.

The unit can be studied on a wholly self-instructional basis, or with an instructor's direction. It will probably require somewhere between 4 and 8 hours of your study time.

This unit offers you an orientation to one of the key concerns of educational innovation - making instruction relevant to the needs, interests, and backgrounds of students generally and, particularly, of students from minority groups.

CONTENTS

UNIT 7. RELEVANCE AS AN EDUCATIONAL THEME, WITH RELATED INNOVATIONS

Introduction

During the 1960's, one chief criticism of the schools was the claim that the instruction they offered was not "relevant" to the needs of students. The strongest focus of such criticism had to do with the education of the "disadvantaged," the "culturally-different," those sharing the "culture of poverty" in the inner cities, and particularly the blacks. However, there also was a more basic charge that the schools were failing to offer students generally an educational fare that prepared them to live in today's and tomorrow's world.

The word "relevant," unless qualified, is merely a slogan term. Dictionary definitions make the term synonymous with appropriateness or applicability. Users of the term are obligated to specify their criteria of relevance. Appropriate to what? Applicable to what?

This unit has three major purposes: to identify and examine criteria of relevance, to review evidence on failures of the schools to satisfy these criteria, and to survey approaches to making the schools more relevant in terms of these criteria.

This unit overlaps other units in this program, particularly Unit 4 on Individualization, Mastery, and Student Self-Direction, and Unit 6 on Personal/Social Development. Reference will be made to these units when appropriate.

What this unit offers you

This unit offers only an introduction to the theme of relevance and to the literature on this topic. If you already have read much of the literature on relevance, or have taken part in projects intended to increase the relevance of the schools, you probably will find much of what is presented in

this unit to be "old stuff." If you lack such bases for becoming familiar with the topic, this unit should prove valuable to you. The unit objectives are listed below.

1. Define relevance as related to school programs.
2. List major criteria for judging the relevance of school programs.
3. Survey the evidence for lacks of relevance of school programs for students generally.
4. Survey the evidence for lacks of relevance of school programs for members of minority groups.
5. Describe student participation in decision making as an approach to increasing the relevance of school programs.
6. Describe community participation in decision making as an approach to increasing the relevance of school programs.
7. Describe changes in curriculum and instruction designed to increase the relevance of the school program for students generally.
8. Describe changes in curriculum and instruction designed to increase the relevance of the schools for members of minority groups.
9. Describe alternative schools as an approach to increasing the relevance of education.
10. Compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education.
11. Analyze and evaluate instruction in terms of relevance, using an observational checklist.

Unit Study Plan

Before beginning study of this unit, you should determine how intensively you want or need to study each objective. After a careful diagnosis of your needs and present attainments, if you judge that study of some of the unit objectives is unnecessary, you are free to omit them from your study.

Below is a guide for arriving at your study plan, either with help from your instructor (if you have one) or on your own. The guide calls for a four-step procedure: assess your needs to study the unit objectives, decide how to study them, assess your mastery of the unit objectives after study of the unit, and evaluate the unit.

Personal assessment of needs to study the unit. First, turn the pages of the unit quickly to acquaint yourself with the objectives and their contents. Twenty minutes should be sufficient for skimming the unit.

Next, perform the Pre-Assessment Exercise that follows to obtain a basis for estimating your present level of mastery of the unit objectives. The exercise contains questions giving you the opportunity to review your knowledge as related to the unit objectives. In doing the Pre-Assessment Exercise, use it simply as a way of determining what parts of the unit you need to study. It is not expected that you will pass the Pre-Assessment, though you are apt to find that you can answer some of the questions adequately before studying the unit.

When you have completed the Pre-Assessment Exercise, check your answers against the Pre-Assessment Exercise Answer Key (at the end of the unit). Keep in mind that this exercise is for your use in determining which parts of this unit will require the bulk of your study time.

PRE-ASSESSMENT EXERCISE - UNIT 7

Directions: This pre-assessment serves two purposes - it gives you the opportunity to demonstrate mastery of some unit objectives before studying the unit, and it orients you to the unit as preparation for studying it.

Feel no obligation to answer a question. It is not expected in a pretest that you will necessarily be able to answer any of the questions. However, if you can give a fully adequate answer to a question on the pretest, you have no need to study that part of the unit to which the question refers.

Probably you will need no more than one-half hour to complete this exercise. When you complete it turn to the Pre-Assessment Exercise Answer Key at the end of the unit to check your answers, then turn to the page following this Pre-Assessment Exercise to continue with your unit study plan.

Objectives 1 & 2. Define relevance and list major criteria for judging the relevance of school programs.

Objective 3. List major lacks of relevance of school programs for students generally.

Objective 4. List major lacks of relevance of school programs for members of minority groups.

Objective 5. State how student participation in school decision-making can increase the relevance of school programs.

Objective 6. State how community participation in school-decision-making can increase the relevance of school programs.

Objective 7. Review major changes in curriculum and instruction designed to make schools more relevant to the needs of students generally.

Objective 8. Review changes in curriculum and instruction designed to make schools more relevant to the needs of minority-group students.

Objective 9. Describe and illustrate private alternative schools as an approach to making schooling more relevant to students' needs.

Objective 10. Compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education.

Objective 11. Not suitable for pretest.

Having completed the Pre-Assessment Exercise, you (with your instructor, if you have one) should check your answers with those given in the Pre-Assessment Answer Key at the end of the unit. Compare the quality and detail of your answers with those offered in the Answer Key. There is no one right answer to any of the questions but rather key points that are required for an adequate answer, with those points stated in your own words. The Answer Key probably contains fuller answers to most of the questions in the exercise than you can give before studying the unit.

In the following table (next page) you are asked to check the estimates you (and your instructor?) make of your level of mastery of each objective. Check HIGH if you judge your answer to be right on target and in adequate detail. Check MODERATE if you believe your answer to be good but lacking some points needed for a fully adequate answer. Check LOW if you find your answer to be inappropriate or incomplete, or if you did not answer the question.

After checking your level of mastery of each objective, check at the right whether the objective, or part-objective, requires merely review, or careful study. It is not a sound procedure for you to study the Answer Key as a way of learning answers to items in the Pre-Assessment Exercise. Instead, you should study the unit materials since they are meant to prepare you to give an adequate answer based on an understanding derived from reading and practice exercises.

UNIT STUDY PLAN CHECKSHEET

OBJECTIVE	TOPIC	PRESENT MASTERY H	M	L	REVIEW ONLY	NEED TO STUDY
1.	Define relevance as related to school programs.	___	___	___	___	___
2.	List major criteria for judging the relevance of school programs.	___	___	___	___	___
3.	Survey the evidence for lacks of relevance of school programs for students generally.	___	___	___	___	___
4.	Survey the evidence for lacks of relevance of school programs for members of minority groups.	___	___	___	___	___
5.	Describe student participation in decision making as an approach to increasing the relevance of school programs.	___	___	___	___	___
6.	Describe community participation in decision making as an approach to increasing the relevance of school programs.	___	___	___	___	___
7.	Describe changes in curriculum and instruction designed to increase the relevance of the school program for students generally.	___	___	___	___	___
8.	Describe changes in curriculum and instruction designed to increase the relevance of the schools for members of minority groups.	___	___	___	___	___
9.	Describe alternative schools as an approach to increasing the relevance of education.	___	___	___	___	___
10.	Compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education.	___	___	___	___	___

Study procedure. In studying the unit, you will gain by doing the objectives in the order in which they appear since each part of the unit assumes a level of understanding based on the previous parts. It is a good idea to at least skim those parts of the unit that you judge, on the basis of the Pre-Assessment Exercise, that you already have mastered..

You may wish to study all or part of the unit with one or more fellow students. Your instructor may elect to conduct group sessions either to introduce the unit, to review it after your study, or to add further material. And, of course, you could study the unit entirely independently.

You will note that, under each objective, explanatory material is given that is usually supported by illustrations and sometimes is involved in exercises you perform. The exercises are either followed immediately by explanatory materials to help you check and round out your answers, or they are provided with an Answer Key.

You probably will take one or two days to study this unit, depending on how intensively you need or want to study any or all of its objectives. It is best to go through the unit in its entirety first, then make plans for later and more intensive study of any areas of particular interest to you.

Post-assessment. When you complete study of the unit, you will find directions for the Post-Assessment Exercise. Perform the Exercise and check your answers against those given in the Answer Key. If you fail to show mastery of any objectives at this time, further study is indicated.

Unit evaluation. At the end of the unit you will find a Unit Evaluation Form. It will be helpful if you take a few minutes to complete it and return it to the address given. This will be an aid in making any revisions of the unit and in learning who can benefit from study of it.

GENERAL REFERENCES

References to readings related to particular objectives are given under those objectives. Also, a number of general references are given below. You may wish to refer to them while studying the unit, or later. These general references are, of course, only a sample of the hundreds of references that could be listed.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970. See especially Chapters 1 (Introduction: Education for What?), 3 (Education and Equality), 4 (Education for Docility), 7 (It Can Happen Here), 8 (Reforming the High School).

Friedenberg, Edgar Z. Coming of Age in America. New York: Random House, 1965. See especially Chapter 2, "The Cradle of Liberty," on education in traditional high schools.

Gross, Ronald and Beatrice (eds.). Radical School Reform. New York: Simon and Schuster, 1969.

Postman, Neil and Weingartner, Charles. Teaching as a Subversive Activity. New York: Dell Publishing Company, 1969. This book focuses on how teaching can be made more relevant to students' needs.

Fantini, Mario D. The Reform of Urban Schools. Washington, D.C.: National Educational Association, 1970.

Levine, Daniel U. (ed.). The Reform of Urban Education Special Issue of Phi Delta Kappan, 1971, 52 (No. 6, February).

National Association of Elementary Principals, NEA. The Elementary School: Humanizing? Dehumanizing? Washington, D.C.: NAESP, NEA, 1971. (Reprint of articles from 1969-1970 issues of the National Elementary Principal.)

The National Commission on the Reform of Secondary Education. The Reform of Secondary Education. New York: McGraw-Hill, 1973. (Analysis and recommendations. Includes sections on career education and "global" education.)

President's Science Advisory Committee. Youth: Transition to Adulthood. Office of Science and Technology, Executive Office of the President. Washington, D.C.: U.S. Government Printing Office, June 1973.

Objective 1. Define relevance as related to school programs.

There is no official definition of relevance as the term is applied to education. As has been noted in the Introduction to this unit, the word means "appropriateness" or "applicability" according to the dictionary and thus must be defined by the criteria of appropriateness or applicability that are chosen.

Jerome Bruner in his volume on The Relevance of Education (New York: Norton, 1971) says the term "...has two senses. The first is that what is taught should have some bearing on the grievous problems facing the world, the solutions of which may affect our survival as a species. This is social relevance. Then there is personal relevance. What is taught should be self-rewarding by some existential criterion of being 'real,' or 'exciting,' or 'meaningful.'" (p. 114)

Following Bruner's lead, the closest we can come to giving a satisfactory general definition of relevance is to say that education is personally relevant insofar as it suits the learning needs of the individual student and socially relevant insofar as it prepares the student to assume the responsibilities of community membership and citizenship. This very general definition, to be made useful, needs to be restated in terms of specific criteria of personal or social relevance. This is the function of Objective 2.

Objective 2. List major criteria for judging the relevance of school programs.

In the broadest sense of relevance, listing criteria of relevant schooling is hard to distinguish from spelling out what good education requires. To avoid this, we should note that relevance has become a slogan term of educational reform in relation to certain pervasive shortcomings of public education. These are: a common failure to make instruction vital and interesting by linking it with the student's life experiences; a failure to offer explicit preparation for performing major life roles (vocational, avocational, citizenship) with special attention to how those roles would need to be lived in the years ahead; a failure to provide an honest examination of critical problems confronting society; and a particular failure to take account of cultural differences involving students from minority groups. We can arrive at a workable list of relevance criteria by focusing on these types of shortcomings of traditional education.

Exercise 1 asks you to prepare to list relevance criteria. After you have responded to the exercise, the Exercise 1 - Answer Key that follows will help you check and strengthen your answers.

EXERCISE 1 - WORKSHEET

Listing Criteria for Judging the Relevance of School Programs

Directions: Under each of the four headings in the exercise, list things you think should be done to ensure that instruction is relevant to students' needs and backgrounds. When you complete the exercise, turn to the Answer Key that follows to check your answers.

Instruction should be made relevant to each student's experiences:

Education should prepare the student to perform major life roles:

Education should honestly examine critical societal issues or problems:

Education should be made relevant to cultural differences among students:

EXERCISE 1 - ANSWER KEY

Explanation: The following are suggested criteria of relevance under each of the four headings in the exercise.

Relate education to the student's experiences

Provide for analysis of students' experiences in their peer-group and community settings. Drugs? Sexual relations? Gangs? School rules?

Provide for student interests to be reflected in the choice of school projects.

Provide for application of concepts and principles learned at school to out-of-school experiences.

Relate education to the student's life roles

Provide regular study of the world of work and relate it to student career choices.

Provide preparation for citizenship that includes the study of political processes, the analysis of citizen roles, and experience in student government.

Provide for the development of avocational interests (hobbies).

Provide a stress on developing effectiveness in communicating with others and in relating to others.

Teach students to analyze critical societal issues

Issues such as the following should be honestly examined and students should be permitted to hold different views on controversial issues:

Pollution; the depletion of natural resources; overpopulation; crime; automation; corruption in government; the invasion of privacy; intergroup conflicts; international rivalries; the revolt of youth.

Make education relevant to cultural differences

Provide study of different current societies as analyzed by cultural anthropologists.

Provide study of minority cultures in the United States--American Indians, Mexican-Americans, Puerto Ricans, various nationality groups, blacks.

Make the curriculum fair to cultural minorities in this country, especially blacks.

Objective 3. Survey evidence for lack of relevance of schools for students generally.

In preparing yourself to summarize major shortcomings of the schools with respect to relevance, you should review your own experiences and observations, the material presented here, or selected readings. Your experiences (including your jobs) may cause you to focus particularly on the elementary or the secondary level of schooling. The material presented under this objective assumes that you will at least be familiar with problems of relevance at both levels.

Your study of those objectives should be oriented toward preparing yourself to summarize the shortcomings of traditional schooling in terms of a lack of relevance under each of six headings. (The first three headings on the list relate to other units in this training program: Unit 4 on Individualization, Mastery, and Student Self-Direction; Unit 5 on Enquiry; and Unit 6 on Personal/Social Development. If you have not already studied these units, you may find it valuable to examine them as you study for this objective.)

Exercise 2 asks you to give your views on lacks of relevance of traditional schooling under each of the six headings. Upon completing the Worksheet, turn to the Answer Key that follows to check your answers. (You may wish to turn to one or more of the general references that are listed following the Answer Key.)

EXERCISE 2 - WORKSHEET

Directions: Summarize your views of ways in which traditional schools fail to satisfy the criteria for relevance reviewed under Objective 2. When you complete this worksheet, turn to the Answer Key that follows to check or round out your answers.

---

1. What are major failures of traditional schools to adapt instruction to individual differences among learners?

2. What are major failures of the schools to teach students competencies in problem-solving thinking (enquiry)?

3. What are major failures of the schools to foster sound personal/social development in students?

EXERCISE 2 - WORKSHEET (CONT.)

4. What are main failures of the schools to relate instruction to student's experiences?

5. What are shortcomings in relating instruction to students' life roles?

6. What are shortcomings of the schools with respect to the analysis of critical societal issues?

EXERCISE 2 - ANSWER KEY

Explanation: The following material offers suggested answers to the six questions in Exercise 2. Following this Answer Key, you will find a list of general references that you may wish to turn to to enlarge your conception of problems of relevance and of ways of resolving them.

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1. What are major failures of traditional schools to adapt instruction to individual differences among learners?

   Your answer to this question should take account of the fact that most schooling is according to the grade-level system that requires all students to study the same grade-level (or course) curriculum at the same rate and in the same manner. Also, most instruction is whole-class rather than permitting students to work individually or in small groups.

2. What are major failures of the schools to teach students competencies in problem-solving thinking (enquiry)?

   Instruction that is relevant to preparing the student to cope with purposes or problems in any area of living should teach the student to analyze his purposes or problems, to select or plan likely solutions, then to put those solutions into action. But traditional instruction places its stress on teaching skills, concepts, and information with little attention to enabling the student to cope with the great variety of purposes and problems he will encounter in his various life roles.

3. What are major failures of the schools to foster sound personal/social development in students?

   A useful summary of such failures is offered in Unit 6, pages 118-119, in relation to traditional high school education. The same list is equally appropriate for describing the typical elementary school. In case Unit 6 is not available to you, this list is reproduced below.

   Faults concerning developing a positive self-concept

   For the majority of students, instruction is conducted in a way that makes failure a common experience.

   Individuality tends to be discouraged in a program that is conducted with classes, not individuals.

   Students are generally treated like children who must be regimented, restricted, controlled.

   There is an extreme lack of privacy, even in toilets.

   Rules and punishments tend to deny the student dignity as a person.

   Classroom discipline emphasizes rejecting the person rather than merely the behavior.

Members of minority groups tend to be rejected, openly or by the silent treatment.

Slow learners and rebellious students are assigned to the slow tracks.

Faults concerning the development of interests

Instruction often emphasizes drill and memorization that discourage developing interests.

There is a lack of emphasis on tying subjects into the student's life experience.

Students generally must assume a passive role at school, learning by being told or by reading texts rather than by conducting individual or group projects.

Students have little choice as to what they study in most curriculum areas.

Faults related to developing self-direction

Students generally have few choices with respect to their learning tasks.

Students are given limited opportunities to plan and conduct their learning tasks independently of teacher direction.

Generally, slow learners are treated as though they are incapable of any degree of self-direction. Project activities generally are restricted to advanced students.

Faults concerning the development of student values

Attempts to teach values generally are authoritarian: "You should feel, believe this.."

The values stressed at school generally are adult values (which most adults don't practice).

Schools pay little attention to the analysis of values.

Schools usually do not accept differences in values as appropriate; they do not allow for the student choosing his own values.

Faults related to developing empathy with others

The curriculum tends to ignore or reject minority groups and cultures.

Instruction, even in social studies, usually gives little attention to learning to understand and appreciate other groups than one's own.

There is usually no formal attention paid to providing association with members of other groups or cultures that would encourage developing empathy.

Faults related to developing interpersonal skills

The schools emphasize the student's relations to teachers rather than to fellow students.

The curriculum gives little attention to the study of social relationships in our society or in other societies.

Even when group projects are conducted, there usually is no formal instruction in group planning, in filling various roles in a group, or in communication within a group.

Schools use student government as an arm of the administration to impose conformity rather than as a setting for learning effective inter-personal and inter-group attitudes and behavior.

4. What are main failures of the schools to relate instruction to students' experiences?

Most instruction at both elementary and secondary levels is academic in the narrow sense of being unrelated to students' experiences. There is a very heavy reliance on the textbook with limited use of project approaches where the content of instruction reflects the individual student's interests and experiences. Social studies content tends to be heavily concentrated in the area of history rather than current societies and current concerns. Usually, there is little attempt to employ the student's home community as the source of the setting for learning experiences. The students' peer culture seldom is the focus of instruction.

5. What are shortcomings in relating instruction to students' life roles?

Both elementary and secondary education are mainly unrelated to the world outside where students currently and in future perform their major life roles as worker, community member, citizen, family member, and private person. There are few opportunities for realistic sampling of various kinds of jobs. Career choice and career planning receive less attention than needed. The study of citizenship is bookish with few experiences offered in the analysis of current political processes and few opportunities given students to govern themselves. Little attention is given to the analysis of interpersonal and intergroup relations. And neither course work nor student counseling deal adequately with the development of avocational interests that will provide for productive and enjoyable uses of leisure time.

6. What are shortcomings of the schools with respect to the analysis of critical societal issues?

Today's students in elementary and secondary schools will spend about half their lives in the 21st century. Their young adulthood will be spent in the last quarter of the present century when many crucial

societal problems must be brought under control if life is to remain livable into the next century. The schools have only begun to give systematic attention to these problems. The social studies curriculum, for example, still places its main emphasis on history and political science with inadequate attention given to such great problems as over-population, using up of natural resources, pollution, the effects of automation; and the "liberation" movements involving women, youth, blacks, and other segments of society that historically have been granted inferior status. Preparing the student to take part in the emerging society requires that both elementary and secondary schools focus instruction strongly on analyzing these critical problems and on exploring ways in which they can be resolved.

Fantini, in The Reform of Urban Schools, points out the failure of the schools to take account of great changes that already have occurred in our society. "In many ways, our schools are still preparing children for rural, spacious living, and delivering the old easy answers even though the questions have changed..... The institutions we are conserving are overwhelmingly and harmfully obsolete. The child educated in the classical Western tradition is given the values of peace, harmony, justice, order and beauty. How likely is he to find those elements in Harlem or downtown Chicago?" (p. 7). Most schools continue to ignore the fact that our society is organized in terms of inner cities, and suburbs that seek to escape and disown the urban ghettos.

An excellent summary statement of the kinds of changes needed in education is given in Education U.S.A., September 10, 1973, page 7 under the heading "Education Must Change to Meet Future Needs." The article refers to Alvin Toffler's book, Learning for Tomorrow that makes a case for the view that American education is obsolete since it prepares people to fit into a well-functioning industrial society. Toffler contends that schools must turn out people who are inventive and who can cope with change rather than people who are "punctual, obedient, and prepared to do the same thing 10,000 times a day." Also the article states that education, to be relevant, must focus on changes taking place both in America and throughout the world.

GENERAL REFERENCES

The following references all contain valuable information on general lacks of relevance of traditional schools, public or parochial. Some public schools, and some private schools, obviously improve over the programs described in these references. Use these references as you need to in studying this objective.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970. Chapters 3 and 4 are the ones to examine for this objective.

Friedenberg, Edgar Z. Coming of Age in America. New York: Random House, 1965. Chapter 2 is the best one for this objective.

Jackson, Philip W. Life in Classrooms. New York: Holt, Rinehart & Winston, 1968.

Kozol, Jonathan. Death at an Early Age. Boston: Houghton Mifflin, 1967.

Holt, John. How Children Fail. New York: Dell, 1964.

Kohl, Herbert. 36 Children. New York: New American Library, 1966.

Sexton, Patricia. The Feminized Male. New York: Random House, 1969. (This work studies the impact on elementary school boys of the fact that nearly all elementary teachers are female.)

National Association of Elementary School Principals, NEA. The Elementary School: Humanizing? Dehumanizing? Washington, D.C.: NAESP, NEA, 1971. (Reprint of articles from 1969-1970 issues of the National Elementary Principal.)

Objective 4. Survey the evidence for lacks of relevance of school programs for members of minority groups.

Traditional education in both elementary and secondary has virtually ignored minority groups in our society. Textbooks and readings have focused almost exclusively on the dominant middle-class white Anglo-Saxon Protestant (WASP) components of our society. When minority groups have received attention it usually has been from the viewpoint of the dominant group.

Discrimination against blacks has received much greater attention than that against other minorities, doubtless because blacks make up our most visible minority and the one that has been most effective in bringing forward its demands for equality. Two articles that appeared in Saturday Review offer good summaries of discrimination in children's books that have introduced both white and black children to the world of the written word. The article by Otto Klineberg, "Life is Fun in a Smiling, Fair-Skinned World" (February 16, 1963) is an excellent survey of racial bias in children's readers. While his survey is somewhat out-of-date, it does a dramatic job of documenting the problem of bias in one area of the curriculum. Klineberg, in his examination of 15 readers by different publishers, found that the Americans pictured in the readers are almost exclusively blondes, with Negroes treated as nonexistent even when children represented in the readers vistied the South. To quote the article:

> The American people are almost exclusively white or Caucasian. The only exception discovered in the fifteen readers refers to a visit to a Western ranch, near which lived an American Indian family, who spend most of their time making beautiful things...to sell to the white people who came to the Indian country.

Klineberg believes that the probable effect of the readers would be to strengthen the ethnocentric attitudes of children sharing the characteristics of the Americans described and making all others "feel that they do not quite

belóng."

A second article in Saturday Review documenting racial bias in the curriculum is "The All-White World of Children's Books" by Nancy Larrick (September 11, 1965). Her article focuses on trade books used as children's readers. She found that, of 5206 trade books from 63 publishers that came out in the period 1962-64, less than seven per cent contained one or more blacks. When blacks appeared in the books, they most often lived in Africa or in this country prior to World War II. Today's black child was either ignored or pictured with the usual stereotypes. Larrick reported a trend for publishers to give a fairer representation of blacks in our society. Influencing this trend have been organizations such as the Council for Interracial Books for Children.

Both elementary and secondary schools have given slanted versions of black societies both in Africa and in this country that present blacks in very unfavorable ways, minimizing their cultural development and their contributions to civilization. A demonstration of this is found in a study by E. Perry Hicks and Barry K. Beyer, "Images of Africa," published in Social Education (1968, 32, 779-784). Impressions of Africa south of the Sahara held by seventh and twelfth graders in this country were obtained through questionnaires administered to students from 24 states representing all types of communities from metropolitan to rural. To quote the findings of the study: "To American seventh and twelfth graders, Africa south of the Sahara appears as a primitive, backward, underdeveloped land with no history -- a hot, strange land of jungles and deserts, populated with wild animals such as elephants, tigers, and snakes and by black, naked savages, cannibals, and pygmies. Missionaries and witch doctors vie for control of the natives, who live in villages, are prone to superstition and disease, and who hunt with

spears and poison darts when not sitting in front of their huts beating on drums." (p. 780) The parallel impressions of the black culture in the United States tolerated if not fostered by the schools treat blacks as generally inferior in intellect, as inclined to be childlike and untrustworthy, and as gifted only in sports, music, and dancing. The many major contributions of blacks to science, the humanities, the arts, and government have been largely ignored in both curriculum and instruction.

Discrimination against blacks in the school program is paralleled by discrimination against other minority groups--Puerto Ricans, Mexican Americans, American Indians, and Asian-Americans. Most white ethnic groups from Europe also are greatly under-represented in the curriculum. Mildred Dickeman points out that "...our society ranks groups on the basis of their distance from a hypothetical North European middle-class norm." The standard used in judging status in our society, she says, is "...an ideal 'Nordic' concept which exists in the minds of the members of the dominant society. In terms of this ideal, the blond, blue-eyed, wavy-haired, narrow-nosed and narrow-lipped are the all-American good guys." Dickeman's chapter, "Teaching Cultural Pluralism" appears in the 43rd Yearbook (1973) of the National Council for the Social Studies of the National Education Association. The volume bears the title, Teaching Ethnic Studies: Concepts and Strategies. The entire volume should be studied by anyone wishing to gain an overall picture of the problem of making the schools relevant to the cultural values and experiences of various minorities in our country.

Objective 5. Describe student participation in decision making as an approach to increasing the relevance of school programs.

In studying this objective, a starting point is to recognize that students are the true clients of the schools, with their parents as their agents. From this vantage point, it makes a great deal of sense to give students a major role in deciding what they should learn at school and the conditions under which this learning is to take place.

But can students be trusted to make decisions about what they study and how? Many educators and many parents are skeptical, believing that "older and wiser heads" should make such decisions. They fear that elementary school children are much too young to make such decisions while high school students, they believe, are apt to want to make decisions that reflect the revolt of youth against the established adult society.

In relation to the concern for relevance, student participation in decision making, alongside members of the school system's staff and parents, should contribute to satisfying several criteria of relevance. Individual differences among students could be recognized better. Students' self-concepts could be enhanced by their being involved in the decision process. With students sharing in decisions about their studies, instruction would better reflect students' interests and would be more likely to relate to students' life roles. Many students are highly sensitive to critical societal problems; thsir sharing in decisions about instruction would be bound to increase the attention given such problems. Finally, student participation in making decisions about the content and the conduct of instruction would improve the relevance of the school program to the cultures and concerns of minority groups in our society.

An approach to student decision making that has been tried is described

in the attached statement, Students Make Choices. In this project within Baltimore secondary schools, students choose their courses, their teachers, the difficulty level of their courses, and how to use free periods for independent study. A particularly important finding of the project is that, initially, most students are not interested in governing themselves. However, with experience in making decisions, students became both more interested and more competent in "student governance."

Another example of student decision-making is offered in an article by Susan Jacoby, "What Happened When a High School Tried Self-Government," (Saturday Review, April 1, 1972). The article describes the Governing Board of Staples High School in Westport, Connecticut -- a wealthy suburb along the eastern coast. The Board consists of ten students, seven teachers, and three administrators. The article shows that students can effectively share responsibility for many key school decisions, if allowed to do so.

Elementary school students also can learn to make choices concerning what and how they study. This has been shown dramatically in the case of the "open classroom" approach. A good account of how this works can be found in Chapter 7 of Charles Silberman's Crisis in the Classroom entitled "It Can Happen Here." Any other description of the open classroom will demonstrate the same point.

In preparing yourself to exhibit competence in this objective, you should use your experience and selected reading materials to arrive at a justification for student sharing in decision making about schools and to offer evidence that this can be expected to have desirable results in terms of the relevance and quality of instruction.

D & R Report, Vol. 1, No. 7, page 12. (Council for Educational Development & Research, 775 Lincoln Tower, Denver, Colorado).

Students Make Choices

Students in three Baltimore urban schools—two senior high schools and one junior high—are learning a lot about academic responsibility and self-direction. These students, seventh through twelfth graders, are choosing the courses they want to take each semester. Eventually, they'll also choose their own teachers, select the difficulty level of their courses, and determine ways to use free periods for independent study.

This freedom of choice is being allowed under a pilot study of a Management Information System developed by the Center for Social Organization of Schools. The Center is working closely with the three urban schools to evaluate the functioning of the system and its impact, especially on student learning.

Under the Management Information System, each of the three schools uses the Center's computer facilities to collect, summarize, report, and use student-related information. The system includes computerized procedures for dealing with such things as class scheduling, grade reports, attendance, and test scoring. Use of the system allows the schools to adopt more flexible and responsive organizational patterns—such as student choice of courses—and thus increases the opportunities for student learning. Students with low grades, instead of being trapped in low-level program tracks, are able to choose some courses in which they have specific talents or that will help them with their deficiencies.

The schools' decision to focus first on providing students with academic choices resulted from reviewing Center-conducted research on urban schools. In a study of student participation in decision-making in fourteen urban high schools, the Center found that demands were being made to get students more involved in making nonacademic decisions on such topics as what clothes they could wear and how many dances they could hold each year. However, these demands were coming from only a vocal minority of students. The silent majority of the students appeared unconcerned about student governance. For the most part, they also were unconcerned about the academic processes of their schools. In short, the study found that most urban high school students were educationally apathetic.

In one school, however, where wide alternatives were offered to students in choosing their courses and teachers, the students were significantly more attentive to their academic programs. There was also a significant lack of hostility between teachers and students; a byproduct, surely, of the fact that the students carried the responsibility of academic choices instead of having specific courses imposed on them.

The study concluded that the major problem in most urban high schools is not reflected in the cries for more student governance. Rather, it is reflected in the apathy of the majority of students toward their academic procedures. This apathy can be reduced through "forced" student participation in academic decision-making—requiring students to make individual choices among many academic alternatives. This type of participation will affect the majority of students and will greatly influence their commitment to the academic program. Because they have to make choices, students actively seek more information and take their courses more seriously.

The major focus of the Management Information System is to allow—and require—this participation in an urban school.

The system has additional benefits important to efficient urban school administration. For example, one school is using the system to monitor attendance. Each day a record is entered on a student file in the system's computer to show his attendance pattern since the beginning of the term. The computer automatically identifies attendance problems and sends out notices to parents and teachers in problem cases. Eventually, the system will be expanded to monitor students' use of "free time" and help them to make more efficient decisions about how to use the time effectively.

In short, the Management Information System allows schools to implement a participation program that will give students more responsibility for determining their own education while holding them responsible. At the same time, computerized monitoring provides efficient control for identifying and helping problem individuals.

Although the system is now being applied within three urban schools and is well suited for some of the specific problems that confront these schools, it also would allow other junior and senior high schools to provide more flexible responses to the needs of their students.

Objective 6. Describe community participation in decision making as an approach to increasing the relevance of school programs.

In communities generally, decisions about the school program have been treated as chiefly the responsibility of professional educators on the assumption that community members lack expertness in such matters. The chief community involvement usually has been with the school budget as it influences taxation.

During the 1960's, community participation in making decisions about the school program greatly increased, particularly in large cities. Demands for a greater measure of community control of schools came especially from members of minority groups--blacks, Puerto-Ricans, Chicanos, and other minorities. Their chief concerns had to do with the quality of education provided their children who were failing to learn reading and arithmetic and who were dropping out of high school in large numbers. Also, there were complaints that minority cultures were ignored in the curriculum and that minority-group children were being treated with disrespect and with contempt for their cultural roots.

Parents in many suburban districts also became aroused about the school program. In their case, the chief concerns had to do with such matters as teaching foreign languages in elementary schools, eliminating expensive "frills" such as driver training in high school, and improving the teaching of mathematics, science, and other subjects to ensure that their children would get into college.

An excellent statement on community participation in the education of students in black ghettos is offered by Preston Wilcox in his chapter on "The Community-Centered School" in the volume on Radical School Reform edited by Ronald and Beatrice Gross (New York: Simon and Schuster, 1969). In case you

cannot read the chapter, a brief summary follows.

Wilcox, a former professor at the Columbia School of Social Work, worked on school desegregation and decentralization at I.S. 201 in Harlem and in the Bedford-Stuyvesant District of New York City. The concern in the ghetto education projects was to provide relevant, quality education to black/poor children in place of education designed for middle-class whites. To foster this purpose, Wilcox proposes "the community-centered school--the school that functions as an acculturation tool, an educational instrument, and a community center." "As an acculturation tool, the community-centered school serves as a life-orientation vehicle for new students and 'newcomers' to the city." As an educational instrument, Wilcox proposes that the school should foster in students "(1) learning for use, (2) developing a sense of functional curiosity, and (3) assuming a large part of the responsibility for developing their own intellectual resources." Finally, as a community center, the school should provide for community recreation, esthetic expression, shaping community policy on social issues, and helping the less fortunate deal with their problems.

The community-centered school would share power with its community. Community interests might be expressed in choosing the school principal, sharing in the shaping of the school program, and taking part in evaluating staff performance. In turn, the school staff would be responsible for implementing the school's goals. A school/community committee would be concerned with school policy and would foster legislative remedies of problems when appropriate.

A key task in establishing effective community participation in planning and conducting school programs is bringing citizens into closer relations with the schools so that they understand better how school goals

are chosen and how schools can achieve their goals. The two articles that follow deal with procedures for accomplishing this. The article from Education Summary describes a research project that is focusing on citizen involvement in big-city schools. The article from Urban Review describes the work of the New School at the University of North Dakota in bringing in "Parents as Partners" in the school program. Both articles will help you clarify your thinking on how to bring about community involvement both in deciding school policy and in conducting the school program.

A point to hold in mind is that few communities are homogeneous. Most contain sub-populations that hold different values and viewpoints and would not agree on what schools should be like. This complicates the program of community participation; until common purposes are found among different constituencies in a community, participation in school policies and programs will be restricted to the most concerned and most vociferous group with the great majority of citizens either passive observers or opponents of the active group.

In demonstrating mastery of this objective concerning community participation you should offer a statement on the needs for community involvement in educational decision-making and in conducting the school program; you should briefly describe patterns of community involvement; and you should point out problems that need to be resolved to make such participation effective.

Pages 33-39 removed due to copyright restrictions.

Contents:

Objective 7. Describe changes in curriculum and instruction designed to increase the relevance of the school program for students generally.

In Objective 2 of this unit, you were called upon to survey common faults of the schools with respect to relevance. This objective asks you to survey the various innovative approaches that have been developed to overcome these faults.

Exercise 3 calls upon you to review and list innovative approaches you know about that are intended to increase the schools' relevance in each of the six areas where faults were listed under Objective 2. After you complete the exercise, you should study the materials presented on the pages that follow it in order to arrive at a fuller knowledge of the innovative approaches developed in recent years to make the schools more relevant.

EXERCISE 3 - WORKSHEET

Innovative Approaches to Increasing Relevance

Directions: Under each of the following six headings, list innovative approaches to improving the relevance of schools. You may list specific innovations as well as general approaches. When an innovation applies particularly to the elementary school, follow your item about it with (E). If it applies to secondary schools, follow your item about it with (S). If the innovation is general to both elementary and secondary levels, follow your item with (G).

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1. Innovations that adapt instruction better to individual differences

2. Innovations that teach students competencies in problem-solving thinking

3. Innovations fostering students' sound personal/social development (self-concept, interests, self-direction, values, empathy, inter-personal skills)

EXERCISE 3 - WORKSHEET (CONT.)

4. Innovations that relate instruction better to students' experiences

5. Innovations offering students better preparation for their life roles (as workers, community members, citizens, family members, private persons)

6. Innovations teaching students to analyze critical societal problems

The following materials will help you strengthen your knowledge of recent innovations that are intended to make schools more relevant to the needs of students. The materials are organized in terms of the same six topics that are in the exercise.

1. Adapting instruction better to individual differences

Unit 4 of this program, on Individualization, Mastery, and Student Self-Direction, describes three major programs for individualizing instruction, particularly in the elementary school. These are Individually Prescribed Instruction (IPI), Individually-Guided Education (IGE), and the open-classroom approach. All three provide for the student's working on lessons selected as appropriate for him and allow for individual rates of progress. The open-classroom plans also emphasize student choices of learning tasks.

At the high-school level, individualization is fostered particularly by advanced placement or honors programs. B. Frank Brown, in his The Nongraded High School (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), describes a "multi-phase" program allowing students to learn in settings varying from whole-class teaching to independent study, depending on their learning capabilities and preferences.

2. Teaching students competencies in problem-solving thinking

Learning competencies in identifying and analyzing problems, and in devising and testing solutions to them, is clearly relevant to our changing world in which we confront novel problem situations in our various life roles.

Unit 5 of this program on Enquiry (that is, problem-solving thinking and performance) examines this type of learning goal, lists new curricula emphasizing the teaching of problem-solving competencies, and examines several of these curricula. If you have not already studied this unit, it will be helpful for you to turn to it (particularly its Objective 5).

The new emphasis on teaching students methods of enquiry or problem-solving will be found in nearly all of the new curricula in science, mathematics, and social studies at both elementary and secondary levels.

3. Fostering students' personal/social development

An especially prominant feature of many innovations at both elementary and secondary levels is a concern for the development of the student as person and as a social being. This general area of concern has been labeled "the affective domain" since it involves interests, attitudes, values, and inter-personal or inter-group relations.

Unit 6 of this program on Personal/Social Development escribes innovative approaches to instruction directed toward self-concept, interests, student self-direction, values, empathy, and inter-personal skills. If you have not studied this unit, it will be helpful if you review it as a resource on innovative approaches to making schools relevant in terms of personal/social development. Your attention is directed particularly to the Achievement Competency Training (ACT) package developed at Research for Better Schools in Philadelphia to teach elementary school students to set their own goals and to strive to attain them.

Two chapters in Silberman's Crisis in the Classroom offer valuable and interesting accounts of innovations that foster positive self-concepts and self-direction in students. Chapter 7, "It Can Happen Here," describes the elementary open-classroom approach as it contributes to students' freedom of choice, self-direction, and interests. Chapter 8, "Reforming the High School," gives special attention to approaches that treat students with dignity and offer them freedom. In particular, the new approaches abandon artitrary and degrading rules on dress and hair styles and on moving about the school building.

Three curriculum approaches that focus on the personal/social area are described briefly in the articles reproduced on the following pages. The articles are taken from I/D/E/A Reporter (P.O. Box 446, Melbourne, Florida, 32901). One, "Humanities in the Schools," describes courses set up to help elementary and secondary students gain answers to such questions as "What is man," "Who am I," and "Why am I." A second article, "A Human Relations Curriculum," describes a curriculum on relating to others. The third, "Inquiry Program Erases Preconceived Notions," describes a team approach to learning elementary science in which elementary students not only learn to conduct investigations but also learn to fill designated roles in the project groups.

The material presented above under Objective 5 on student participation in decision making clearly is relevant to personal/social development and should be reviewed in that light.

4. Relating instruction better to students' experience

John Dewey and progressive education stressed that education should be based on the student's life experience. Recently, this dictum has been followed in numerous approaches to instruction at both elementary and secondary levels. One approach that is rather widely employed is to use words from the child's oral vocabulary contained in anecdotes or stories he tells his teacher as materials of reading instruction. Perhaps the most commonly-used way of relating instruction to the student's experience is to conduct projects in social studies within the students' home community. There is a growing trend toward recognizing the students' peer culture in the curriculum as by having students develop a teenage dictionary or by analyzing the "youth culture" in social studies course work.

Pages 46-48 removed due to copyright restriction.

Contents:
Keller, Charles R. "Humanities in the Schools: A Progress Report." NASSP Bulletin; v56 n361 pp17-24 Feb 1972. (EJ 051 620)

5. Offering students preparation for their life roles

Innovations offering specific preparation for performing life roles have largely been confined to career education, though there are important new curricula for citizenship education. Preparation for roles in community and family receives some attention in high school courses on marriage and the family, psychology, or social studies (where the community is a topic for study).

Career education became a central focus of projects supported by the U.S. Office of Education when Sidney Marland was U.S. Commissioner of Education. Later, the National Institute of Education continued this project activity.

The following readings describe the government's career education program. The first reading, "Career Education," consists of selections from a brochure from the U.S. Office of Education dated June 1972. Pages 1-3 and 5-7 from this brochure have been reproduced. The chart reproduced on page 53 proposes a stress on "career awareness' in the elementary school, "career exploration" in grades 7-10, and actual work experience during the high school years. The second reading from "Career Education and the National Institute of Education" describes four career education models that are being tested in government-sponsored projects. Your careful study of these readings will give you a valuable introduction to the field of career education.

From: U.S. Department of Health, Education, and Welfare - Office of Education. Career Education. Revised, June 1972. (DHEW Publications No. (OE) 73-00501)

THE NEED FOR EDUCATIONAL REFORM

A fundamental purpose of education is to prepare the young to live a productive and rewarding life. For far too many young Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare high school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career (chart I). In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of 10 jobs in America will not require a baccalaureate degree.

More appropriate curriculums must be developed, validated, and installed, and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

1

A SOLUTION: CAREER EDUCATION

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers—real and imagined—to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some combination of both.

Dr. Marland has pointed out that conventional economic success is not necessarily compatible with every student's goal:

Some young people—and perhaps there will be more as the seventies progress—are not necessarily impressed with the economic advantages implicit in work. Those young people who march to a drumbeat different from the economic rhythm of their fathers often possess a deep commitment to the service of their fellowman. They too are the concern of career education, for the essential message of this program is a useful and fulfilling life. *They will be better able to serve their fellowman if qualified as skilled artisans, health technicians, accountants, social work aides, teachers, environmental technicians, engineers—to mention a few fields of usefulness and fulfillment.*

In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life.

2

In early childhood it provides an awareness of the world of work as well as direct experiences to motivate and captivate the learner's interest. As the child moves through school he increases his familiarity with the world of work and acquires knowledge necessary to obtain meaningful employment upon leaving school. Career education prepares the individual for employment and, later in his career, upgrades his skills, updates his knowledge, retrains him for a new job.

THE GOALS OF CAREER EDUCATION

Career education, in the words of Commissioner Marland, will eliminate the artificial separation "between things academic and things vocational."

The Commissioner has observed that:

Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses—whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse.

Career education increases the relevance of school by focusing on the learner's career choice. It gives students informed guidance, counseling, and instruction throughout their school years.

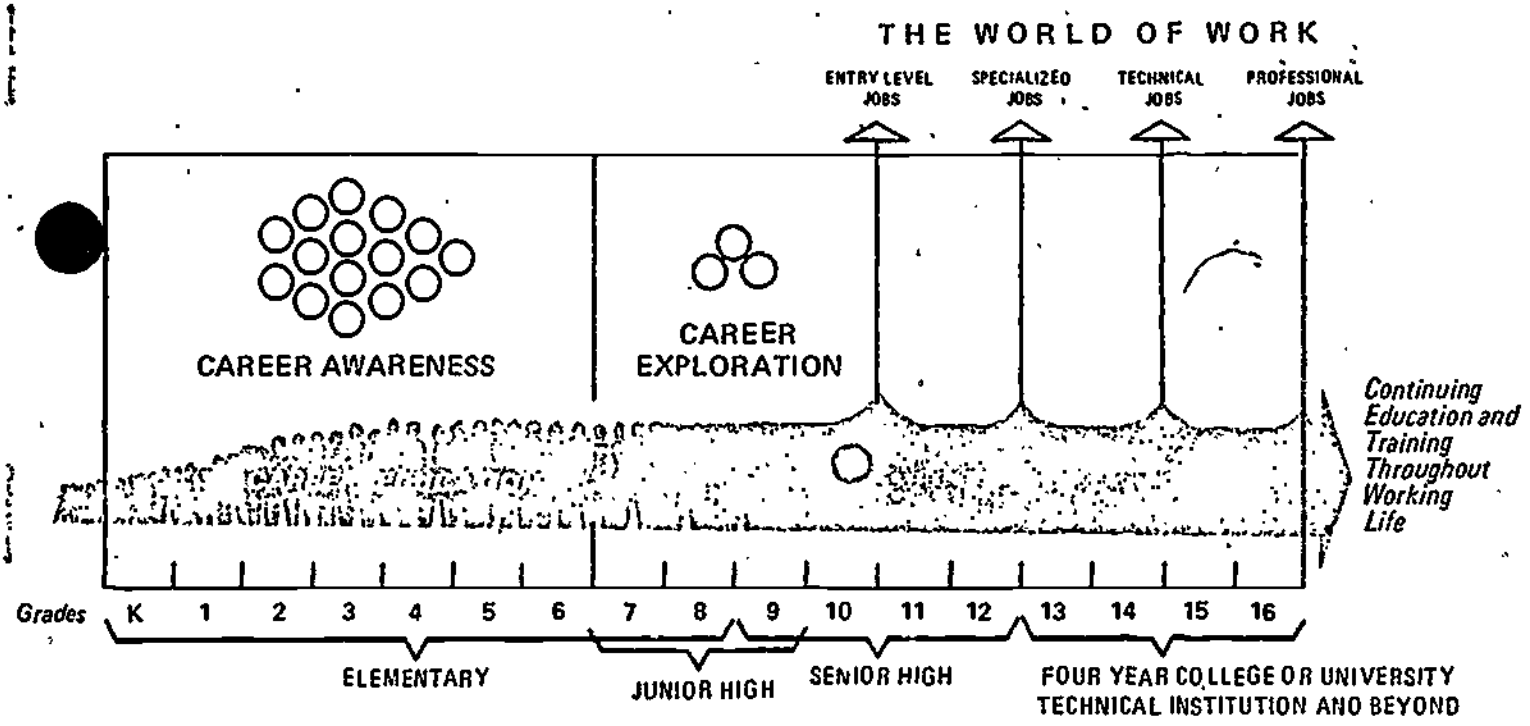
It demands no permanent bondage to a career goal. Rather, it reveals to students their great range of occupational options and helps them to develop positive attitudes toward work.

Career education will enable nearly all persons who complete secondary school to obtain immediate employment or go on to technical school or college. Placement services in the school system will assist every student, especially the student leaving before he completes the 12th grade, to plan the next step in his development. Job entrance will be

Chart II

A SOLUTION...

An Example of a ***CAREER EDUCATION*** Model



5

just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valid as the commonly accepted credentials for college entrance.

There will be no "dropouts," only individuals who choose to go to work or to pursue a different kind of education. Entrance and exit requirements will be flexible enough to enable all persons to acquire—at any time they choose—the educational and occupational experiences that meet their needs.

THE CAREER EDUCATION CONCEPT

The current categorization of school curriculums into "vocational," "general," and "college preparatory" education makes it difficult for a school to meet the real needs of students and society.

A school system offering career education, however, could make it possible for students to pursue an individualized year-round program. Students could leave or reenter school at almost any time to further their education or sharpen their job training.

A few schools and school systems have installed career education elements. But none has adopted a curriculum that cuts across all of a student's educational experience and runs throughout the entire elementary and secondary spectrum. This total approach is the essence of career education. It should at this time extend at least through 2 post-secondary years of school.

Under the career education concept, every child gets the same educational bill of fare up to a certain grade, usually the 6th. Besides learning how to read, write, and compute, the career education student studies history, languages, and the physical and social sciences. (See chart II for an example of a Career Education model.) Simultaneously, he explores the world of work through a wide spectrum of occupational "clusters." For example, in the "transportation occupations" cluster, he becomes aware of such diverse occupational areas as aerospace, pipeline, road, and water transportation. He is made aware

of the hundreds of job categories in each and their relationship to each other as well as to himself and his fellow members of society. The same exposure is provided in the "health occupations" cluster and its service possibilities in accident prevention, pharmacology, and medical and dental science.

In the middle grades, 7 through 9, the student examines more closely those clusters in which he is most interested. By the end of the 10th grade he develops elementary job entry skills—as a typist, for example, or construction helper, social work aide, service station attendant, or environmental technician aide—skills he can pursue if he does not complete the 12th grade. If he does complete the 12th grade, the student is prepared to enter the world of work or to continue his education at a postsecondary institution—college, technical institute, or other—suitable to his needs, interests, and abilities.

All students have the opportunity to enjoy actual work during their high school years. This is accomplished through cooperative arrangements with business, industry, and public institutions. Extensive guidance and counseling activities assist the student to discover and develop his particular interests and abilities and match them against potential careers.

A student preparing for postsecondary education while in high school would have less time for indepth occupational preparation. Nevertheless, as a participant in a career education program, he would acquire entry-level job skills through some courses in school and through on-the-job or work center experience.

It is important that each student master the skills he will require to live by. Whether these skills are labeled "academic" or "vocational" is beside the point. The essential need is that every student be equipped to live his life as a fulfilled human being. If he is to live his life with machines, he must know how to use them. If he is to live with a slide rule or a computer, he must understand its magic. If he is to combat diseases that afflict mankind, he must know a great deal about the human body and mind and all the ills they are heir to.

Pages 56-57 removed due to copyright restriction.

Contents:
McClure, Larry J. "Career Education and the National Institute of Education." Educational Horizons; v51 pp181-183 1973.

Political education has become an emphasis in social studies, particularly in a number of new curricula within the area. These curricula are described in some detail in the November 1972 issue of Social Education, the journal of the National Council for the Social Studies. Twenty-six "curricular projects, programs, and materials" are described in this special issue. Four of these have a special focus of political education and are very briefly described below, in case you are unable to get hold of the journal issue.

Committee on Civic Education (University of California, Los Angeles). This project produced three paperback books each of which "focuses on the concepts, processes, and principles of the American political system." All three "contain case studies on controversial political issues." Your Rights and Responsibilities as an American Citizen is recommended for junior high school students. Conflict, Politics, and Freedom can be used in grades 7-11. Voices for Justice is meant for grades 9-12. The cases presented deal with important court cases rather than with student experiences. Reading and classroom discussion are the chief instructional approaches to be used, though role-playing exercises are recommended for studying Voices for Justice.

High School Curriculum Center in Government (Indiana University). This project has developed American Political Behavior, a one-year course for grades 9-12. Concepts and principles have been drawn from political science, sociology, and cultural anthropology. Key concepts employed are socio-economic status, role, culture, and socialization. Instructional techniques emphasize free group discussion and small group activity. One key objective of the course is "developing the ability to make rational value judgments based upon empirical evidence."

Intergroup Relations Curriculum for grades k-6 and High School Social Studies Program. These programs were developed at the Lincoln Filene Center for Citizenship and Public Affairs (Tufts University). Objectives of the elementary curriculum include "to reduce prejudicial thinking and discrimination toward all groups," "to help the child realize the many cultural and ethnic differences among people," and "to give the student a realistic picture of America's past and present, including the contribution of its many groups." In the high school program, the stress is on guided inquiry in which students deal with national and international problems in terms of the "governing process." Objectives include becoming able to "define social, economic, political, and moral issues and comprehend their implications," and to "analyze and make effective and responsible decisions."

Analysis of Public Issues (Utah State University). This project draws on the earlier work of the Harvard Social Studies Project that produced Teaching Public Issues in the High School by Donald W. Oliver and James P. Shaver (Boston: Houghton Mifflin, 1966). Analysis of Public Issues consists of 32 "bundles" each including audio tapes, film strips, and transparencies; three "interludes" each containing case studies; and a student text, Decision-Making in a Democracy. The materials deal with real-life dilemmas to create strong feelings in students.

You will note from the descriptions of these four programs that they do not focus on providing students with active experiences in government. For this purpose, the descriptions given of student government in high school under Objective 5 should be reviewed.

Education for every-day living should include developing skills in "practical arts" that need to be practiced in relation to needs for food, clothing, shelter, handling money, relating to people at home and in the community, growing plants, caring for pets, etc. Norma Farquhar and Carol Mohlman, in their article on "Life Competence: A Non-Sexist Introduction to Practical Arts," (Social Education, 1973, 37, 516-519), describe a course for both sexes in the seventh grade. The course is designed to cover six areas, as follows: foods, fabric shop, basic repairs around home, money management, personal relations, and care of living things. Such topics are clearly relevant to living, whether or not one lives in a traditional family setting.

6. Teaching students to analyze critical societal problems.

"Education for survival" is important in view of the great societal problems that are becoming ever more acute as a product of the very rapid pace of change in all aspects of human society. These problems include the depletion of natural resources, pollution, drugs, crime, and inter-group conflict. What sorts of innovations in education have been developed to teach students to cope with these problems?

Various course offerings have been introduced, particularly in secondary schools, to deal with the drug problem. Instruction in health, science, or social studies are settings where this problem is treated.

Lawrence E. Metcalf and Maurice P. Hunt, in their article on "Relevance and the Curriculum" (Phi Delta Kappan, 1970, 51, 358-361), propose course work that focuses on youth's rejection of adult culture. The course would "assist young people in an examination of their basic assumptions about society and its improvement..."

Pollution is one problem area that has received major attention in recently-developed curricula in ecology for both elementary and secondary schools. An example is the volume, It's Our Future in the Ecological Science Series published by Charter School Books, Inc. in 1972. This text for elementary students covers such topics as water and air pollution, pesticides, strip mining, and recycling waste products.

Two Education U.S.A. Special Reports, Environment and the Schools, and Drug Crisis: Schools Fight Back with Innovative Programs give excellent summaries of innovations concerned with these two problem areas. Both reports were published in 1971, cost $4.00 each, and are available from the National School Public Relations Association in Washington, D.C.

Curricula dealing with inter-group conflict have been mentioned above under political education, particularly the Intergroup Relations Curriculum developed for the elementary school by the Lincoln Filene Center. A review of school programs in this general area is given in Human Relations: Current Trends in School Policies and Practices published by the National School Public Relations Association in 1972.

Objective 8. Describe changes in curriculum and instruction designed to increase the relevance of the schools for members of minority groups.

A major area of curriculum development during the 1960's was concerned with giving a fair and honest representation of the cultures, traditions, and concerns of ethnic and cultural minorities. These developments initially concentrated on the Black minority. More recently, changes in instruction have given attention to Puerto-Ricans, Asian-Americans, Chicanos, American Indians, and other minority groups.

In preparing yourself to meet this objective, an excellent sourcebook (referred to earlier) is Teaching Ethnic Studies: Concepts and Strategies, the 1973 Yearbook of the National Council for the Social Studies edited by James A. Banks. Part 2 of the volume has separate chapters dealing with Asian-Americans, Blacks, Chicanos, American Indians, and Puerto Ricans. There also are chapters on teaching about white ethnic groups and women's rights. (The volume can be obtained from the offices of the National Education Association. It costs $6.00 in paperback.)

The purposes of ethnic studies are well stated in an article by Stephen J. Wright, "Black Studies and Sound Scholarship," in the March 1970 issue of Phi Delta Kappan. Wright directs his analysis toward black studies in college; however, what he says applies equally to ethnic studies at any level of schooling and involving any cultural group. Four objectives of programs of ethnic studies as stated by Wright follow. (Each can be restated to apply to any ethnic group.)

1. Acquainting the students with the history, literature, art, and music of black men--African and American.
2. Providing young black Americans with valid and reliable information concerning black people in the United States as a basis for their leadership responsibilities in and for the black community.

3. Providing young white Americans with essentially the same type of information indicated in No. 2 above as a de-mythologizing experience and as a basis for the understandings they will need to live responsibly in a multi-racial society.

4. Examining the extent, causes, nature of, and possible remedies for racism in America.

It is significant to note that the message of women's lib was not in Wright's mind when he wrote his article since the first objective mentions only the contributions of black men, not women.

An excellent review of black studies programs in elementary and secondary schools across the nation, as of 1970, is the Education U.S.A. Special Report, Black Studies in Schools (Washington, D.C.: National School Public Relations Association). The report describes programs in 15 cities as well as outlining state policies and laws regarding education of minority groups.

The task of making curriculum and instruction relevant to the experience of members of a minority group is clarified in the excerpt that follows, taken from Mario D. Fantini's The Reform of Urban Schools (Washington, D.C.: National Educational Association, 1970). The excerpt is a part of the account given of the Madison Area Project begun in 1962 within the Syracuse, New York Public Schools. The illustrative material included in the selection points out strikingly what happens when students perceive that their cultural experiences and their vocabulary are made the focus of instruction.

A fundamental approach to the education of cultural minorities is to take into account that they live in two cultures -- that of their minority group and that of the dominant white society. Rather than attempting to force them out of their own culture into the majority culture, their education can be structured to take both cultures into account. Teaching English as a second language with Spanish-speaking Americans is an example of this. With this approach, children learn to read first in Spanish.

Pages 64-73 removed due to copyright restrictions.

Contents:

Fantini, Mario C. "The Madison Area Project--The Experience of One Urban Subsystem." The Reform of Urban Schools. Washington, D.C. National Education Association, 1970. Pages 71-80 (ED 047 042)

Objective 9. Describe alternative schools as an approach to increasing the relevance of education.

The term "alternative school" is a recent arrival in the vocabulary of education. Actually, there long have been alternative elementary and secondary schools in the form of private and parochial schools. The new breed of alternative schools has grown out of a concern for improving the relevance and quality of education offered in the public schools to students for whom existing private or parochial schools are not a desired or available option. The strongest demands for alternative schools have arisen in the inner cities and in relation to the education of lower-class members of ethnic minorities, particularly blacks. However, alternative schools have been demanded also for students in suburban communities who rebel against traditional school programs. In both inner cities and suburbs, the alternative school movement has focused on students who tune out or drop out from the educational programs they encounter in the public schools, or on dissatisfactions parents have with the type of education their children are getting in the public schools.

A good introduction to alternative schools is given in the article by Mario Fantini, "The What, Why, and Where of the Alternatives Movement," published in Elementary School Journal, April 1973. In case you cannot obtain a copy of the article, a brief summary of its key points follows.

Fantini identifies the civil rights movement as a major source of the development of alternative schools. Parents, teachers, and community members, boycotting the public schools, set up freedom schools in storefronts and church basements to teach black children. The curriculum of the free schools was geared to the culture and concerns of black students and instruction was closely related to life in the community. Another influence underlying the alternatives movement was the British open classroom approach that gives

students a great deal of freedom in planning and conducting their individual programs of study.

A goodly number of freedom schools were established specifically to prepare high school dropouts for college. Harlem Prep and the Street Academy in New York City are examples of special schools that habe been successful in getting their graduates into college.

Hundreds of free schools were established across the country. Many of them failed for lack of funds or continuing community support. The average life of a free school is only about two years.

In most recent years, the trend has been, not to establish alternative schools outside the public school system, but to create various alternative approaches or programs within the public schools. Numerous school systems offer students a choice between traditional instruction and instruction in the open classroom. Some systems have established schools within schools. Thus Haaren High School in New York City has 14 mini-schools, each with its separate staff and student body. Berkeley, California has over 20 distinct alternative schools, falling under four types: multi-culture schools, community-centered schools, structured skill training schools, and schools without walls. Philadelphia has a director of alternative programs whose job is to supervise over 50 distinct alternative programs within the city's high schools.

There are numerous surveys of alternative schooling available. A special issue of National Elementary Principal, April 1973, is titled The Great Alternative Hassle. It has been reprinted and is available from the National Association of Elementary School Principals (1801 North Moore Street, Arlington, Virginia 22209. Price $4.00). The March 1973 issue of Phi Delta Kappan is devoted to alternative schools. The National School Public Relations

Association in Washington, O.C. published Alternative Schools in 1973. Penelope Walker wrote Public Alternative Schools: A Look at the Options. This brochure presents 3-page descriptions of elementary, secondary, or K-12 alternative programs. It was published in 1973 by the National Alternative Schools Program at the University of Massachusetts in Amherst. Ruth Weinstock wrote The Greening of the High School, a report on a conference co-sponsored by Educational Activities, Inc. The report is available for $2.00 from EFL, 447 Madison Avenue, New York City, 10022; or from I/O/E/A, P.O. Box 628, Far Hills Branch, Dayton, Ohio, 45419. Probably other surveys that are comparable have come to your attention. Chapters 7 and 8 in Silberman's Crisis in the Classroom (see reference on page 11 of this unit) describe some alternatives at elementary and secondary levels. Also, Radical School Reform (see reference on page 11 of this unit) offers descriptions of several important alternative schools.

What objectives should guide the development of alternative schools? An excellent list has been offered by Edward J. Meade (see page 31 of The Greening of the High School). These are:

"1. Greater participation by students in decision-making about their schools and the modes of their own education.

2. Having more freedom of choice and more responsibility for their own work.

3. Working with a range of adults and kids of other ages.

4. Teaching other kids.

5. Serving in the community and holding jobs.

6. Spending more time by themselves.

7. Working more in groups than in classes.

8. Getting paid for work, with the school's sanction.

9. Enrolling in smaller 'schools.'"

To these should be added two additional features that are prominent in many alternative schools. Parents and other community members should play a significant part in policy-making for the schools, and should participate actively in the school's program. Also, when the alternative schools serve children of minority groups, emphasis should be given to instruction offering full recognition to the minority culture.

In meeting the requirements of this objective, you should become prepared to list purposes alternative schools are designed to serve and to describe one or more such schools at either the elementary or the secondary level.

Objective 10. Compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education.

Initially, the alternatives movement concentrated on setting up private schools rather than on creating alternative programs within the public schools. Some of these private schools, Harlem Prep in New York City for example, have proven successful. Many, however, have failed because of difficulties with financing, the lack of effective leadership from community sponsors, or shortcomings of the educational programs offered. Increasingly, the trend has been to develop alternative schools or alternative programs within the public schools. In 1973 the National Consortium for Options in Public Education at Indiana University reported that the number of alternative schools within public school systems grew from under 500 in 1972 to about 1,000 in 1973.

In preparing yourself to satisfy this objective, you should consider the reasons favoring and opposing setting up alternatives outside the public schools as compared to setting them up within public schools. The following material should help you make this comparison.

The chief reason for establishing private alternative schools is when a community group seeks changes in the instructional program to meet the needs of a group of students and when the public school system cannot be induced to make such changes. Another reason for the private approach is when representatives of a minority group desire a school that serves only members of that group. This has been the case with many "freedom schools" established for black children to present a black curriculum that is meant to enhance a sense of cultural identity, foster pride in being black, and increase interest in learning. An advantage of this approach is that teachers can be chosen from the students' minority group and with a strong commitment to the school's philosophy.

Many private alternative schools have had difficulties or failed for one or more of several reasons. A good many "free" schools have fallen by the wayside because their community sponsors sought to abandon schooling in terms of intellectual development in favor of developments in the affective area. In this sort of program whether or not children learned to read was a secondary concern or, at least, the child was left free to decide whether, when, and how he learned to read. A comparable de-emphasis on academic learning has been true also of many of the black "freedom" schools where teaching about the black culture and the black experience was the over-riding concern.

Managing private alternative schools has been a very common area of difficulty. Designing a sound curriculum, providing a suitable building, obtaining needed equipment and learning materials, obtaining the services of capable teachers, and handling finances efficiently often are overwhelmingly tasks for non-professionals (especially when the membership of the sponsoring community group is made up largely of people with very limited time to give and when the membership is constantly changing).

Most private alternative schools are very small. As one result, it is extremely difficult to provide a teaching staff that is capable of conducting a diversified instructional program. This problem is less serious at the elementary level since most elementary teachers have had preparation to teach most school subjects. At the high school level, a staff containing only 4-6 teachers, though assisted by aides and volunteers, is hard put to teach an adequate range of subjects to meet students' needs.

Many of the acute problems of private alternative schools directly reflect a shortage of funds. Tuition paid by parents of students, donations from interested community members, and an occasional grant from a private foundation,

provide a scant and uncertain financial basis for setting up and maintaining a school. Many schools have gone under because of the sheer lack of funds to keep them going, even though the school might have had its building donated and even though its staff of devoted teachers worked for very low salaries.

A possible solution to the financial difficulties that have plagued private alternative schools is the voucher plan. Probably you are familiar with this approach. If not, the approach simply would provide parents with a voucher equal in value to the cost of sending a student to the district's public schools for the year. Parents would have the option of enrolling a student in any school of choice, whether public or private. If states made large sums available to parents in this way, much more money would be available to support private alternative schools--provided that parents in sufficient numbers decided to send their children to such schools. A point to consider, however, is that each district's public school system already has a very large investment in school plant. If the voucher plan were to be employed on a large scale, it might be necessary to turn a major proportion of existing school buildings to private use.

An indication of the Federal Government's interest in the voucher plan is the fact that the Department of Health, Education, and Welfare has given a 1974 planning grant for an educational voucher project in New Hampshire. Parents would be given certificates covering the cost of educating their children which they could cash either with a public or a nonreligious private school. If they wanted to send their children to a more expensive school, they could supplement the vouchers with their own money.

Closely related to the voucher plan is "accountability." This term refers to setting up a contractual arrangement with a school or other educational agency involving a guarantee that the student will achieve certain learning

goals in exchange for a set fee. A serious limitation of the accountability approach is that many important learning outcomes--aside from such skills as reading, spelling, arithmetic computation, and typing--are very difficult to measure as well as to teach. What school would be able to guarantee that a student would develop a positive self-concept, learn tolerance for others, or gain certain competencies in inter-personal relations?

As things now stand, it is clear that private alternative schools are unlikely to serve the educational needs of more than a very small fraction of the many millions of students in the public schools. (As an indication of the problems of non-public schooling, note that many parochial schools have been closing for lack of funds, sending their student bodies into the public schools.)

What are the advantages to be gained from setting up alternative schools, or alternative programs within schools, as part of public schooling? A first and obvious advantage is that this approach can reach all the nation's students that are not able to receive their education outside public schools. Another is that it can make use of the existing educational "establishment" of school systems, school plants, professional staffs, school boards, and PTA's. As part of the establishment, there are the existing support agencies including federal, state, and local governments, and universities that provide school funds, train and certify professional educators, and foster improvements in educational offerings. Merely because the schools and their support agencies have not done an adequate job of providing relevant education of high quality is not sufficient reason for abandoning this vast apparatus. Instead, ways should be found to use these resources effectively.

The factors opposed to setting up alternatives within the public schools have mainly to do with the great difficulties encountered when efforts are made to reform the existing system in fundamental ways. School systems are

bureaucracies that resist major changes. Traditional curricula, traditional patterns of school organization, and traditional ways of teaching are hard to uproot. Many community groups, seeking better education for their children, have despaired of influencing the public schools to change in ways that meet their complaints. The problem becomes one of developing effective school/community relations within which community concerns requiring changes are met. This may initially require confrontations through which community groups press their demands on the school system. Legal approaches may be needed as occurred in New York City, for example, with school system decentralization.

What sorts of alternatives could school systems provide to meet the differing needs of students? The problem is considered by Mario Fantini in his article, "Options for Students, Parents, and Teachers: Public Schools of Choice" (Phi Delta Kappan, May 1971). He proposes the following seven alternatives, or options:

> Option one. "The concept and programs of the school are traditional. The school is graded and emphasizes the learning of basic skills--reading, writing, numbers, etc.--by cognition."
>
> Option two. "The school is nontraditional and nongraded. In many ways it is very much like the British primary schools and the Leicestershire system."
>
> Option three. "This school emphasizes learning by the vocational processes--doing and experiencing....When the learner's talents are identified, the school prescribes whatever experiences are necessary to develop and enhance them...All activity is specifically related to the work world."
>
> Option four. "This school is more technically oriented than the others in the district." There is computer assisted instruction, closed-circuit television, and tape-recording banks.
>
> Option five. "This school is a total community school...The school functions as a center for the educational needs of all people in the neighborhood and community."
>
> Option six. "This school is in fact a Montessori school. ..Special emphasis is placed on the development of the five senses."

> Option seven. "The seventh is a multicultural school that has four or five ethnic groups equally represented in the student body. Students spend part of each day in racially heterogeneous learning groups. In another part of the day, all students and teachers of the same ethnic background meet together."

Fantini's proposal is clearly controversial. The best case that can be made for it is that, by trying the sorts of alternatives he recommends, a school district and its community could become educated concerning the best ways of providing education of high quality that is relevant to the learning needs and learner characteristics of all the students being served.

A key question is this: What alternatives are worthy of being offered? Two articles in the March 1973 issue of Phi Delta Kappan on alternative schools are very much worth reading in this connection. Harry S. Broudy, in his article on "Educational Alternatives--Why Not? Why Not" expresses grave doubts about setting up alternatives for alternatives' sake. He warns that, unless alternatives are wisely chosen, they may fail to promote freedom, better choices, or creativity, and may fail to provide for student differences. James Cass, in his article entitled "Are There Really any Alternatives?", examines the position that the only alternative needed is one that removes the faults of traditional education and offers all students effective instruction directed toward the same basic set of cognitive and effective goals. He calls attention to evidence that all students can learn abstract reasoning and problem solving. Perhaps the needed alternative for meeting the needs of all students would combine instruction in "creativity and independent thinking" and in "social intelligence", that is, "the capacity for working with others and helping others work more effectively."

In considering the sorts of alternatives the public schools should provide, the following ten themes might serve as benchmarks. Note that the tenth theme calls for suiting the educational offerings with respect to each of the preceding nine to the individual student's characteristics and

learning needs.

1. Teach all students competencies in problem solving in the various curriculum areas.

2. Offer all students career education involving study of various occupations and including work sampling in real or simulated situations.

3. Offer all students systematic citizenship education including the analysis of issues and societal problems in terms of the values involved and the consequences of alternative decisions.

4. Teach all students competencies in inter-personal relations, group participation, and inter-group relations.

5. Involve all students in community study and participation in community activities.

6. Teach all students to understand and appreciate people and cultures elsewhere in the world.

7. Offer all students education directed toward self-knowledge, a positive self-concept, an integrated set of values, and qualities of initiative and independence.

8. Teach all students to develop leisure-time interests and skills including physical, intellectual, and esthetic expression.

9. Treat each student as a person of worth and dignity recognizing that, at any age, the student is the client whose interests the school serves.

10. Individualize or personalize each student's educational program in terms of courses of study, learning goals, learning methods, and the rate of advancement.

If the schools, working in close and effective relationships with their communities, were to do a good job toward these purposes, what other alternatives would be needed?

This list of ten themes actually is a summary of the sorts of provisions for learning that have been proposed in four units of this program: Unit 4 on Individualization, Mastery, and Student Self-Direction: Unit 5 on Enquiry (Problem Solving); Unit 6 on Personal/Social Development; and the present Unit 7 on Relevance. If you have not studied the preceding three units, you

may find it useful to examine them to see how they contribute to the list of ten themes.

Objective 11. Analyze and evaluate instruction in terms of relevance, using an observational checklist.

If you can do so, you will find it valuable to investigate one or more schools to improve your knowledge of how school programs meet, or fail to meet, various criteria of relevance. If feasible, it will be especially desirable to compare the program of a school that has set out to provide more relevant instruction with the program of a traditional school.

Choose either the elementary or the secondary level for study. If you select one curriculum area for your investigation, probably social studies will be the best area for your analysis since the study of careers, citizenship, community relations, intergroup relations, and societal problems is most apt to concentrate there.

You will need permission from school officials and from the teachers whose classes you visit. In explaining the purpose of your study, you should indicate that you want to learn how a school and its program can meet the needs of different students for preparation to fill different roles such as worker, citizen, community member, and private person. Indicate that you will need to get your data through interviewing staff members, examining learning materials and instructional arrangements, and observing the conduct of instruction and other activities.

The worksheets for this optional exercise provide for reporting general information about the school and its program, then for entering your ratings of degree of relevance on a checklist. Two copies of the worksheets are provided in case you wish to compare schools, two programs within a school, or the instruction offered by two different teachers.

Performing Exercise 4 probably will require at least one day of your time.

You need to take great care not to place yourself in the role of evaluator of a school or its teachers. Your evaluative judgments should be stated in terms of features of the instructional program rather than in terms of staff members' strengths or weaknesses.

EXERCISE 4 - WORKSHEET

Observation of Instruction in Terms of Relevance

DESCRIPTIVE DATA ON OBSERVATIONS MADE TO DETERMINE
THE RELEVANCE OF A SCHOOL'S INSTRUCTIONAL PROGRAM

Directions: Please fill in the items below for your observations on relevance.

School district_____ School _____

The school's grade levels_____ If you studied the total program, check:___

If you studied one curriculum area, which?_____ At what grade? _____

Date(s) of observations_____ Length of observations_____

Description of the school's type of program:

Description of the school's community and student body:

If you studied one curriculum area, describe the general sorts of learning materials, instructional arrangements, and instructional methods used.

EXERCISE 4 - WORKSHEET (CONT.)

CHECKLIST ON THE RELEVANCE OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

Directions: Check each item as High (H), Moderate (M), or Low (L), unless you obtained no evidence on the item. If no evidence, check ? Below each item there is space for your brief comments. Also, there is space under each general heading for your additional items, each to be rated by placing H, M, L, or ? after it.

Relevance to the Student's Personal Development	H	M	L	?
1. All students accepted as respected and liked	___	___	___	___
2. Students' difficulties treated in a positive manner	___	___	___	___
3. Students free to move around classroom and school	___	___	___	___
4. Instruction includes teaching self-knowledge	___	___	___	___
5. Stress on students learning problem-solving skills	___	___	___	___
6. Stress on students learning and using self-direction	___	___	___	___
7. Students allowed reasonable privacy at school	___	___	___	___
8. Students' views and values shown respect	___	___	___	___
9. Curriculum avoids negative female stereotyping	___	___	___	___
10. Students free to choose dress, hair length, etc.	___	___	___	___

Other items relevant to personal development:

Relevance to Individual Differences Among Students				
11. Students permitted to choose some learning tasks	___	___	___	___
12. Students have individually-assigned lessons	___	___	___	___
13. Students conduct individual projects	___	___	___	___
14. Students allowed to proceed at different rates	___	___	___	___
15. Students permitted to pursue individual interests	___	___	___	___
16. Instruction based on students' experiences	___	___	___	___

Other items relevant to individual differences:

Relevance to Career Education	H	M	L	?
17. Various types of occupations are studied	___	___	___	___
18. Regular career counseling and planning is offered	___	___	___	___
19. Students have work experience as part of schooling	___	___	___	___

Other items relevant to career education:

Relevance to Citizenship Education				
20. Citizen rights and responsibilities are studied	___	___	___	___
21. Students are taught to analyze political issues	___	___	___	___
22. Students are taught to analyze propaganda	___	___	___	___
23. Student government manages student conduct	___	___	___	___
24. Elections and governmental processes are analyzed	___	___	___	___
25. Students share in the school's policy making	___	___	___	___

Other items relevant to citizenship education:

Relevance to Community Education				
26. Students analyze community agencies and activities	___	___	___	___
27. Students participate in community activities	___	___	___	___
28. Community members participate in instruction	___	___	___	___
29. Community members share in school policy-making	___	___	___	___

Other items relevant to community education:

Relevance to Dealing With Major Societal Problems				
30. Study of ecology (resources, pollution, etc.)	___	___	___	___
31. Study of economic problems--inflation, taxes, etc.	___	___	___	___
32. Study of intergroup conflicts--gangs, riots, etc.	___	___	___	___
33. Study of drugs, crime, law enforcement	___	___	___	___

Other items relevant to societal problems:

EXERCISE 4 - WORKSHEET (CONT.)

Relevance to Cultural Differences	H	M	L	?
34. Representation of minority cultures in curriculum	___	___	___	___
35. Stress placed on the analysis of prejudice	___	___	___	___
36. Stress is placed on studying world cultures	___	___	___	___
37. Stress is placed on learning inter-group relations	___	___	___	___
38. Instruction employs minority students' language and culture	___	___	___	___

Other items relevant to cultural differences:

Alternatives Provided For in the School's Program

If the school provides alternatives that different students can elect, describe them below. Also indicate which students (and how many) can and do make use of the different alternatives.

Your Summary Assessment of How Well This School Meets Criteria of Relevance

Give your over-all judgment of this school's program (or the part of it you studied) in terms of relevance. Where is it strongest, where weakest?

EXERCISE 4 - WORKSHEET

Observation of Instruction in Terms of Relevance

DESCRIPTIVE DATA ON OBSERVATIONS MADE TO DETERMINE THE RELEVANCE OF A SCHOOL'S INSTRUCTIONAL PROGRAM

Directions: Please fill in the items below for your observations on relevance.

School district_____ School _____

The school's grade levels_____ If you studied the total program, check:___

If you studied one curriculum area, which?_____ At what grade?_____

Date(s) of observations_____ Length of observations_____

Description of the school's type of program:

Description of the school's community and student body:

If you studied one curriculum area, describe the general sorts of learning materials, instructional arrangements, and instructional methods used.

Relevance to Career Education	H	M	L	?
17. Various types of occupations are studied	___	___	___	___
18. Regular career counseling and planning is offered	___	___	___	___
19. Students have work experience as part of schooling	___	___	___	___

Other items relevant to career education:

Relevance to Citizenship Education				
20. Citizen rights and responsibilities are studied	___	___	___	___
21. Students are taught to analyze political issues	___	___	___	___
22. Students are taught to analyze propaganda	___	___	___	___
23. Student government manages student conduct	___	___	___	___
24. Elections and governmental processes are analyzed	___	___	___	___
25. Students share in the school's policy making	___	___	___	___

Other items relevant to citizenship education:

Relevance to Community Education				
26. Students analyze community agencies and activities	___	___	___	___
27. Students participate in community activities	___	___	___	___
28. Community members participate in instruction	___	___	___	___
29. Community members share in school policy-making	___	___	___	___

Other items relevant to community education:

Relevance to Dealing With Major Societal Problems				
30. Study of ecology (resources, pollution, etc.)	___	___	___	___
31. Study of economic problems--inflation, taxes, etc.	___	___	___	___
32. Study of intergroup conflicts--gangs, riots, etc.	___	___	___	___
33. Study of drugs, crime, law enforcement	___	___	___	___

Other items relevant to societal problems:

EXERCISE 4 - WORKSHEET (CONT.)

CHECKLIST ON THE RELEVANCE OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

Directions: Check each item as High (H), Moderate (M), or Low (L), unless you obtained no evidence on the item. If no evidence, check ? Below each item there is space for your brief comments. Also, there is space under each general heading for your additional items, each to be rated by placing H, M, L, or ? after it.

Relevance to the Student's Personal Development	H	M	L	?
1. All students accepted as respected and liked	___	___	___	___
2. Students' difficulties treated in a positive manner	___	___	___	___
3. Students free to move around classroom and school	___	___	___	___
4. Instruction includes teaching self-knowledge	___	___	___	___
5. Stress on students learning problem-solving skills	___	___	___	___
6. Stress on students learning and using self-direction	___	___	___	___
7. Students allowed reasonable privacy at school	___	___	___	___
8. Students' views and values shown respect	___	___	___	___
9. Curriculum avoids negative female stereotyping	___	___	___	___
10. Students free to choose dress, hair length, etc.	___	___	___	___

Other items relevant to personal development:

Relevance to Individual Differences Among Students				
11. Students permitted to choose some learning tasks	___	___	___	___
12. Students have individually-assigned lessons	___	___	___	___
13. Students conduct individual projects	___	___	___	___
14. Students allowed to proceed at different rates	___	___	___	___
15. Students permitted to pursue individual interests	___	___	___	___
16. Instruction based on students' experiences	___	___	___	___

Other items relevant to individual differences:

EXERCISE 4 - WORKSHEET (CONT.)

Relevance to Cultural Differences	H	M	L	?
34. Representation of minority cultures in curriculum	___	___	___	___
35. Stress placed on the analysis of prejudice	___	___	___	___
36. Stress is placed on studying world cultures	___	___	___	___
37. Stress is placed on learning inter-group relations	___	___	___	___
38. Instruction employs minority students' language and culture	___	___	___	___

Other items relevant to cultural differences:

Alternatives Provided For in the School's Program

If the school provides alternatives that different students can elect, describe them below. Also indicate which students (and how many) can and do make use of the different alternatives.

Your Summary Assessment of How Well This School Meets Criteria of Relevance

Give your over-all judgment of this school's program (or the part of it you studied) in terms of relevance. Where is it strongest, where weakest?

POST-ASSESSMENT EXERCISE - UNIT 7

Directions: This exercise is the same as the Pre-Assessment Exercise which you completed at the beginning of your study of this unit. Review your estimates of mastery of the items in the Pre-Assessment Exercise (page 9); you need to do only those items on the Post-Assessment Exercise which you judged you did not answer satisfactorily. Then check your answers with the Pre/Post Assessment Exercise - Answer Key.

Objectives 1 & 2. Define relevance and list major criteria for judging the relevance of school programs.

Objective 3. List major lacks of relevance of school programs for students generally.

Objective 4. List major lacks of relevance of school programs for members of minority groups.

Objective 5. State how student participation in school decision-making can increase the relevance of school programs.

Objective 6. State how community participation in school decision-making can increase the relevance of school programs.

Objective 7. Review major changes in curriculum and instruction designed to make schools more relevant to the needs of students generally.

Objective 8. Review changes in curriculum and instruction designed to make schools more relevant to the needs of minority-group students.

Objective 9. Describe and illustrate private alternative schools as an approach to making schooling more relevant to students' needs.

Objective 10. Compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education.

Objective 11. Not suitable for posttest.

PRE/POST ASSESSMENT - ANSWER KEY

Explanation: The answers offered you below are meant only to indicate some of the key points that should be included in a fully adequate answer. Doubtless you have included in your answer some valid points not stated here.

Objectives 1 & 2. Define relevance and list major criteria for judging the relevance of school programs.

Education is personally relevant insofar as it suits the learning needs of the individual student and socially relevant insofar as it prepares the student to assume the responsibilities of community membership and citizenship.

Criteria of relevance include (1) relating instruction to the student's experiences, (2) relating it to the student's life roles, (3) teaching students to analyze societal issues, and (4) having education recognize cultural differences.

Objective 3. Survey evidence for lack of relevance of schools for students generally.

An adequate answer would include most of the following points:

Traditional instruction is focused on groups and gives limited attention to individual differences among students.

Schools usually fail to tie instruction in with students' life experiences.

Instruction usually gives little attention to teaching students to solve real problems of living.

Schools give little attention to teaching all students to analyze critical issues of society such as pollution, racial bias, and group conflict.

Schools do a poor job of preparing students for careers.

Objective 4. Survey evidence of lack of relevance of school programs for members of minority groups.

Key points you should have included in your answer are these:

The school curriculum strongly favors the dominant middle-class white, Anglo-Saxon, Protestant (WASP) segment of our society.

In the curriculum, minority groups either are ignored or are described in an unfavorable light.

Instruction in schools usually gives limited recognition to the cultures of minority groups.

Objective 5. Describe student participation in decision making as an approach to increasing the relevance of school programs.

The chief reason for considering student sharing in school decision making a way to increase relevance is that such sharing gives student interests and preferences more of a role in the school program.

Particularly, such sharing by students from minority groups helps make the schools represent cultural differences more equitably.

Objective 6. Describe community participation in decision making as an approach to increasing the relevance of school programs.

Parents, and community members generally, often become so concerned about whether instruction is meeting students' needs that they demand a voice in deciding what is taught, and how.

Often such community participation has improved the school's relevance in relation to such components as career education as well as influencing the schools to take fuller account of students' cultural backgrounds.

Objective 7. Describe changes in curriculum and instruction designed to increase the relevance of the school program for students generally.

A great many innovations have been developed during the past decades that increase the relevance of instruction in relation to different criteria of of relevance. A full answer for this item should include points on at least the following:

Various individualized programs (IPI, IGE, etc.) match instruction better to individual differences.

Many new curricula teach students how to solve problems of living.

Especially in high schools, there are many career education programs to prepare students for their work lives.

Numerous programs in social studies teach students to analyze critical national and international social issues.

Objective 8. Describe changes in curriculum and instruction designed to increase the relevance of the schools for members of minority groups.

An answer to this objective should include reference at least to the following:

Curricula in reading and social studies have been changed to include fairer representation of the language and cultures of minority groups, especially blacks.

Ethnic studies have been introduced in many schools to teach about the history, traditions, cultures, and roles of various minority groups

in our society (blacks, American Indians, Puerto Ricans, Italians, Poles, etc.).

Bi-lingual instruction has been introduced to enable non-English speaking students to learn to read in their own language as well as English.

Objective 9. Describe alternative schools as an approach to increasing the relevance of education.

The term "alternative schools" has been used in recent years to refer to schools (other than the usual private and parochial schools) designed to provide public-school students with optional programs.

One form is the "free school" set up by parents or community groups to teach black children.

At the high school level, a number of special college-preparatory schools have been set up for high-school dropouts.

There has been a movement within public schools to establish alternative programs, some in special high schools (as for vocational training) and some within regular high schools to provide students with various options.

Objective 10. Compare private alternative schools with alternative programs within public schools as approaches to increasing the relevance of education.

Private alternative schools have the advantages of high community involvement and of being specially designed to meet the needs of their student bodies. However, they have a number of limitations: they can serve only a small number of students, their programs are usually not comprehensive, they are hard to staff with trained teachers, and they usually have financial difficulties.

Alternatives within public schools make use of existing plant and staff, and they can be designed to serve large numbers of students. A great variety of alternatives can be provided within the same school system. Limitations are that public school systems tend to be conservative and to avoid radical program changes such as those demanded by founders of free schools; and these within-system alternatives very often do not reach the school drop-out.

Training for Leadership in Local Educational Improvement Programs

UNIT EVALUATION FORM

Unit 7. Relevance as an Educational Theme, with Related Innovations

Evaluation by_____ Date_____

Position_____ Organization_____

Please give your reactions to this unit by checking and writing in your opinions and recommendations. Returning this form to Research for Better Schools, 1700 Market St., Philadelphia, Pa. 19103 (Attention: Glen Heathers) will help us judge the value of the unit as well as aiding in its revision.

A. Your judgment on the importance of a unit on this topic as training for leadership in local educational improvement programs.

Check: Very High___ High___ Moderate___ Low___ Very Low___

Your comments:

B. Your judgment of the quality of the introductory section of the unit.

Check: Very High___ High___ Moderate___ Low___ Very Low___

Your comments:

C. Your judgment of the adequacy of the set of unit objectives.

Check: Very High___ High___ Moderate___ Low___ Very Low___

What objectives do you recommend omitting? Why?

What objectives do you recommend adding? Why?

Unit Evaluation Form - Con't.

D. Your judgment on the quality of the unit contents.

Check: Very High____ High____ Moderate____ Low____ Very Low____

Your comments:

E. Your judgment on the quality of the unit exercises.

Check: Very High____ High____ Moderate____ Low____ Very Low____

Your comments:

F. Your judgment on the quality of the unit pre- and post-assessments.

Check: Very High____ High____ Moderate____ Low____ Very Low____

Your comments:

G. About how many hours did you take to complete this unit?_____

H. How valuable do you judge this unit to be for training each of the following categories of educational leaders? Please enter the appropriate symbol.
H - Highly valuable. M - Moderately valuable. L - Low value

____ School system central administrators

____ Building principals

____ Curriculum coordinators

____ Field consultants of state education departments

____ Graduate students in administration or supervision

____ Other: