

Outlook

DEPM

University of Oregon

Fall 1984

Toward Equality of the Sexes: Should Schools Take a New Approach?

by Jean Stockard

Much has been written about the effect experiences in school can have on equality between men and women. This realization has led to a number of recommended changes — both in schools and in women's behavior. Currently the popular media and concerned educators encourage women to pursue advanced training if they want to "get ahead." Those concerned

avoid favoring male students. Parents and teachers now frequently demand that textbook and test writers avoid sex-typed descriptions.

Much of this exhortation appears to be based on the assumption that educators need to put much more effort into eliminating gender inequality in education, and if they do so, gender inequality in the adult occupational world will also be reduced. I believe that the evidence to support this assumption is minimal, at best. A close look at our educational system reveals

well and have many fewer problems than males.

This analysis does not imply permission to ignore women in the classroom or in curricular materials. Certainly women are aided by encouragement to pursue nontraditional careers or fields of study, and it is no doubt true that subtle messages regarding their capabilities and their chances of success in the adult world can influence their future lives. Nevertheless, it seems fair to say that educators, whose proper job is teaching basic skills to children, are generally doing as well in their work with females as they are with males. They should not be so ready to accept the claim that all of the problems women face after leaving school may be traced to their influence.

How then do we account for the fact that women are accorded second rank positions in the adult occupational world once they have left school? How can we explain the fact that males, who generally do not perform as well as females within schools, attain positions of greater prestige and power following graduation? I believe that the answer lies not in the educational, but the economic, sector. We need to examine the economy as a social institution and identify how access to powerful and prestigious positions is controlled. We need to examine why males continue to devalue the work of women (as evidenced by inequality in pay) and choose to perpetuate patterns of occupational sex segregation, usually with emotional intensity.

I have come to believe that men's devaluation of women's work and their belief in role segregation are first developed in the early years of life through family interactions. These are then reinforced primarily through interactions with other men.

If educators are sincerely interested

Principal-Staff Relationships Affect Student Discipline

by Wynn De Bevoise

Student discipline has consistently ranked among the top three concerns in annual surveys of public opinion about the nation's public schools. To learn more about differences among schools in discipline policy, level of acceptance of policy by teachers and students, and factors accounting for policy effectiveness, three UO researchers have been studying selected middle schools within the state of Oregon.

John de Jung, Kenneth Duckworth, and Carolyn Lane, funded by a grant from the National Institute of Education to the UO College of Education's Center for Educational Policy and Management, obtained information from interviews, questionnaires, written policy documents, and student discipline files during their year-long project. They chose to work in middle schools because early adolescents typically present the most frequent discipline problems.

The study yielded some unexpected conclusions. The type of discipline policy followed in a school — punitive or corrective — seemed to have less influence on the effectiveness of the discipline program than the administrators' working relationships with the teachers.

The most successful program observed in terms of the frequency of disciplinary problems used a corrective rather than a punitive approach to misbehavior. The principal was authoritative, but communicated well with the teachers in enforcing policy. In another school with a corrective approach, the staff was dissatisfied with



It may be on the playground rather than in the classroom that gender inequality is perpetuated, suggests U of O sociologist Jean Stockard. When boys shout, "Don't be a sissy," they keep alive the common belief that males are superior to females.

about gender equality stress the importance of women receiving training in mathematics. They promote courses designed both to help women overcome "math anxiety" and to motivate promising young girls to pursue mathematics training. Educators and parents are often reminded to encourage young women to enter fields typically seen as appropriate only for men. Moreover, counselors and teachers are cautioned to monitor their interactions with students to

not evidence of gender inequality or women's lack of academic success, but widespread general equality and high academic achievement among women. Most women attend as many years of school as men of similar social class. Females value academic achievement more highly than males, they get better grades, they behave better in school, and they are less likely to underachieve. In general, it appears that education is an area in which females in this country do remarkably

(Continued on Page 2)

(Continued on Page 6)

Equality of the Sexes

(Continued from Page 1)

in helping to minimize gender inequalities in the adult occupational world, the best way may be to focus on mitigating the devaluation of women within male peer groups.

If educators are sincerely interested in helping to minimize gender inequalities, the best way may be to focus on the devaluation of women within male peer groups.

While many such interactions among students occur outside the school grounds, some (such as those on the football field, or in the locker room, or on the playground) can be influenced by educators.

The male student peer group fosters attitudes that devalue women and encourage the separation of male and female activities. While female students often choose to separate their own activities from males, their dedication to this segregation appears much less fervent than that of males

and there is no real female counterpart to the devaluation of the other sex that males express.

Attitudes of the male peer group probably find their clearest expression when males are participating in extracurricular sports that are still segregated (the "contact" sports) and in informal interactions both within and outside the classroom. Within these settings males articulate the sentiment that to be a "real man" one must avoid female-typed behavior. Young boys may admonish each other, "Don't run like a girl!" or "Don't be a sissy!" Adolescent boys delight in telling sexually-oriented jokes and relating often magnified sexual exploits, both of which place women in the role of sex object. These interactions reinforce the common belief among males that female activities are of low value and that males should have dominance over females.

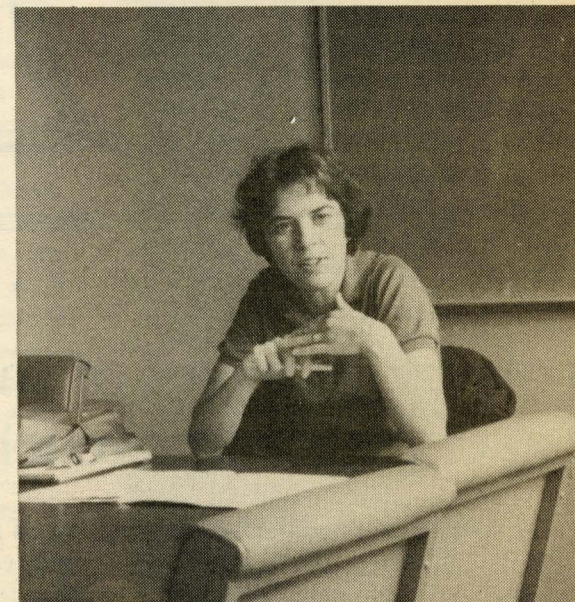
Just as school officials outlaw racist interactions and protect those who are potentially subject to abuse by peers, educators who are concerned with eliminating gender inequalities can try to minimize sexist interactions. This

can occur both at the high school level and at the early grades as students are encouraged to see members of both sex groups as valuable human beings. Because so much of males' devaluation of females appears to stem from anxieties about their own masculine iden-

tity, care will need to be taken to replace the current means of bolstering their self-images with ways that do not denigrate females. This is clearly not an easy task, but I believe it can be the most useful way for educators to begin to combat gender inequality. ■

Jean Stockard is an associate professor of Sociology and Co-director of the U of O Center for the Study of Women in Society. A longtime affiliate of DEPM, she is now the principal investigator in a study on the effects of urbanization, school size, and school climate on achievement.

This article was taken from a longer piece, "Education and Gender Equality: A Critical View," to appear in the 1985 volume Research in the Sociology of Education and Socialization edited by Alan Kerkoff, JAI Press, Greenwich, Connecticut.



Jean Stockard

Zeigler Examines Relationship Between Education and Equity

by Wynn De Bevoise

Harmon Zeigler, a political scientist, is well known for his study of educational governance in the U.S. In the early 1970s he stirred up the American educational community by announcing that school boards did not govern schools, superintendents did, thus challenging the assumption that school governance in this country is a democratic process.

Now Zeigler is looking at other countries, particularly those whose economies are changing, to test his theory that education, employed as a means to achieve national goals (a public good), can contribute to economic equity, but used as a way to make individuals happy (a private good), fails to affect economic equity.

"Generally," Zeigler observes, "gaining greater economic equality requires greater inequality in education. Most people think that the opposite is true."

This theory contradicts popular beliefs about education and equity.

"Generally," Zeigler observes, "gaining greater economic equality requires greater inequality in education. Most people think that the opposite is true — that the more people educated

at a high level, the more the wealth in a country will be equitably distributed. But if you look at the United States, our mass educational efforts have not significantly altered the income distribution. What does affect income distribution is a planned approach to education, as in countries in which students are educated to fill needed roles in society rather than to satisfy personal desires. In fact, in these countries access to higher education is restricted."

To determine the degree of economic equity in a country, Zeigler uses measures of income distribution and growth of GNP per capita. He divides nations into three economic categories — undeveloped, developing, and developed — and three political categories — socialist, planner-sovereign (represented by a mixture of government control and private enterprise), and consumer-sovereign (democracies). In the developed world Zeigler finds little difference in terms of distribution of income between socialist and democratic governments. In the developing world, the highest equity is achieved by planner-sovereign nations, such as Taiwan.

These planner-sovereign nations, Zeigler explains, manage participation in the educational and economic systems through incentives and constraints. For instance, able students might be more highly rewarded financially or through nonmonetary benefits for pursuing a career in

manufacturing or engineering as opposed to journalism, history, or music. In addition, the highly selective standards for admission into institutions of higher education result in a more efficient use of educational funds.

"What does affect income distribution is a planned approach to education, as in countries in which students are educated to fill needed roles in society rather than to satisfy personal desires."

Countries whose economies are based on free enterprise, such as the United States, tend to put large sums of money into education and to treat education as a publicly funded private good. The result of universal education in these countries is not necessarily a more equitable distribution of income — in fact, according to Zeigler's model, equity is either unaffected by mass education or it decreases as higher education, in particular, is made more accessible. Zeigler explains this unexpected relationship between higher education and equity by the fact that a large increase in highly educated workers for a stable or slowly growing number of jobs requiring such education results in widespread underemployment and lower wages for the working population.

One hurdle that Zeigler faces in his

research is that, so far, there are no reliable income distribution indices for nonmarket economies, where salaries may not be the primary indicator of economic status. Zeigler explains, "In the Soviet Union, for example, an exit visa is invaluable. It allows Soviet citizens to travel to Western countries and buy goods that are either unavailable or exorbitantly expensive in the U.S.S.R." Zeigler is currently trying to develop an index for the *nontangible* goods that constitute a type of currency in nonmarket economies so that a more valid measure of equality than money alone can be used. ■

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Failures in Computer-Assisted Instruction: Reasons and Solutions

by Jo Ann Mazzarella

Failure will result not from being too ambitious, but from not being ambitious enough," observes Doug Carnine when discussing computer-assisted instruction. Computers will be little more than "just another fad," contends Carnine, a researcher for the Center for Educational Policy and Management and professor in the Division of Teacher Education, "unless educators actively seek to pinpoint computer limitations and problems and attempt to deal with them."

Carnine himself has come up with a simple yet penetrating analysis of the problems preventing effective use of computers in schools.

The first of these problems is cost. Although the most recent microcomputers are less expensive than their predecessors, Carnine realizes that "schools have nowhere near the capacity to provide each individual student with substantial access to a computer." At present a typical school has only one or two computers and these are usually used only a few hours a day. Carnine points out that access is even more limited for students in poorer areas.

The second problem is the much bemoaned quality of software. Carnine pinpoints one problem with software as "a general inattention to instructional design." On one hand, educational publishers, who are unfamiliar with the complexities of computer programming, largely produce drill and practice programs that merely reproduce printed workbooks. On the other hand, computer programmers, who are capable of creating more sophisticated programs that utilize the interactive nature of the computer, know little about instruction or content. Adds Carnine, "These groups do very little field testing or revision based on user problems. Thus, software deficiencies go unnoticed until the software is used in schools."

An additional hurdle pointed out by Carnine is teacher resistance. "Teacher resistance is likely to be substantial for four reasons," says Carnine. "First, most teachers don't have a technological orientation. Second, they really don't have a clear notion of how computers fit into the school day. Third, teachers don't see any payoff for taking on the added responsibilities accompanying innovations like computers, and finally, and probably most important, they just don't believe that computers will truly improve students' learning."

Is Carnine urging educators to junk their computers and return to the tried and true? Far from it. He is extremely enthusiastic about "the promise of applying technology to schooling" and is embarking on an extensive array of projects and studies designed to address some of these problems.

Carnine is excited about the possibilities of "polling systems" (which allow several keyboards to

operate off one computer) for increasing access to computers. Although a polling system has many of the advantages of a network of microcomputers, the cost of the additional keyboards may be as low as \$60 per student beyond the price of the original micro, a small amount in comparison to the cost of several separate micros. Such a system makes more feasible the possibility of a whole classroom of students working simultaneously on computers.

In addition, Carnine feels that such systems can address the problem of teacher acceptance of computers because they can help teachers monitor student learning, provide individualized instruction, streamline testing, provide students with practice discriminating complex behaviors, and even possibly promote cooperative learning.

Carnine is quick to point out that greater access to computers through polling does not in any way solve the problem of poor software quality. "In fact," he explains, "greater access exacerbates the lack of quality software, since more students will suffer."

Carnine and his colleagues have attacked the software quality problem from a number of perspectives. They have developed a list of criteria that teachers and others can use to evaluate and select software, they have created some authoring systems that teachers can use to create their own software, and finally, Carnine and associates are developing software themselves.

Their programs range widely, from video disc curricula in math and sciences to be used in high school and college, to a health program designed to help students learn strategies to help them live longer, to drill and practice for vocabulary development. The software developmental process is lengthy and complex, involving a team effort by experts in the content area, in instructional design, and in computer programming. Field testing is rigorous, occurring once after initial development and again after each revision is made.

This software development process bears no resemblance to the common practice of merely converting traditional instructional materials to use with computers. In many of their programs, Carnine and his associates, one of whom is Seigfried Engelmann of the Division of Special Education, begin by questioning the most basic ways that curricula are organized and presented. In their video disc science curriculum, especially in the areas of math and physics, they are reorganizing material presented to emphasize "skills" or "core concepts" rather than a mass of facts to be memorized. They are able to do so because of the unique opportunities presented by video discs.

Carnine explains, "Video disc capability combines the technology of movies with computers by allowing



Students get excited about answering questions when they are interacting with a computer. U of O researcher Doug Carnine is creating software for a "polling system" like this one, which allows several keyboards to operate off one microcomputer.

movie segments or single frames to accompany text on the computer. Students cannot only read words and graphics, but hear and see photo and movie portrayals of events in science and social studies."

Seigfried Engelmann has suggested what this means to curriculum development, "Imagine that we had an opportunity to present science material in a highly controlled manner, with virtually unlimited graphic capabilities and the capacity to present facts and information in a way that emphasized the relevant points. These conditions would represent an instructional designer's dream. And for us that dream has come true . . . We can show things that are virtually impossible to present in textbooks." Engelmann's examples of such things range from demonstrating a balance beam to proving graphically why the Pythagorean theorem works.

What makes a computerized video disc different from educational television is that when video is presented on a computer it becomes interactive. Carnine and his colleagues stress that a video disc program can require that a student constantly give feedback indicating whether he or she understands what is being presented, and if that student does not answer correctly, additional problems or remedial work appropriate to the student's particular problem can be presented immediately. An instructor can diagnose problems as they occur rather than when grading homework later. This is made possible through

the "branching" capability of computer programs, the "if-then" capacity to switch to another appropriate part of the program in response to the answer given. For example, if a student's answer indicates he or she doesn't really understand what the *cosine* is, the computer can then branch to a program demonstrating the concept in detail and presenting remedial problems. What makes the video disc superior to video tape is ease of access — it takes the video disc player a fraction of a second to find and present the appropriate branch.

A result of Carnine and Engelmann's work with video discs is the Systems Impact Project. Its first program is for use in Algebra 1, and will be ready in 1985. Other video discs for math as well as those for physics, biology, the earth sciences, and an introduction to the logic and methods of science are planned as part of a three-year project.

Carnine and his colleagues have also developed software that helps students analyze word problems and a program that teaches students to construct and critique logical arguments. The wide diversity of content areas coupled with the thoroughness and care with which they approach the developmental process promise to produce a remarkable body of software as well as research data. They will not be faulted for "not being ambitious enough."

For more information, contact Doug Carnine, Division of Teacher Education, University of Oregon, Eugene, OR 97403. ■

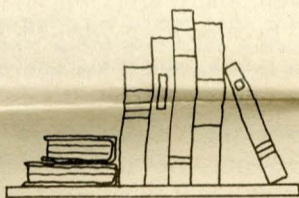
Book Review

by John Packard

The Promise of Theory: Education and the Politics of Cultural Change by C.A. Bowers. (New York: Longman, 1984. xi + 116 pp. Notes and index. \$12.95).

Ralph Waldo Emerson observed that persons inclined to doubt the reality of matter are predisposed to seek eternal truth. This thought and numerous kindred versions have been expressed by many of the most admired scholars, philosophers, and teachers in recorded history. Unsurprisingly, a variant of this idea is the central theme of this short, rich book that is also a summation of more than a decade of Chet Bowers' intellectual and personal work.

To apply this idea to schools, teachers, curriculum, and teacher training, Bowers addresses two basic questions: 1) Why must we learn to question underlying cultural assumptions? and 2) how can we develop this fundamental skill of questioning and learning to discriminate and make informed choices? To answer these, Bowers relies on sociology of knowledge theory derived from Shutz, Berger, and Luckmann.



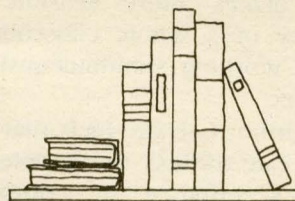
First, Bowers argues, all knowledge is in actuality "invented" by humans for human purposes. Knowledge gives us manifold abilities to make our way in the world. Yet the knowledge that permits our various navigations also constrains our indispensable freedoms, some more than others and for some persons more than others. Knowledge both binds us and enables us. Cultures, societies, formal curriculums, and schools often teach in order to bind us

to a taken-for-granted social order, and not to enable us to understand and create lives in a society formed in the best interests of all.

It is the enabling quality of knowledge that concerns Bowers and he urges educators to be acutely aware of the power inherent in certain individuals' and groups' use of knowledge through language. Implicit in Bowers' formulation is the idea that each person ought to be educated to exercise "communicative competence." He warns that invented facts taught informally in society and formally in schools can derive from erroneous central moral principles such as exploitation or greed. Instead, communicative competence, the ability of each person to participate fully in the definition of meaning, is what schools must foster. In effect, Bowers argues, the need for communicative competence is forced on us by the continual disruption of beliefs and social practices that characterizes modern society. As beliefs and social practices are discredited by the forces of change, there is a need to renegotiate new bases of understanding. This renegotiation will be controlled by those who can best employ the power of language; thus communicative competence is required by all individuals if the decision-making process is to be more democratic.

A major contribution of the *Promise of Theory* is the attention given to explaining the difference between the form of socialization that traps the student within the world of taken-for-granted beliefs, and the form of socialization that contributes to the student's growth in communicative competence. Bowers analyzes the teacher's control over which form of socialization will occur, giving special attention to several areas. He warns particularly of the consequences of limiting students' vocabularies and concepts for understanding their cultural experiences such as work, technology, and nutrition, and the

danger of reinforcing a sense of "taken-for-grantedness" toward what students are taught and of presenting explanations that take on the appearance of objective fact. By focusing on the teacher's control over primary socialization in the classroom (where students are encountering explanations for the first time), Bowers is able



to explain in concrete terms the teacher's control over the "moves" in the language game of socialization, and how the different "moves" influence communicative competence. He discusses how to insure that the words and concepts given to students reflect the complexity of the real world being explained, how to question and examine the natural attitude of taken-for-grantedness, how to de-objectify explanations by introducing historical perspectives, and how the use of a cross cultural perspective helps to make explicit the deepest held cultural assumptions. This part of the analysis connects what goes on in classrooms to the broader question of how schools can contribute to the level of communicative competence that future adults must possess if they are to participate meaningfully in the political process.

Friends and admirers of Chet Bowers can take satisfaction in the importance attached to this book by the John Dewey Society and in this summation of Chet's personal and sometimes solitary intellectual inquiries. Equally rewarding are enlightening reviews of several other prominent critics of modernity and western schooling. Also delightful are Bowers' efforts to extend sociology of knowledge, phenomenology, critical

theory, and other important intellectual developments to classroom practice and educational policy. Finally, for those who detected signs that Bowers was ultimately retreating to a position of traditional repressive authority in his recent criticism of progressive educational theorists, most notably Apple and Friere, this book shows quite the opposite.

The book has major and minor flaws. Among the latter are a few annoying typos the editor failed to correct. Among the former are the paltry notes to the text. Where one hopes to find rich companion discussion, there are often only minimal citations. More important, however, is the sense that the work is unfinished. Bowers' ethics and his preferred moral and social order (for want of a better term) remain at the level of inference, sometimes obscurely so. We wish for a more fullsome discussion of God, freedom, good, truth, and preferred political arrangements. To do this, I suspect, Bowers will have to transcend even further the limiting focus on present day schools and universities. ■

John Packard is an associate professor in the College of Human Development at the Pennsylvania State University. He teaches a course on values and ethics in the human development profession and conducts social psychological research in schools and health care organizations. From 1971-1979 he was a research associate with DEPM's Center for Educational Policy and Management.

Chet Bowers teaches Education and Social Thought at the University of Oregon. He is the author of numerous articles and books including Cultural Literacy for Freedom. He is currently working on a book dealing with the "postliberal" era of education.

UCEA Sponsors New Center on Organization Development

by Charlene Phipps

Over the past 20 years Richard Schmuck and Philip Runkel have become known internationally for their field work, publications, and research in organization development. Now these two will become part of a new center, the Center on Organization Development in Schools. Sponsored by the University Council on Educational Administration, the center will be housed in the College of Education's Division of Educational Policy and Management at the University of Oregon.

Schmuck, director of the new center, says that "the center was

created in hopes that more and more educational managers worldwide will come to view organization development as a reasonable alternative to the traditional, top-down method of planned change in schools." Organization development techniques are used to teach people systems of communications for solving their own problems rather than simply accepting the diagnosis and prescription of outside experts. The process is based on the belief that people become more committed to program changes they themselves help to create and that the quality of the solutions to educational

problems improve when those who are part of the problem can influence the solution.

The center will build on and expand the previous work of Schmuck and Runkel, education professors in DEPM. Along with the center team that includes Jane Arends of the Center for Educational Policy and Management, and Richard Francisco of the University Counseling Center, they will maintain a network of researchers and practitioners involved in organization development; develop an international repository of research data; disseminate annotated bibliographies;

and sponsor conferences, seminars and workshops.

Schmuck and Runkel have sustained a high level of enthusiasm for organization development as a process for improving schools for a long time. They are quick to admit, however, that educational problems and the human dynamics of schools are too complex to be ameliorated by only one theory or one strategy. Their goal for the new center is to further organization development as one excellent alternative among the myriad of other strategies for school improvement. ■

When Schools Close Their Doors

by Charlene Phipps

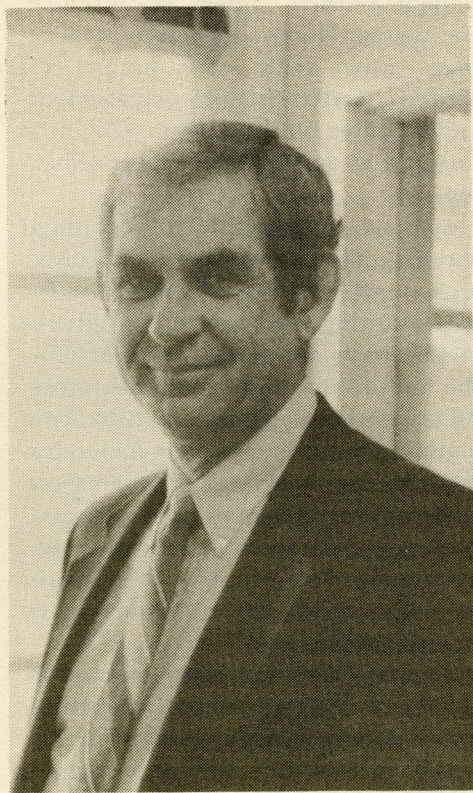
In a close vote in September 1983, the voters of the Junction City (Oregon) School District rejected the school tax levy placed before them—the second presented that year. The district superintendent, Ted Hayes, warned the community that if a subsequent October levy did not pass he'd be forced to close the schools. The third initiative failed to pass by several hundred votes, and the Junction City Schools shut down. Hayes recalls that day as "the lowest point of my professional career."

But Hayes survived and so did the school district. After a seven-day closure, the voters approved the district's state-approved emergency levy and the schools reopened. In the following interview Hayes relates some of the surprises and difficult decisions he faced when his schools closed their doors.

Phipps: What would you tell another administrator who's facing a temporary school closure?

Hayes: Try to talk to another administrator who has gone through a closure. This discussion can save time and make the closure less traumatic. One superintendent very graciously called me and explained what had happened when he was in a district that went through closure. Others at the department of education were valuable resources and were prepared to answer questions or come to the district to assist. It's also a good idea to have the district's auditor set the actual closing date and the school's attorney review employee and other legal obligations.

One thing that caught us unaware was the media wanting TV or telephone interviews and arriving unannounced asking to go over all the financial developments that led to the closure. They also wanted to go into the schools to interview teachers and students. It is important to name a district administrator as the district spokesperson, provide him or her



Superintendent Ted Hayes relates some of the surprises and difficult decisions he faced when his schools closed.

P: Were you prepared for the media blitz?

H: No, and some very interesting things happened. One morning we had 27 calls from the media asking for interviews, and that was even before the actual closure. Helicopters landed on our district fields and TV crews came into the buildings asking to interview some of our students. Legally, you are required to have a parent's release to grant a student interview. It's important not to violate the student's rights, and equally important not to be uncooperative with the media because they're helping communicate information. One of the things we're going to do during registration next year is request that parents either approve or disapprove media access to their children.

P: Once you have the media under control, how would you set up the closure process?

H: Sit down with the administrative team. Just lock the doors for about two or three hours and brainstorm. I would include the principals, the vice principals, and, if possible, the counselors. The whole administrative team needs to reach clear decisions so one school isn't doing one thing and another school doing something else.

P: What decisions will the team be facing?

H: Decisions about what to do before, during, and after the closure. They need to answer such questions as, Are students allowed to take some textbooks home? and Are athletic teams allowed to practice? The extent of community use of buildings during closure must also be determined. How many custodians are going to be kept during the closure? What's to be done with student records? Can anything be done to try to accommodate the

seniors and find schools for them to enroll in, or is it possible to try and set up a system so they can graduate from the home district? If the students paid towel fees or other fees, are they going to be refunded immediately or after the next election? Since the norm is for schools to be closed for only 10-15 days, I would advise not returning the fees, because with a closure that short, most students will not be moving away. I'd also advise keeping the student records. We kept all the records until after the emergency election. If we had sent them out, we would have had to locate them again when we reopened. Even in the midst of the closure process it's crucial to think about reopening — things like getting the students to school before noon when they come back so that day can count as a full day of instruction. It's absolutely necessary to do everything possible to make up for time lost during the closure. No matter what, there must be 175 days of instruction.

Once a team has developed these processes, it should take them before the school board for modification and approval. This can be done through the use of closure resolutions.

P: How do you communicate those decisions to the teachers and to the public?

H: That's really tough, but crucial. Most of the communication will go through the school secretaries. They

"If the school district doesn't communicate positively with parents, then they'll send their children out of the district."

are very important people. The superintendent and other administrators need to sit down and work with them. They are the people who will be answering parents' questions. If the school district doesn't communicate positively with parents, then they'll send their children out of the district. Even in a short closure a lot of students will leave, and some are not coming back. Everyone absolutely must act in good faith that the schools will reopen. Everyone must think positively. Not only did we use the local media, but we sent letters to the public and the parents. I sent a lot of personal letters to the staff.

P: What are the legal requirements concerning communications with staff and the public?

H: Prior to closure it's a good idea to review the election laws with the county elections officer. Ours was another valuable resource to our district. These laws then need to be communicated in a staff bulletin to every district employee. Employees cannot encourage levy passage during working hours nor while on school

property. Public funds, material, or equipment cannot be used to promote levy passage. As spokesperson for the school district, the superintendent should request that the school board set official working hours for administrators so that speaking before groups at luncheons or in the evenings will not be considered as occurring on school time.

The student council can be a strong asset in communicating with the public, so they should also know the election laws. Junction City High School's student council donated money and time to assist a citizens group promoting levy passage. The council also voted to use student money for newspaper advertisements.

"Everyone absolutely must act in good faith that the schools will reopen. Everyone must think positively."

P: What other legal issues do you need to consider?

H: Well, there are employee contracts — because even during a school closure certain benefits are going to continue under contract. It's essential to consult with the district's attorney to find out what parts of the contract are still binding if the district runs out of funds. The district needs to know its legal obligations to the certificated and classified employees.

P: Besides attorneys, who can you look to for advice?

H: That's a question I asked myself when we were in the middle of this process. There isn't a specific agency that can answer all your questions. Advice must come from someone with experience, someone who can predict what is going to happen. It would really be in the best interest of school districts if state departments of education, administrator or school board organizations, or even universities would get those of us who have experienced this terrible situation together to review our experiences. These individual experiences could be written into a manual that would be valuable for districts facing closure in the future. The dynamics of a nearby closure over a decade ago were the same faced by Junction City this year. I'm also concerned that this expertise and these survival skills will be lost as administrators who have these experiences leave the state or retire. I am unaware of any superintendent who has remained in a district once it has gone through closure.

(Postscript: Ted Hayes resigned his position as district superintendent in June 1984. At the beginning of the 1984-85 school year he began his new job as superintendent of Pendleton, Oregon schools.) ■

"One morning we had 27 calls from the media asking for interviews, and that was even before the actual closure."

with a fact sheet, and keep that spokesperson constantly informed. The building administrators should channel all media requests through this spokesperson. It's important not to block the media, but a superintendent must also make sure that they do not interfere with the orderly closing and opening of schools or cause a district employee to unknowingly violate one of the election laws. The media is essential in helping to communicate accurate information to district citizens.

New Directions for Graduate Studies

by Jo Ann Mazzarella

The DEPM graduate studies program is taking off in exciting new directions. Dick Schmuck, head of the program since last April, is overseeing the inauguration of some innovative courses and programs.

First of all, however, Schmuck is placing an emphasis on what he calls the "basic skills" of educational management: the ability to look at issues and problems from the viewpoint of a number of disciplines (ranging from social science, to philosophy, to law); the ability to write clearly and directly; and the ability to be a true leader rather than merely an administrator.

"We aren't focusing on a specific discipline in our training," says Schmuck. "Instead, we're trying to help people draw from many disciplines — economics, philosophy, social science, psychology, history — and apply what they've learned to the practical problems of managing educational institutions."

To ensure that students receive wide exposure to many disciplines, Schmuck and other faculty in the pro-

gram strongly urge students to take a balance of courses representing many disciplines. Students don't have to go far to find such courses. The graduate studies faculty includes two sociologists, an economist, a historian, a lawyer, and others with wide backgrounds in many fields. To further motivate students to be cautious about limiting their interests, students are informed that they will be asked to use the perspective of several different disciplines when completing their comprehensive exams.

Schmuck, a pioneering researcher in the area of organization development, looks at training programs for educational administrators and asks, "Are we training managers rather than leaders?" Schmuck sees "conceptual differences" between management and leadership: "Leadership goes beyond the routine duties of administration like scheduling or budgeting to encompass activities like taking initiative, building motivation, and planning for the future."

To begin to place more emphasis on leadership, Schmuck has asked faculty to highlight the leadership com-

ponents of their courses. For instance, the course Human Resource Management now deals with human resources, leadership, and management, and a course on decision making now looks at leadership and decision making.

Schmuck is a prolific author, noted for maintaining a lucid, readable prose style in a field not often lauded for clear writing. He sees the ability to write simply and directly as critical to the job of educational administrators. "Because our graduates will be writing extensively (such things as memoranda to faculty, proposals for grants and research, and letters to policy makers, students, and the community) they must be able to use prose that is easy to understand and communicates straightforwardly."

To address this goal Schmuck asks all faculty in the program to pay attention not only to how students master course content but how they express what they have learned. He suggests that professors assign students not one term paper due the last day of classes, but a round of papers that can be edited and rewritten over the course

of the term. "I want faculty to emphasize that anything an administrator writes, even if it's just a memo, needs editorial assistance to make sure it's clear and readable," says Schmuck.

Schmuck's own policy seminar, a three-term course required of all doctoral students, is the center of the writing instruction program. Students read about current policy issues then write short papers taking a position on the issues. "I ignore the students' particular points of view and concentrate on how they communicate," explains Schmuck. "Students rewrite these papers two or three times until they are direct and succinct." In addition, other faculty give guest lectures in the seminar stressing their views on both policy and good writing.

For more information about the Graduate Studies Program, contact Richard Schmuck, Director of Graduate Studies, DEPM, College of Education, University of Oregon, Eugene, Oregon 97403. Telephone: (503) 686-5171. ■

Discipline

(Continued from Page 1)

the program and the number of discipline problems was high because the administrative staff and teachers were not consistent in enforcing policy. However, the most consistency was observed in a school with a punitive strategy, where high teacher satisfaction was offset by a high rate of disciplinary repeaters.

The type of discipline policy followed in a school — punitive or corrective — seemed to have less influence on the effectiveness of the discipline program than the administrators' working relationships with the teachers.

Teachers seem to prefer a strategy that protects their classrooms from undue disruption. While they prefer the freedom to deal with students as they feel appropriate in the classroom, they want students dealt with strictly once they have been referred to the principal or another administrator. Thus, teachers are frequently suspicious of an administrator with a compassionate approach to student discipline. Without strong administrative support, teachers are tempted to avoid confrontation over misbehavior altogether. However, without some corrective strategy, administrators and teachers are locked into a policing action. ■

Publications

"Specifying Determinants of Teacher and Principal Work," by Kenneth Duckworth. 57 pp., \$3.00. Direct and indirect determinants of key variables—teacher work, school organization and climate, and principal work—in a paradigm developed at CEPM to guide research linking educational policy and management with student achievement are specified in this paper.

"Involving the Principal in Teachers' Staff Development: Effects on the Quality of Mathematics Instruction in Elementary Schools," by Meredith Gall, Glen Fielding, Del Schalock, W.W. Charters, Jr., and Jerzy Wilczynski. 209 pp., \$6.00. The purpose of this study was to determine whether the effectiveness of a staff development program for elementary teachers can be improved by training the teachers' principals in instructional leadership skills related to the program. The results of this experimental study indicate that involving principals in a staff development program—in this case, the *Active Teaching of Mathematics* program developed by Thomas Good and Douglas Grouws—increases implementation of the program's objectives. The authors found that when principals' instructional leadership role is activated, they can selectively direct teachers' attention to particular instructional improvement objectives and help teachers maintain the improvement over time.

"The Extent and Nature of Educational Policy Bargaining," by Steven

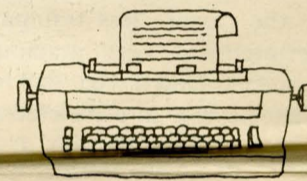
M. Goldschmidt, Bruce Bowers, Max Riley, and Leland Stuart. 120 pp., 1984, \$4.50. Using their own definition of educational policy to analyze labor contracts, the authors discovered that the extent and continued growth of educational policy bargaining are unexpectedly great. The study looked at the relationship of certain independent variables, related nonpolicy items, policy implementation, and bargaining concerning special education. The authors speculate about the effects of collective bargaining.

"Bibliography on Organizational Change in Schools: Selected, Annotated, and Indexed," by Philip J. Runkel and Pamela Harris. 290 pp., \$12.50. This bibliography on organizational change in schools is divided into three parts. The first part lists 410 entries dealing with processes or structures in schools or districts. The second part lists 71 entries, each of which deals both with schools and other organizations. The third part contains 181 entries of works written about organizations other than schools. All entries include reference information followed by an abstract or annotation.

"Transfer of Training: The Contribution of Coaching," by Beverly Showers. 106 pp., \$3.00. The use of in-class peer coaching following initial skills training is evaluated as a means to facilitate the transfer of newly learned instructional skills into teachers' active teaching repertoires.

"Teacher Social Behavior Standards and Expectations as Determinants of Classroom Ecology, Teacher Behavior, and Child Outcomes," by Hill M. Walker. 86 pp., 1984, \$4.00. In this paper, the author contends that the standards and expectations teachers hold for children's social behavior are powerful determinants of classroom ecology and of the way teachers interact with and respond to children in their classes. The paper reviews empirical evidence relating to the behavioral expression of teacher expectations, attitudes, and perceptions and their impact on teachers and children; reviews and evaluates the behavioral ecology literature as a framework for assessing classroom setting and the demands it places on children; and describes the Assessments for Integration into Mainstream Settings (AIMS) assessment system and discusses its implications for school practices and research.

To order these publications, or to obtain a complete list of CEPM Publications, write to: CEPM Publications, College of Education, University of Oregon, Eugene, OR 97403, or call (503) 686-5173. Orders should be accompanied by prepayment or an institutional purchase order. Prices include book-rate postage for prepaid orders; a discount of 15 percent is allowed on orders for ten or more copies of any combination of titles. Please make checks payable to CEPM Publications. ■



The Followup of Follow Through

by Russell Gersten

When it began, at the height of the Johnson era and the War on Poverty, Project Follow Through was the largest, most expensive educational experiment ever undertaken by any government. Since 1967, about 400,000 low-income students from all 50 states have attended Follow Through classrooms at a cost of \$700 million. More than 180 low-income communities have been involved, ranging from inner-city areas in New York, Washington, D.C., and Philadelphia, to obscure rural areas like Williamsburg County (South Carolina), the poorest county in the contiguous 48 states, with a median yearly income of approximately \$2400 for a family of five.

Follow Through attempted to build on the academic and social gains made by Head Start by providing educational programs for disadvantaged students in kindergarten through third grades. Twenty universities and educational laboratories (serving between two and twenty communities each) were funded to develop programs, then train teachers and parents from the community to implement them. Probably the two extremes are represented by the Bank Street College of Education's psychodynamic approach — where children learn to read within an environment that stimulates them to want to read — and the University of Oregon College of Education's direct instruction model

It was impossible to miss how segregated education in this country often is, and, with some marked exceptions, how low teacher expectations are for these low income adolescents.

(developed by Siegfried Engelmann of the Division of Special Education and Wesley Becker, associate dean of the division of Counseling and Educational Psychology), which uses programmed and highly structured small group instruction. In the direct instruction model, teachers follow scripts when teaching lessons: lessons in math and reading begin on the first day of kindergarten. With Bank Street, formal reading instruction may not begin until sometime in the first grade; teachers are trained to adapt to each child's individual learning style.

Unlike Head Start, a large proportion of the Follow Through budget went to evaluation and research. The U.S. Office of Education regarded the project as a "laboratory" to test the utility of innovations in real work situations. Essentially, the structured approaches, particularly direct instruction, were the most effective in teaching "basic skills" such as computation, mathematical problem solving, or reading comprehension. The

low-income students in the direct-instruction program performed at or near middle class "norm" levels for third grade. Unexpected by many, direct instruction (or the equally structured behavior analysis model) produced the highest scores on the affective measures, while approaches like Bank Street's did not noticeably affect the child's self-concept, self-confidence, or sense of responsibility.

Several intricate, technical problems with the national evaluation have been debated endlessly in academic literature. Yet it has been documented that the direct instruction program teaches low-income kids to read at grade level. In December, 1981, Joan Gutkin, of New York City's direct instruction program (located in Ocean Hill-Brownsville, one of the poorest and lowest achieving districts in New York) told *Time*: "I can guarantee that every child will learn to read." In fact, scores on the New York City test showed that in the New York City program every second grader but one was reading above grade level. At a comparable school several blocks away, one child in 30 was reading at grade level.

Critics claim, however, that the effects of structured programs dissipated when students were left on their own and that the programs would actually harm students in the future. Followup research was essential, and in 1982, Wesley Becker and I published a study in *The American Educational Research Journal* about the programs' effects on students in urban and rural communities.

Two or three years after they had left the program, direct instruction students were achieving at a higher level than students in local control groups in all academic areas, but the magnitude of the difference had decreased. The students did not forget what they had learned the first four years: their oral reading and math skills were still at a high level. However, in traditional fourth through sixth grade programs, they were progressing more slowly than they had in Follow Through.

The High School Study

In June 1981 and June 1982, the first two groups of Follow Through students were slated to graduate from high school. We decided, with a bit of trepidation, to see whether direct instruction had an impact on the high school careers of participants. Our research team (including Doug Carnine, W.A.T. White, Linda Meyer, Tom Keating, Robert Taylor, Scott Martinson, Debbie Westvang, Gary Davis, Naomi Tish, Bill Sol, and others) examined a few key questions — whether the dropout rate of Follow Through students was lower than that of other students in the area, whether the percentage of students completing high school was higher, whether the

percentage of students going to college was higher, and whether there were any enduring effects in academic achievement.

The potential problems were numerous. It was unclear whether districts would release sensitive information on dropout rates, trancies, or

The study shows that the four years of an effective program in the primary grades generally had a permanent, positive impact on the students' lives.

family incomes. Mobility was another problem. In the four years of Follow Through, the average attrition rate was 50 percent. If this continued for another nine years, it was unclear whether enough children would be left to study.

The chief technical problem plaguing most large field research studies,

including the multimillion dollar Follow Through evaluation, is how to find students in each neighborhood who are comparable to those participating in the intervention. Family income information, often gathered from free lunch forms, tends to be unreliable and some refuse to divulge it. Little pretest data is available in most districts.

The only reliable criteria available were the percentage of families on welfare (AFDC) and ethnicity, since the information from the welfare agencies was more accurate than anything the school districts had. I was able to find comparison schools in four communities; in the other four sites, it was impossible. For example, in Uvalde (Texas), a small town next to the Mexican border, the Chicano children in the county were in Follow Through, but the Anglo children were in regular programs. Besides the obvious language and cultural differences, the family income of the

(Continued on Page 8)



Project Follow Through served disadvantaged students in kindergarten through third grade. When the first two groups of students to be served by the program were slated to graduate from high school, a research team set out to find them, and to find out if Follow Through had made a difference.

Follow Through

(Continued from Page 7)

Anglo students was almost triple that of the Follow Through students. One inner-city school reported that 100 percent of its students' families were receiving welfare assistance. There was no other school in the city with a comparable poverty level. In both these cases, alternative design strategies were used.

Computerized student files were virtually unknown to school districts in 1968. Data were retrieved manually by going through manila folders in the principal's office. Student mobility was a huge problem surmounted by perseverance. The most extreme case of this was in New York City. From the two Brooklyn elementary schools involved in the study, students had dispersed to 67 different high schools in four boroughs (each of which had to be visited to retrieve the files).

Preliminary results for several of the sites have been completed. In each site, there are some positive effects. The most dramatic are in an inner city site which chooses to remain anonymous. In the four groups of students evaluated, Follow Through students perform significantly better than comparison students in achievement. The average ninth grade reading score for the Follow Through group that began kindergarten in 1970 was at the 40th percentile, while comparison students were at the 26th. Follow Through students were within a year of grade level in reading, and actually above grade level in language. Typically inner-city low income students are several years below grade level by the ninth grade.

In Cherokee (North Carolina), there are consistent positive effects in reading with scores for ninth grade Follow Through students at grade level. In several communities — the anonymous urban community mentioned above, the Ocean Hill/Brownsville site, Cherokee, and Williamsburg

As much as anything else, the study shows the seriousness of the problems in our high schools, and the need to finally begin doing something about them.

County — we found a significant reduction in dropout rates and a rise in the proportion of students who completed graduation requirements. In Uvalde, Follow Through appears to have lowered the dropout rate for the Chicano students. Prior to Follow Through, only 40 percent of the students successfully completed high school; now, 57 percent graduate. We saw no clear impact on achievement test scores, but did see a dramatic drop in the number of high school students who were retained.

But there is more to the study than the numbers. I spent six months of 1982 and three months in 1983 at the sites, working out the details of the study, riding the subway lines, and seeing every vocational high school in Brooklyn and Manhattan, and I drove

through swampy country roads in South Carolina to high schools located in cow pastures. It was impossible to miss how segregated education in this country often is, and, with some marked exceptions, how low teacher expectations are for these low income adolescents. Sometimes this was reflected in apathy, sometimes in sarcasm and real hostility.

On the one hand, it was gratifying to see Follow Through's impact on adolescents from one of the poorest sections in New York City, long known for its poor achievement. Many were reading at a higher level and fewer dropped out. In one of the poorest counties in the country, with one of the highest illiteracy rates, it was gratifying to see that Follow Through has improved the graduation rate. On the other hand, even with Follow Through and the high reading scores, the dropout rate is still 40 percent for the New York students. In South Carolina, almost all of the students who took the college boards received scores between 200 (no items correct) and 280 (second percentile and below).

Though the results are not final, the study shows that the four years of an effective program in the primary grades generally had a permanent, positive impact on the students' lives . . . or at least the academic aspects of their lives.

But, as much as anything else, the study shows the seriousness of the problems in our high schools, and the need to finally begin doing something about them. ■

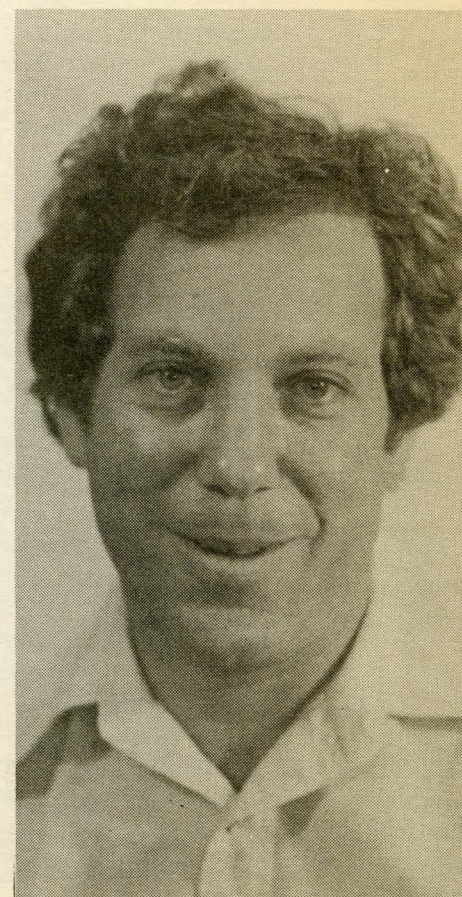


Photo by Arden Munkres

Russell Gersten

For the past six years, Russell Gersten has been evaluation director of the Follow Through Project. He has also published articles on the realities of instructional leadership, the teaching of reading comprehension and problem solving, and the life of Aretha Franklin. This article was adapted from one he wrote for the Spring 1983 issue of Inquiry.

Fall Calendar

October

12 Seminar on Administering Discipline and Attendance Policies in Secondary Schools

The Center for Educational Policy and Management is sponsoring a one-day seminar to explore how schools form, interpret, and implement school policies intended to reduce student discipline and attendance problems. Presenters will bring perspectives from research, law, history, and practice to such topics as factors that account for the effectiveness of policies, acceptance of policies by teachers and students, how schools respond to legislative mandates, problems and advances in monitoring attendance, and discipline and attendance in the context of school reform. The seminar is intended for secondary and middle school administrators, attendance and curriculum personnel, counselors, and educational policymakers. The seminar will be held in the Erb Memorial Union at the University of Oregon. The fee is \$15 (includes lunch). For more information, contact the Center for Educational Policy and Management at (503)

686-5173, or write "Seminar on Discipline and Attendance," CEPM, College of Education, University of Oregon, Eugene, OR 97403.

December

7 Executive Leadership Program

A session on "The Psychological Obstacles to Participatory Management" is the first of a series of professional growth seminars for administrators in the 1984-85 school year. This session will be conducted by noted researcher and author on organization development Richard Schmuck. Sponsored by DEPM, the Executive Leadership program is now in its eighth year. Other sessions will be held throughout Oregon in January, March, and April on topics to be announced. The cost is \$240 for all four sessions with 3 credits in EdPM available. For more information, call David Horowitz (503) 686-5077 or write Ralph Rands, DEPM, College of Education, University of Oregon, Eugene, OR 97403.

Fall Colloquium Series

The Center for Advanced Technology in Education will present a colloquium series throughout the year beginning Fall term, 1984. The focus of these sessions is on the emerging role of technology in education and will feature outstanding researchers and educators discussing their work and interest in this field. The colloquium series is held in Room 124 of the Center at 1787 Agate Street, from 4-5 p.m. on Fridays. The public is invited to attend.

October 5—Dr. Dexter Fletcher, Director of Research, Center for Advanced Technology in Education. DISCUSSION: Ways of representing individual learner's state of knowledge and current techniques for building these representations as applied to the use of computers in education.

October 19—Dr. Richard Hersh, Vice President for Research, University of Oregon. DISCUSSION: On becoming a nation of techno-peasants.

October 26—Dr. Philip Piele, Director,

ERIC Clearinghouse on Educational Management, University of Oregon. DISCUSSION: Local area networks in education—findings from recent research at Stanford University.

November 2—Dr. Douglas Carnine, Associate Professor of Education, University of Oregon. DISCUSSION: Instructional design for the math and science video disc technology.

November 9—Phillip Kessinger, Eugene Public Schools. DISCUSSION: Interactive video using the video disc, touch-screen computer system.

November 16—Sam Miller, Eugene Public Schools. DISCUSSION: Current issues related to software selection and evaluation.

November 30—Dr. Chet Bowers, Professor of Education, University of Oregon. DISCUSSION: Human needs in a technological society. For further information, contact Gary Ferrington, Instructional Technology, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, Oregon 97403. (503) 686-3468. ■