The public schools have lost favor with the American public during recent years. Therefore, heroic efforts must be devoted to restoring this lost confidence and respect. Hopefully, ground lost during this last decade will not be recovered but education will become, as it should be, the central institution of American life.

So said Dr. George H. Gallup in reviewing the first ten years of Gallup polls of attitudes toward education.

One of the most interesting parts of these polls is found in the demographics of the samples. A review of the changing composition of the population samples over eleven years of these surveys reveals a dramatic decline in the percent of respondents with children in the public schools. In 1969, 44% of the respondents had children in the public schools. In 1979, the figure has dropped to 28%. Another data comparison indicates that in 1969 half of the respondents in the sample had no children in public schools. In the 1979 sample, over two thirds of the respondents had no children in public schools. Although these figures come from national samples consisting of about 1,500 randomly selected adults, we find similar changes in our own state and local communities.

Generally, people with children in our schools know more about what we are doing and tend to be more supportive of our efforts. It is apparent that this base of support is much smaller than it once was.

To complicate our jobs, our image has been slipping. What do people see and hear about the schools? In a current study, the Ford Foundation says millions of adults are illiterate. Enrollments are declining while costs are escalating. Johnny can’t read, write, or add. While some of these concerns are national and some may not relate directly to our state or public schools, such headlines, among others, hurt our cause.

People do not take the time to find out how well our schools are doing.

We are also being impacted because the age composition of our public is changing. There are relatively fewer children and the elderly are increasing in proportion to the total population. The elderly do not have children in school. They also need costly services.

Furthermore, the protest movements and antipoverty programs of recent years have left citizens a legacy of ways to organize to influence public policy.

Many school districts now relate to numerous activist groups.

New citizens organizations were formed at the national level in the early 70’s such as the National Committee for Citizens in Education and the Institute for Responsive Education. Washington State now has the citizens Education Center Northwest which is supported by a three-year grant from the Ford Foundation.

These are some of the factors which impinge upon us today.

We cannot ignore our changing constituency and more important, we cannot ignore the needs of our people.

In Washington State we have laws on the books which give the schools authority to provide services in a number of areas. Among these are the following:

- Community schools authorized (but not funded)
- Community use of schools for general purposes
- Community use of playgrounds and athletic facilities
- Use of school facilities for nursery schools
- Use of school facilities to provide meals for the elderly (with certain limitations)
- Use of school buses in emergencies (with certain limitations)

In addition, state law requires that school districts evidence community participation in their programs to develop student learning objectives. The law now also requires that each school district annually publish a district guide with extensive information about district policy and operation.

For many years, the school district budget law has required that the annual budget be considered in a public hearing. State law also gives parents the right to have a public hearing if they have concerns about instructional materials or textbooks. We now have both federal and state laws which mandate parent involvement in the design and conduct of programs for handicapped children. Parents of handicapped children are discovering their rights and making their influence felt through numerous effective organizations. Other federal laws have mandated citizen participation in one form or another.

In the face of these obligations and challenges, we need to reach out to the community at large in a variety of ways to involve those of the school community. We need lay people involved in direct personal ways. As professionals, we need to reorient our thinking and become more accepting of "outsiders." We need to spend the time to plan for citizen involvement. We need to develop educational success in school. We need to be patient, because such involvement will cause us to take more time to accomplish tasks.

The trade-off may be that in the long run, we get better understanding of these tasks and therefore better support. And we need the support of the entire community to continue to operate quality school programs.

Continued on page 2
FROM THE PRESIDENT

In the last "Context and Conflict" I addressed some of the problems facing educators from all facets of educational communities. Also noted was the opportunity for educators from various segments of education to unite by joining the common cause of organization of WASCD.

Some of the major functions of the President of WASCD are to provide leadership, develop an effective and efficient management structure, and to work with the Board of Directors to explore alternative ways in which our organization can be of service to the total educational community.

It has often been said that "things only happen of and by people." With this in mind, a bold step has been taken by our organization: hiring an Executive Secretary.

With Dale Linebarger in this position since June 1, the Washington State ASCD is well on its way to becoming a well managed, effective organization. An executive committee structure has been created, annual objectives have been formulated to provide direction to Association activities and a permanent headquarters has been established at the University of Washington.

I would like to note two other significant developments: (1) there is now a strong cooperative relationship with other educational organizations. The outstanding example is the Practitioners' Workshop. Four educational communities share ownership and responsibility (WASCD, AWSF, SPI, and ESAs) in working with local school district teams. This Practitioners' Workshop model has been adopted by the Association of Washington School Principals and the Washington Association of School Administrators for resolving needs of the district administrative team, and (2) the WSASC Board's concern for a broad based membership has led to the establishment of an institutional membership program, making it possible for an organization to be represented by board members, administrators, teachers, and others. This will provide a new base for service and influence of the Washington State ASCD concerning institutional issues. Your support of the institutional membership concept is essential to the continued growth and improvement of the Washington State ASCD.

Dale Linebarger
President

FROM THE EDITOR

Last year each article in an issue of CONTEXT AND CONFLICT focused on a specific topic. Even though each article was authoritative and interesting by itself, the effect was not always desirable. Some readers tended to become bored after reading a couple of articles and quietly filed CONTEXT AND CONFLICT where it could be referred back to a much later date.

This year each issue of CONTEXT AND CONFLICT will have approximately half of the articles relating to a specific theme, with the remainder of the articles describing other items of current interest to Washington educators. For example this fall issue has five articles reporting on community education while the other four deal with Program Coordination, Textbook Changes, Vocational Education in Small Schools, and Energy Saving and Athletics.

The editorial board will continue the practice of soliciting manuscripts from contributors who represent a variety of perspectives. Unsolicited manuscripts are also welcome with the following suggested guidelines: (1) 500 to 1,500 words in length, (2) third person perspective, and (3) be of interest to educators in Washington State. In order to assist in planning, the following dates and topics will be in effect.

Winter Issue
Basic Education Act Revisited
December 14—manuscripts due to editor.
January 18—mailed to readers

Spring Issue
Health Education
February 29—manuscripts due to editor.
March 28—mailed to readers

COMMUNITY INVOLVEMENT
IN OUR SCHOOLS  (Continued from page 1)

This is the "heroic effort" which we must make to keep our schools healthy and exciting places for our children and adults to grow and learn together.

Frank Brouillet is Superintendent of Public Instruction, Washington State.

PREPARING YOUR DISTRICT FOR A TEXTBOOK CHALLENGE

By Lois White

If your district has not had a citizen or parent challenge a textbook or film sometime within the past year, you can consider yourself lucky. Textbook challenges have been on the rise across the state. There is evidence to suggest that persons interested in textbook challenges are communicating among each other, listening to the same drummer, sharing strategies and informational resources, and encouraging other parents to "get involved" in the textbook review process. While the nature of the challenges has varied from district to district, some of the most frequent concerns fall in the areas of values clarification, creation, profanity, violence, depressing themes, and human sexuality.

Districts receiving challenges find it most helpful if their districts' instructional materials selection policy has clear guidelines for handling citizen complaints. It takes only one complaint before a district knows whether its policy can stand the pressures of a formal challenge. Procedures for handling complaints in a systematic way need to be thought out carefully in advance of their being adopted. What might seem as "trivia" in preparing a policy may become those "critical elements" should the challenge reach the Board or court levels.

While few textbook challenges have reached the courts in Washington, enough criticism has occurred in the way challenges are conducted by districts to result in specific legislation. The Basic Education Law of 1977 spells out clearly that meetings held to discuss formal textbook challenges shall be "open meetings". RCW 28A.58.758, Section 2.f.) Whether the guidelines of the Open Meeting Law apply to activities of the Instructional Materials Selection Committee is currently open to interpretation.

Legislation has also insured parental involvement in the selection of instructional materials in the area of sex education. Section 3 of WAC 180-50-070 requires districts to involve parents in the "planning, development, evaluation and revision of any instruction in sex education and human sexuality offered as a part of the school program." Some districts have been involving parents in the selection of instructional materials for several years with positive results. Parental advocacy of district programs strengthens the textbook selection process. Having parents serve on curriculum committees and as full members of the Instructional Materials Selection Committee or Parents Advisory Council can also prevent public embarrassment when materials of a sensitive nature are presented to the Board for approval.

Parental advocacy is the result of building trust and respect for the total selection/review process. Having a climate in which all points of view can be discussed openly and without reproach is essential to the evaluation of materials. Developing a sound rationale based upon specific criteria will enhance the review process and result in wise Board decisions. Board members will support materials that may have some "sensitive" areas if they feel confident that those areas have been thoroughly discussed and communicated with the community. In essence, being "up front" with information is necessary to maintain the credibility of all parties involved in the selection of instructional materials.

To assist districts in taking a "pro-active" stance against textbook challengers, the following suggestions are given for their consideration.

1. Update your instructional materials selection policy regularly to reflect current legislation, including avenues for parental involvement.
2. Follow your policy when a challenge occurs and document all procedures step by step.
3. Log all telephone inquiries regarding challenges for future reference. You may begin to see patterns in either the nature of the challenges or groups making the inquiries.
4. Develop a plan of action for handling challenges before you get one. Identify who will have the operating responsibility and how you will receive the complaint at the various entry levels—teacher, district and Board.
5. Instruct all staff in the textbook selection process. Emphasis should be given to the learning objectives being met by the materials and the district's criteria for selection. A standard form for evaluating textbooks is a valuable tool for gathering data and documenting the decision-making process.
6. Recognize that textbook challenges may be only a symptom of community unrest. Formal challenges are more frequent prior to school board elections and school levies.
7. Maintain good communication with your community. Inform them about what is being taught and why. Take advantage of the media available for disseminating this information on a regular basis.
8. Set ground rules for handling public hearings should you receive a formal challenge that reaches the Board level. Ask everyone who requests to speak to the defense of a position to sign in at the meeting. It has not been uncommon to find citizens from either out of town or out of state at challenge hearings.
9. Keep a positive perspective. Challenges are legitimate actions for parents to take when they are concerned about a textbook. Build on constructive criticism and recognize that challenges do not always represent a majority in the community.
10. Inform your board members immediately when a formal challenge occurs. Indicate the nature of the complaint and review the procedures to be followed.
11. Know your appropriate role in the challenge process and follow protocol. This means everyone! Challenges get "messy" when any one group takes the liberty to abort the process. Many a book or film has been challenged in the press before any judgement could be rendered by a district committee.
12. Provide alternative titles for meeting course objectives in areas where challenges are more likely to occur. Having a suggested reading list with a balance of character types and themes can help to alleviate parental concern. Sometimes these lists are mailed home in advance to give parents an opportunity to help their child with required reading activities.
13. Keep the material under question on the shelf in the library or in use until the formal process has been completed. To remove a book or film prior to the completion of the review, jeopardizes other staff members who may be using the material in the classroom with success.

Mrs. White chairs her district's Instructional Materials Selection Committee which recently heard and took action on J.D. Salinger's Catcher in the Rye. Parents claimed the book was immoral and taught students profanity. Once removed from the classroom, the Board approved its use for sophomore English classes, but required written permission by parents or guardians prior to its being read by a student.
WORKING WITH THE MEDIA

By Judy Kay McDaniel

"How do we handle the press?"

That question, in varying forms, echoes down the halls of public and private bureaucracies on an almost continual basis. If there is a "good" story to tell, the question is "How can we get this on television or in the newspapers?" If there is a "bad" story, the question is "How can we keep this off television or out of the newspapers?"

Either question is somewhat unfortunate because it suggests a basic misunderstanding of what the relationship should be between the press and the agency.

To begin with, there is no effective way to "handle" the press. Reporters don't like to be handled. In fact, they resent it. Most reporters are experienced professionals trying to do a job. We can help them do that job.

What follows is a brief philosophy for working with the press. It is based on one simple premise: reporters, the public and public officials appreciate honesty.

Remember that the press is not the enemy. News gathering does not have to be an adversary proceeding. It only becomes one when information is hard to come by or when someone is caught in deliberate deception.

Try to think of interviews or requests for information this way: Reporters ask questions because they think you know the answer or because your opinion is respected. This is not meant to expand your ego but to indicate why reporters ask for your time. Be happy that reporters come to you for information rather than basing stories on hearsay.

Also remember that reporters generally take your answers on faith; they believe that you are not lying, and they often have no other legitimate source to turn to.

Make it as easy as possible for reporters to get information. Generally, they are sympathetic to the problems and pressures of operating modern school systems. However, they are not sympathetic to red tape, bureaucracy, or "going through channels." There is an inverse ratio between a reporter's good will and the length of time spent on "hold" or being shuffled from office to office.

A school district without a centralized responsibility for development and dissemination of information is asking for trouble. There should be one place where reporters know they can go for answers to question or to gain access to the proper source within the system. This has three advantages: it makes information more easily accessible; it relieves many people within the system of the burden of dealing with the press; and it provides the agency with a centralized clearinghouse for information.

School districts should maintain a constant, friendly contact with the working press. A reporter who has been covering school board meetings for six months in relative obscurity and is suddenly glad-handed by the superintendent will realize that something important is about to happen.

Be open and aggressive in your information system. This applies to stories that have the potential to hurt as well as those stories we call "good news." Nothing, other than a little time, is ever gained by hiding a bad story.

If you know a problem exists, like poor test scores, for example, it is far better for you to state the problem and what you are doing about it than to let your critics do the reporting. On the one hand, you're looking at positive ways to correct a problem. On the other, your critics are using a problem to beat you over the head.

In summary, four points: cooperate in the sharing of information; make access to information easy; maintain a continuing contact with the working press; and be open, honest and aggressive in the dissemination of information.

So much for generalities, what about face-to-face contact with the media?

There are two types of interviews: spontaneous and prearranged. Spontaneous interviews usually follow some event or official action such as a vote at a board meeting or an election. They are intended to amplify a position taken or elicit a response to an action. Prearranged interviews are intended to cover subjects in greater depth than spontaneous situations and may cover one subject (a school budget) or be wide-ranging (education philosophy). There are a few ground rules you can apply to either interview situation.

First, get firmly set in your mind the ground you want to cover and then stay within those bounds. You can ask the reporter what areas will be covered prior to the interview, then hold the reporter to it.

Second, go over in your own mind the kinds of questions that might be asked. If you maintain a continuous contact with reporters you'll already have a good idea where the individual concerns are.

Third, do your homework and take notes with you if you think you'll need them.

Fourth, if you don't have an answer, don't give one! These same rules apply to either spontaneous or planned interviews. However, there is an additional one for spontaneous situations: after an incident, give yourself a couple minutes to "cool off" prior to answering questions. You have a responsibility to provide accurate information. You do not have a responsibility to provide sensation-seeking reporters with a "shoot from the hip" response.

Finally, when you're through talking, stop talking! Just because a reporter doesn't ask another question right away, you needn't take personal responsibility for filling up the silence. A reporter can elicit some interesting quotes by simply letting the camera roll, waiting for the interview subject to get nervous and expand on a previous answer.

If you feel compelled to speak, say simply, "Is that all?" or "Are you finished?" Put the onus on the reporter to either end the interview or get on with the questions. Remember, your task is to provide accurate information. Your task is not self-imolation.

Here are some specific do's and don'ts which can help improve relations between school people and the news media:

Learn all you can about the news media's needs: operation, deadlines, services, and particularly the working reporters and editors. Read the paper, listen to the radio and watch the television programs so reporters will sense you are knowledgeable about their media.

Consistently feed the media ideas for stories, being very careful to let the editors decide what to cover.

Respond promptly to reporters' requests for information. Don't stall them to write out a prepared statement unless it's absolutely necessary.

Don't ask to approve the reporter's story unless it's to help correct technical information.

Ask when the story will be used so you can alert others to read and watch it.

Compliment a reporter when he/she has done an exceptionally fine job and write a letter to his/her editor praising the article.

Know the deadlines and release the story so all or most of the media will get it for use at the same time.

Invite reporters and editors to school—for a school lunch, to talk to a journalism class and to have periodic conferences with the superintendent.

Insist that teachers use the newspaper positively in the classroom and not criticize it in class because of a spelling error and loosely constructed sentences.
COMMUNITY INVOLVEMENT:
DAMNED IF YOU DON'T

By Anne Carlson

Item: A large school district, attempting to encourage community involvement, set up hearings (preceding a levy election) to establish budget levels. Citizens were asked to comment on the appropriateness of large, district-level categories—x million dollars for basic education, x million for support services, and so on. Impossible—the questions asked were too broad for citizens. The next year this information was provided on a school by school basis. Citizens were told that their local school would get roughly so much money based on enrollment; for example, enough for fifteen staff positions and so much for supplies. They were asked how to spend it. This question citizens could never answer and in the aggregate led to a total district budget.

Item: Parents were brought together with staff to work on student learning objectives. The discussion quickly convinced parents that they lacked the necessary expertise to participate. They didn't know what specific math skills or reading skills should be presented in what order. In this case, the questions presented were too specific. Parents should have been asked to help shape broad academic directions which then could have been turned into specifics by staff.

Washington State has a strong tradition of citizen involvement, aided and abetted by the initiative process. Citizens often band together to right any number of wrongs or overturn or attempt to redirect actions taken by elected officials. A few recent examples would include the successful move to take the sales tax off food, Initiative 350 to prohibit mandatory bussing, Citizens for Fair School Funding's work at the state level to provide equitable and ample school funding not reliant on special levies, the Education for All bill in the early 1970's.

This tradition has some opponents who feel that a little citizen involvement goes a long way and laypersons should leave important decisions to the experts (defined as the person speaking).

However, citizens will continue to speak out loudly, forcefully, and often in a well-organized manner on any topic that interests them. And education interests them.

Education, like war, is too important to be left to the professionals.

Almost more than any other topic, education is one in which most people feel a direct or indirect involvement. Everyone has been to school, many have children in school, older people have grandchildren in school and are concerned about taxes, business people hire graduates, and so on and on. There are many constituent groups which make up the "community" which want a say in educational policy.

How does the community want to be involved?

The first way is very general: public education reflects public goals and values. Ideally the community sets clear educational goals which are then translated into action by the professional educators. In fact, one of the problems educators face is that the public has not set clear goals. We have asked schools to fulfill many roles—to provide the basics in a number of different ways, to tend to social service needs, to prepare kids for a vocation, to overcome discrimination, to exert discipline; and educators have added a few of their own.

But the educational system, although large and complex and sometimes confused, does change to reflect new public goals. Alternative education, a child of the 60's is a good example. Hundreds of parents worked locally to establish a classroom for their children that were different from the traditional classroom. The system now includes more recognition of different styles of learning.
COMMUNITY INVOLVEMENT DAMNED IF YOU DON’T (Continued from page 5)

This broad, societal goal-setting role is essential. However, the community wants to be involved in the schools much more directly day-to-day.

The community wants to participate in raising and resolving important questions related to education. These questions take different forms depending on the level at which they are addressed. Such questions include:

- Are good teaching being encouraged and are bad ones being removed from the system? (Evaluation)
- What is being taught? (Curriculum content)
- How is it being taught? (Methods of teaching)
- What resources are available? (Funding)
- How are resources allocated? (Management)

On the individual school level these kinds of questions are of great concern to parents and usually take a personal form: are the needs of my child being met? Is the teacher good? What is my child learning? Is there a teaching style or program which is right for my child? Is there diversity in the program? Unfortunately, many of these questions are never asked by the parents because the forum is not there. Or if asked, they are turned aside by the staff who consider them only proper for professionals.

On the district level, the community wants to be involved with broader questions and more constituents are heard from. Business wants to know if graduates will be job-ready; parents want to know about transportation and questions of safety; the administration is questioned about overall student performance and how money is being spent; citizens want to shape decisions about the proper mix of vocational and academic subjects; staff evaluation, collective bargaining, school closure, school construction, textbook selection, school sports, special education, dropout programs, gifted programs, and many other issues all claim the attention and interest of the citizenry.

At the state level citizens have strong opinions about how much money should be provided for schools and for what purposes, how the state system can be accountable, and how children’s needs can best be served throughout the system as a whole.

Although the community is keenly interested in education at every level, there are problems with citizen involvement. Often citizens don’t ask or pursue the right questions, don’t work for answers at the right level, or don’t get or stay involved at all. Community groups make conflicting demands on schools. For example, one group may demand efficiency which might dictate school closure or consolidation while another group will go to the mat to prevent such an occurrence. One group might demand more money for special education programs, another for gifted programs, a third for remedial programs.

The educational community, on their part, often tries to co-opt community involvement into safe areas—the old cliche about baking cookies for the PTA meeting comes to mind. Information is made difficult to obtain. The budget, for example, is usually so obfuscated that only one or two administrators can really understand it. The chain of command, particularly in larger districts, leaves many citizens at a loss where to turn, assuming they have the guts (having already been discouraged at a lower level) and the time to pursue an issue of concern.

The community wants to be involved as a partner, helping to shape decisions on important issues before they are final. They want to have a say on staff evaluation, they want to be asked about what is being taught and how, they want to know how the money they are providing through their tax dollars for schools is being spent in terms they can understand.

This kind of community involvement is not easy, either for the citizen or for the educator. It often leads to disagreements, arguments, and tension. Real issues of importance always have at least two sides. And educators and citizens will often approach an issue from very different perspectives. But tension and disagreement can be healthy and diverse opinions generally lead to a better end result.

The “community”—that varied group of people—represents a piper that sooner or later must be paid. If they are not brought into the decision-making process, they can exercise a lot of power in the negative: withholding financial support, deserting the public school system for other educational choices, running recall campaigns or statewide initiatives . . . . But where local schools and citizens develop a respectful partnership, the benefits are tremendous. Citizens can provide hours of top-quality volunteer support in the classroom, can be strong and effective advocates for schools, can share expertise and resources that public schools will never be able to afford to buy.

The community will be involved. The responsibility rests with both educators and citizens to make that involvement positive.

Anne Carlson has been a school volunteer at one level or another since 1965. Most recently, she was chairperson and chief lobbyist for Citizens for Fair School Funding and has received the WASA Award. She has three children in public schools.

COMMUNITY SCHOOLS— A FOCUS ON PEOPLE

By Dr. Paul Drotz and Colin Hergert

Education is a concern and priority to the American public. It is so important that at the Federal level, we may soon have a separate Department of Education.

To the public, education is far more encompassing than the K-12 system or formal schooling. In 1975, a group of South Kitsap citizens and educators identified education in terms of “Community Education.” The concept of community education was defined as a problem solving method which works cooperatively with all agencies to better the lives of all citizens in South Kitsap. Community Education can offer the leadership for recreation, vocational, and social needs of the community. It was felt that by mobilizing the resources already available within its community, problems can be identified and solved cooperatively by all. The community education definition was adopted by the board and has been a priority to this day.

Immediately upon adoption, people in South Kitsap began volunteering to help identify needed community and educational services. Not all services or improvements were school related. One of the first major concerns of the citizens involved in the planning of community education was the need to save a local golf course scheduled to be a new housing project. The volunteers, with assistance from cooperating agencies, helped obtain resources to save the golf course which is used primarily by senior citizens.

Community Education advisory committees were established in each elementary service area and have continued to address community needs both big and small.

These committees are primary tool for identifying needed services and available resource persons. The local community education committees have been instrumental in establishing volunteer services in four areas.
1. School activities
2. Extended day school activities
3. Community education course activities
4. Neighborhood action activities

At South Kitsap the instructional staff includes a Community Based Learning Specialist (CBLS) who has responsibility to promote and maintain the Community Education program. The CBLS is a certificated teacher who works with the Community Education advisory committee and the school staff to bring the community education programs into action. This person has the responsibility to schedule and supervise all community education activities, including volunteer services.

The school activity volunteers deal directly with providing help to the regular education program. These activities include health services such as volunteer nursing or health room attendants; clerical assistance for the school office or curriculum; specialized tutoring or instruction; sharing of career roles and also the typical PTA room person activities.

The extended day activity volunteers provide additional programs offering in order to extend the regular school day for students by one to two hours. These activities can include after-school clubs and athletics. Specialized subjects such as foreign language, ballet, remedial education, tutoring, and special interest classes are emphasized. Community surveys are conducted by the advisory committee to help identify persons with special talents they will share. The CBLS also works with the school staff to help determine student interests for classes. Through this effort, each elementary school is able to offer 30-45 extended day activity classes to students each year. In order for the extended day classes to be successful, it is necessary for the CBLS to assist the volunteer teachers. The volunteer is helped to prepare a course outline and lesson plans. It also is vital to identify the needed materials and the cost involved before the classes begin.

The third area of volunteer services is the evening community education course activities which are sponsored for the community. The evening courses operate education from 7:00 to 9:00 P.M., Monday through Thursday. The local community education advisory committee and the CBLS have the responsibility of the after-school classes. The community college is invited to participate in the evening program and help by bringing an academic program into the schools. The gymnasiums and fields are scheduled for community use. The CBLS also works to help develop clubs and organizations that meet in the schools. One caution that must be observed is the possibility of commercialism. Persons with vested interests can view the community schools evening program as a way to promote their craft supplies or services. Careful checks must be made of course outlines, lesson plans, and sources of needed materials, to avoid improper commercial ventures. Persons wishing to promote commercial programs like Weight Watchers can rent space in the South Kitsap schools, it is at times difficult for the volunteer to offer free service when others might make a profit.

The fourth area of volunteer services is neighborhood action activities. The community education advisory committee seeks input about concerns held by the residents. These concerns have related to many aspects of community life. Through efforts of these committees, a golf course was saved, improved emergency medical treatment was promoted, senior citizens were organized, a county wide public transportation system is being explored, and poor street lighting and traffic control situations have been brought to resolution.

Through community education, the public school can help people themselves. To be successful, services that needed must be identified, available resources must be organized, the schools must be open to the public, and people must be encouraged to give help as well as receive assistance.

Dr. Paul Droitz is Assistant Superintendent Instruction and Mr. Colin Hergert, director of Staff Appraisal, both at South Kitsap.

VOCATIONAL EDUCATION AND SMALL SCHOOLS

By Jay Tuman

The small high school must have strong vocational programs to meet student needs in rural areas. Vocational programs are needed both to meet the needs of students entering the work force, and to meet the requirements of the Basic Education Act.

Two small high schools just completed surveying their recent graduates (5 to 10 years) and found an ever increasing number of students enrolling in two year trade or technical programs following graduation. The trend toward two year trade or technical programs rather than four year liberal arts programs is undoubtedly influenced by a number of recent events. These studies indicate that 1 into 1 college graduates between 1979 and 1985 will not be able to obtain jobs requiring skills commensurate with the level of their training.

In addition to changing trends in the job market, high schools in Washington are required to provide a minimum of 20 percent of the program offerings for grades 9-12 in the area of work skills. The requirement is specific in WAC 180-16-200 Section (6), and this regulation does not allow for deviation because of the size of the school.

The small school preparing to meet the needs of the Basic Education Act is often in the peculiar situation of having to reduce staff because the level will no longer provide the school with the revenue required to fund the staff previously desired by the local community. This further complicates scheduling and staffing problems because the small student population will not justify scheduling personnel to teach five periods of home and family life skills or five periods of auto mechanics.

Consequently, teachers in a small rural high school must teach in two or more subject areas to provide the required curricular offerings to meet the work skills mandate. The small school, due to its size, it often forced into the position of offering the more expensive vocational classes without benefit of added State assistance for vocationally approved courses. Vocational courses are more expensive to maintain, as can be attested to by individuals having studied the cost of replacing shop equipment, business office machines, or home economics equipment. The total expense for maintaining these programs is borne by the district without State approved vocational courses.

The question should be raised concerning the appropriateness of vocational program requirements and whether separate certification should be required. The State requirements are so demanding that many instructors in rural districts have difficulty in meeting the requirements for vocational training and in obtaining work experience. As a correlative, many of the ongoing certification requirements appear to be process oriented, without sufficient emphasis on product—in particular, student progress.

A possible solution to the above dilemma would be to identify competencies for students in the vocational courses and fund those programs on a basis of student achievement. This would allow a teacher who is not vocationally certified to teach the course, with additional funding available from the State to help defray vocational expenses.

Another suggested solution to the problem is to form inter-district cooperatives. The obvious advantage of an interdistrict cooperative would be to allow one district to procure the equipment for a specialty, such as auto mechanics, a second district to purchase the equipment for a graphics arts class, and a third district to purchase the equipment for an electronics program. The cost to individual school districts would be appreciably less than if each district duplicates the purchases of equipment.
VOCATIONAL EDUCATION
AND SMALL SCHOOLS
(Continued from page 7)

Students desiring to enroll in a cooperative vocational class
would attend the host school for the portion of the day necessary
to participate in that program. Some obvious problems with inter-
district cooperatives were identified by Tadlock (1976): "Sched-
uling and coordinating the program with participating schools,
financial sharing of program costs, planning and operation of
student transportation, and students unwillingness to attend
a neighboring school district." (Tadlock, 1976, p. 45). Tadlock
noted an increase in the number of interdistrict cooperatives
in Washington in the early seventies, which decreased rapidly
after they had been in existence a few years.

An additional solution might be to form cooperatives in
small rural high schools where highly skilled staff could be
rotated from district to district. Jonathan Sher (1978) suggests
the need for rural resource cooperatives. He advocates "... the
creation of educational cooperatives through which rural schools
and districts could share a pool of specialized human material,
282). This model would need to be funded by the State or
Federal Government, as the local districts no longer have the
ability to tax themselves to provide for such programs.

The proposal to provide staff rotation, within cooperatives,
would require supervisory staff specifically assigned to the pro-
gram. Small school districts do not have sufficient supervisory
staff to provide the coordination necessary to conduct the ad-
visory meetings or develop the one-year and five-year plans
which are a requisite part of the State vocationally approved
programs.

A model exists in the upper Yakima Valley in which dis-
tRICTS have formed an interdistrict cooperative. Seven school dis-
tricts fund a vocational director to coordinate their programs. An
advisory board composed of representatives from each district
is given a monthly report by the vocational supervisor and
through the advisory board the directions are established for the
vocational supervisor.

This model provides the Local Education Agency control
over their vocational program through the advisory board. It
also provides the benefit of a supervisor with full time respon-
sibility for the quality of the vocational programs in the cooper-
ative, implementation of new programs, and monitoring of the
vocational needs of the local districts.

The interdistrict cooperative model will allow local districts
to retain their autonomy, alleviate some problems with student
transportation, obtain vocational funding for small school dis-
tRICTS, and upgrade the quality of vocational programs offered
at the local level.

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Jay Tuman is Superintendent of Schools, Almira

THE STATE OF PUBLIC TELEVISION 1979
OR, NOW IS NOT THE TIME TO BE TIMID

By Walt Schaar

When one who works in Public Broadcasting today is to
assess what shape it's in, a quick and easy-to-understand answer
would be shaky, uncertain, or even perilous. Not only would
those answers be oversimplified, they would be dead wrong.

Public Broadcasting with all of its restructuring, changes
of Boards of Directors and continual national legislative vis-
ibility is really on the way to being what we expected it to be.
The most important thing of all is that at least those who work
in it and those who are and/or should be using it are beginning to
decide what it ought to be, and that is what was missing all along.
Television people and educators alike are beginning to say what
they'd like to see happen.

Since Public or Non-Commercial Educational Broadcasting
started some 50 years ago, it was largely what the broadcasters
wanted it to be. The Public, who were to consume this valuable
piece of our precious resource, (the spectrum of broadcasting
is a valuable resource that can only be used by one at a time) had
very little input to the process. That wasn't really the fault of
either the public or the pioneer public broadcasters. It was more
a matter of not having enough track record to know what to ask
it to do. It was like going to a restaurant and having to order
without seeing a menu.

Where Public Broadcasting goes from 1980 on is going to
reflect more and more of what educators and the general public
demand of it. Surely if one were to follow the reorganization of
the Corporation for Public Broadcasting, the restructuring of
Public Broadcasting Service, the revitalization of the National
Public Radio and review by the Carnegie Foundation, and the
rewrite of the Communications Act by Congress, you could easily
come to the conclusion that Public Broadcasting is being tugged
and pulled and pushed in lots of different directions. The good
news is that it is, in fact, being pushed, pulled and tugged by a lot
of people. Never in the history of Public Television have there
been larger audiences for both national and local programs.
Never has there been more attention paid to technological
growth. The "Technologists" have rapidly developed machines
but have failed to show some mortals, who must use them, how
to use them wisely.

The truth of the matter is, however, that the challenge of
public broadcasting starts right at this point. The futher truth of
that statement is that timidity on the part of anyone in the
educational field, at any level, will spell the ultimate doom, if
that is to be, for public broadcasting's use in education. There
are people well organized and financed, such as Ted Turner in
Atlanta, that will keep the "public" or non-instructional level of
the use of radio and television and other electronic media
within the bounds of that which isn't economically feasible on
either open broadcast or pay television basis. The use of television
and radio for classroom and home educational use is not likely
to become one of those "economical feasible" enterprises that
a commercial network will tackle except in a rare specialized
instance. If educational television and radio moves ahead now it
will be because educators and television professionals, many of
who wear the same hat, keep up with the explosion of hardware
that is now moving into the distribution channels.

Last some think that the Corporation for Public Broad-
casting and the Public Broadcasting Service and National Public
Radio and Congress can be sort of ignored, please don't. As a
matter of fact, the restructuring of CPB and PBS lends testimony
to the effort that those two important organizations, (CPB)
centrally organized and (PBS) representatively organized, were
both concerned under their previous structures they were not
getting the job done. The new President of CPB, Robin Fleming,
innovative schedules can mean energy savings in athletics

by cal riemcke

“eisenhower and davis rode the same bus to the tri-cities for the richland invitational girls’ volleyball tournament saturday. then they methodically dispatched the rest of the field which included eleven other high school teams and met each other for the championship.”

this opening paragraph, an article from the sports page of the yakima herald-republic, illustrates a new concept for athletic travel in the yakima school district beginning this fall. with some innovative scheduling changes, great reductions are being made in travel costs without reducing the quality of athletic programs.

in order to exercise these changes, coaches and athletic administrators must be made aware of the problems and the needs for change. in the columbia basin big nine athletic conference, athletic directors were made aware of this problem by a mandate of the superintendents of the member schools that 1979-80 big nine schedules “will portray a twenty percent reduction in overall travel.” most of these superintendents then mandated the same kinds of cutbacks in all activity travel on the local school level. this certainly raised the awareness level of the athletic directors to the problem.

in the yakima school district with the cooperation of the big nine conference on the high school level and the yakima valley junior high school athletic league northern division on the junior high level, the changes made will significantly reduce travel.

the high school level

the big nine conference by using a divisional type schedule in girls’ softball, boys’ basketball and sophomore football and by scheduling triangular type competition in girls’ volleyball and gymnastics, boys’ and girls’ track, cross-country and tennis have been able to realize an 18.3 percent saving for the 1979-80 season. additionally, yakima school district has developed a travel policy that effects all activity travel and it will spell out the parameters for all activity travel. this will allow for continuation of excellent competitive opportunities, but within limitations it will bring about travel reductions. part of this policy is referred to in the opening paragraph, where once bitter rivals davis and eisenhower would have traveled alone on separate buses, now they travel together in a spirit of cooperation and friendship and compete just as vigorously.

the junior high level

this fall because of the energy problem, the junior high schools fall schedules were reworked with conservation in mind. continued on page 10

walt schaar, spokane educational television.
INNOVATIVE SCHEDULES CAN MEAN ENERGY SAVINGS IN ATHLETICS (Continued)

Girls' softball and volleyball were placed on the same days at the same site eliminating the need for complete separate schedules of buses. Additionally, cooperative boxing was worked with the West Valley, Selah, and Union Gap Districts. In this plan each district reciprocates by making their buses available for use by the other district's teams. For example, on one run this fall a Yakima District bus takes the Franklin ninth grade football team to Selah for a game, picks up the Selah seventh grade team and returns to Franklin for a seventh grade game. At the conclusion of the seventh grade game the route is reversed. Later in the year, the Selah bus reciprocates with a similar type run—net savings as well as energy saving, the salaries for three extra trips, plus the added energy of firing up additional buses traveling to the sites of pick up. The length of the run between games is not reduced.

This type of revised scheduling will save the Yakima School District forty-two percent on junior high travel cost for the fall sports season. As we go down the road of climbing energy and travel costs, even more innovative ideas will emerge. But for the time being, the Yakima District has found that by re-thinking schedules and developing new concepts in travel policies, actual savings can be realized.

Cal Riemcke is Athletic Director for Yakima Public Schools.

ASSUNDER AND UNDER OR ONEWARD AND UPWARD

By Les Francis

"But, Mrs. Jones," Wendy pleaded, "Mrs. Anderson wants we should learn other words!"

"That's fine, Wendy! When you have some free time you can work on Mrs. Anderson's words," Mrs. Jones responded in the soothing voice of an experienced second grade teacher. "But for now, Wendy, listen to these words. How do they sound different: 'pan', 'can', 'ran', 'fan' . . .?"

In Mrs. Anderson's remedial reading room the next morning, Wendy was ready for the challenge of new learning. Yesterday's idea, although not firmly fixed, was becoming clear—many similar sounding words begin with different sounds.

"Wendy, how are the words 'land', 'sand', 'hand', and 'stand' alike?" questioned Mrs. Anderson.

Wendy reflected. ALIKE-DIFFERENT, SOUND-LOOK, BEGINNING-END-MIDDLE???

"How do these words sound alike, Wendy?" said Mrs. Anderson, saying words slowly, softly, and distinctly, "'l-land', 's-sand', 'h-hand', 'st-stand'?"

"I gets it, THEY'RE ALIKE IN THE BEGINNING!" said Wendy, remembering parts of yesterday's lesson.

"Wendy appears to have severe auditory discrimination problems," wrote Mrs. Anderson in her daily report. "Suggest further diagnostic and auditory-perceptual testing. She may be a candidate for special education."

Wendy was placed in the remedial reading program because of her low performance in the regular classroom. Her prospects for success appeared good once some of the basic confusion of the oral-written language relationships were corrected. However, Wendy is becoming more confused and her problems increasing.

Pull-out program children are very fragile. Their learning is impeded by many psychological, linguistic, and perhaps physical and/or neurological factors. To facilitate learning and success, we must reduce, as much as possible, any factors which conflict confusion upon the child.

For these children, sound learning theory is that only one new skill is presented at a time in any of the skill areas with all other elements of the lesson being known. Thus, the child is dealing with only one unknown—that which we desire learned. Both Mrs. Jones and Mrs. Anderson, in their lessons, adhere to this practice, but since they both teach the same skill area to the same child, collectively, they violate this principle.

The remedial reading program is not intended to be a separate reading program isolated from the basic classroom program. Remedial programs are intended to be in a supportive role. They should supplement and reinforce the regular classroom instructions, using any of the many individualized remediation techniques that are not readily used in the regular classroom.

The child's regular classroom teacher has the primary responsibility for the child's learning and care within the school. All other staff are in a supportive role in fulfilling that responsibility. Within this role definition, all pull-out support programs should assist the regular classroom teacher define the learning objectives for each skill area and assist in placing students in that objectives sequence. It is the responsibility of each special program to coordinate its instruction with the daily instruction of the regular classroom teacher. Through effective coordination we can reduce the confusion and failure many children still encounter. If we work "oneward", Wendy's reading scores will go "upward".

Les Francis, Office of the Superintendent of Public Instruction, Olympia.
Plan now to attend the

ASCD ANNUAL CONFERENCE
February 8 and 9, 1980
at the Sea-Tac Red Lion

FRIDAY FEBRUARY 8:

*** Louis Rubin, Professor of Curriculum, University of Illinois and author of "The Future of Education: Perspectives of Tomorrow's Schooling" will speak on "The Challenge of the Future"

*** Experts in the following fields who will talk about how to plan for the future. Two sessions of each of these:

Technology .... Bruce R. Lippke, Manager of Marketing for Economic Researchers at Wyerhauser.

Medicine....... Dr. Alfred Skinner, Mercer Island, Public health expert.

Communications . A team from Bell Telephone Lab discussing product development and technological revolution.

Transportation .. Millard Battles, business manager for Boeing Marine Systems


Energy ........ Gene Eschbach, staff scientist, Battelle Institute, Richland.

*** Reaction groups Friday afternoon

SATURDAY FEBRUARY 9

*** 12 one hour sessions, 3 two hour sessions on what's going on in education, by members of Washington State ASCD

*** Dr. Edward Lindaman, President of Whitworth College, luncheon speaker, "Pulling Together"

Watch for registration information coming to you soon!