

WASHINGTON
CENTER

news

V O L U M E T W O N U M B E R T W O

Director's Letter

Thanks to a grant from the Matsushita Foundation, a new thread of the Washington Center's fabric this year involves the support of five collaborative projects between colleges and high schools. Along with our regular updates of Washington Center-related programs, this issue of the *NEWS* announces the Matsushita projects, and also presents a glimpse at high school issues and efforts in the state.

We invited several leaders in secondary school education to share their thoughts on high school education today: a secondary school teacher, a teacher educator, an administrator, and a team of school consultants. The concerns they raise directly affect us, as well, in the post-secondary arena.

We also feature four relatively new, and outstanding Washington-based collaborative endeavors to improve teaching and learning. These projects are not only knitting closer ties between educators in the college, high school and community sectors, but have also begun to create tangible curricular results. These model projects represent just a few of the many diverse efforts under way.

Boundary-crossing partnerships, if they are to bring lasting results, take time, a lot of listening, and enduring commitment.

Jean MacGregor
Assistant Director

From our experience with the Center's Matsushita Projects and from conversations we've had with many of you who are involved in these enterprises, we are under no illusion about the obstacles involved in teasing the sparks of common interest and concern into lively, productive and sustainable fires. Boundary-crossing partnerships, if they are to bring lasting results, take time, a lot of listening, and enduring commit-

ment. It is gratifying to see such growing interest from both the high school and college sectors, in launching these cooperative efforts that address the problems confronting both of our systems.



Jean MacGregor
Assistant Director



Seattle Central Community College faculty member Dick Keller (left) who team-taught in the coordinated study, "Power and Personal Vulnerability," during Fall Quarter. Photo: Lucy Hart, Seattle Central Community College

What's Happening...

Winter Quarter Learning Community Programs at Participating Institutions

Bellevue Community College is offering "The New Hero: Choices in the 20th Century," a coordinated studies program, with faculty members Pauline Christiansen (literature), Thornton Perry (history), and Julianne Seeman (English).

Centralia College's winter learning community program is titled "Futures." Students have the option of applying learning community block credit towards Honors Program requirements. Rich Henry (computer science) and Sue Hendrickson (English) are coordinating this offering.

Green River Community College is offering its second coordinated studies program, "The Search for Solutions," with Jeff Clausen (philosophy), Bob Filson (geology), and Elayne Levensky (visual arts). The program examines the pattern and logic in problem solving in diverse disciplines.

Lower Columbia College launches its second successful quarter of coordinated studies this winter with David Benson (history and political science), Mike Strayer (psychology), and David McCarthy (English). Titled "The Human Matrix," the program explores the overlap between the psychological and political dimensions in the context of American politics.

North Seattle Community College offers "Gods, Heroes, and Humans in Literature and Philosophy," a coordinated study with faculty Mike Kischner (English), Tom Kerns (philosophy), and Joe Hollinsworth (anthropology and philosophy), an exchange faculty member from Edmonds Community College.

Seattle Central Community College is offering several learning community programs this winter. A coordinated studies program entitled "Myth, Nature and Magic: Making Connections" explores alternative ways of knowing, with faculty Illeana Leavens (art), Sandra Hastings (English), Dick Keller (philosophy), and Nancy Finley (psychology).

Alison Duxbury (biology) is teaching linked courses in "Introduction to Genetics" and "Genetics: The Humans Aspects and Society" as a five-credit package for fulfilling the college's natural science distribution requirement.

"Exploring Cultural Differences" is a 10-credit coordinated study linking anthropology and developmental English, with faculty members Astrida Onat and Sandra Schroeder respectively.

A new 15-credit coordinated studies program in business, "Business, Society and the Individual" is being offered with Liz MacLennan (business), Steve Soderland (math), and Wendy Rader-Konofalski (English).

Finally, the Allied Health Program is offering a 15-credit coordinated study for underprepared students. "The Health Connection: Learning for Success," combines work in science, pre-college reading, writing and math, with Rochelle De la Cruz (English), Jackie Baird (science) and Dan Shapiro (math).

Shoreline Community College is launching its first integrated learning community, "A Sense of Where You Are," with humanities faculty Carol Doig and Diane Gould, Lloyd Keith (social science), and librarian Jean Roden. The program is combining work in contemporary history, mass media, and library research.

The Tacoma Community College-Evergreen Bridge Program continues this winter with its "Transitions" program geared towards older, returning adult students. The Winter Quarter emphasis is on national transitions, through the study of literature, mass media, and contemporary culture, with Evergreen faculty member Joye Hardiman and TCC instructor Caro Church.

Western Washington University-Fairhaven-Whatcom Community College is initiating a new collaborative course for Whatcom and Fairhaven students titled "Science Perspectives," co-taught by Fairhaven faculty member Gary Bornzin and Whatcom faculty member Sue Weber.

University of Washington and Eastern Washington University are evaluating their fall quarter pilot efforts with the Freshman Interest Group learning community models: more about these in the Spring *NEWS*.

Other learning communities in the works: Brinton Sprague at North Seattle Community College reports a Title III grant from the Department of Education to enhance student success at NSCC by developing a comprehensive student tracking and assessment program. Included in the grant are funds to develop coordinated studies in two vocational programs and developmental education as well as assessment systems in each. These programs will focus on high risk students.

Presentations on Learning Communities and Collaborative Learning

Many members of the Washington Center community were on the road this fall, giving presentations relating to the Washington Center effort, learning community models, and collaborative learning:

Fall In-service Days at community colleges included numbers of presentations on team-teaching and learning community design and implementation. At the annual Shoreline Community College Chautauqua, a panel on teaching in coordinated studies featured Brinton Sprague and Larry Hall (North Seattle), Julianne Seeman (Bellevue) and Sandra Hastings (Seattle Central). Jim Harnish (North Seattle), Valerie Bystrom (Seattle Central) and Jean MacGregor (Washington Center) led a workshop for the Olympic College faculty.

Washington Center Assistant Director Jean MacGregor spoke on the Washington Center and learning community models at in-service events at Highline and Yakima Valley Community Colleges, and led a workshop on "Building Student Collaboration" for the Seattle District. Centralia faculty member Don Foran also was part of the Seattle District's fall in-service week, facilitating a workshop on "Leading Seminars."

Further afield, Jean MacGregor and Ed Dolan (Dean of Instruction at Bellevue Community College) introduced the Washington Center and the learning community approach at **Montana Tech's "Today's College Teacher" conference**, a gathering held for faculty from around the northern Rockies region. In early October, a team from Seattle Central Community College, including Associate Dean Myrtle Mitchell, Humanities and Social Science Divi-

sion Chair Rosetta Hunter, and English as a Second Language faculty member Rochelle De la Cruz, gave a panel presentation on "Coordinated Studies as a Strategy with Developmental Studies" at the **annual meeting of the National Council for Occupational Education**.

Later in October, Washington Center Director Barbara Smith gave the keynote address at the **National Collegiate Honors Council** meeting in Dallas, Texas on "New Perspectives on Teaching and Learning." We hear that this has resulted in some active exploration of learning communities in Arizona, Pennsylvania, and California.

At the annual meetings of the Association for General and Liberal Studies, Jean MacGregor led a "Nuts and Bolts Workshop on Implementing Learning Communities." Another panel on "Teaching in Coordinated Studies" was presented at the **annual meeting of the Washington State Sociological Association**, with social scientists Bill Arney (Evergreen), David Jurji (Bellevue Community College) and Cynthia Imanaka (Seattle Central).

At the annual **Pacific Western Division meetings of The Community College Humanities Association**, English instructors Don Foran (Centralia) and Inga Wiehl (Yakima Valley) spoke on their experiences teaching English within the learning community models they have helped to develop at their respective colleges.

In late November Jean MacGregor and Barbara Smith traveled to Minneapolis to join with Kenneth Bruffee of Brooklyn College to present a **retreat on collaborative learning and learning communities for the directors of honors programs in the University of Minnesota system**.

Matsushita Grant Supports High School-College Collaboration

Last year the Washington Center was awarded a \$41,000 grant from the Matsushita Foundation to develop college-high school collaborative efforts, both to forge closer ties between college and high school faculty, and to engage college faculty in ongoing efforts to improve both high school and college teaching. The three-year-old, New Jersey-based Matsushita Foundation was established by a \$10 million endowment from the Matsushita Electric Corporation of America (Panasonic, Technics and Quasar). It is the first U.S. corporate foundation to be established by a Japanese company to promote excellence in American education, with a particular focus on pre-collegiate education.

In response to a Call for Proposals to Washington Center consortium institutions, five projects were funded. Each project includes joint workshops between the participating high schools and colleges, and a faculty exchange program in which pairs of college and high school teachers have the chance to observe each other's classrooms over one-week periods.

Bellevue Community College has initiated a project with Mercer Island High School. The project includes a teacher exchange that ran through the fall of '87. In addition, seminars have focused on strategies for improving the teaching of writing with special emphasis on opportunities in interdisciplinary learning community model programs. The project will be part of an overall effort to develop social science and humanities blocks at Mercer Island High.

Seattle University's Matteo Ricci College II is in the beginning stages of developing relationships with several independent Catholic high schools in the greater Seattle area. The initial plan is to develop some team-teaching experiences at Matteo Ricci with Seattle U. faculty members and **Kennedy Memorial High** teachers, as a means of exploring models for integrative senior year "bridge" curricula in the humanities and social sciences. Later in the year, additional planning work will go forth with teachers from additional high schools.

The Evergreen State College and three Thurston county school districts, **North Thurston, Olympia,** and **Tumwater**, will continue a long-standing teacher exchange program and focus it towards building new interdisciplinary curricular efforts in the high schools. Two workshops will be offered during winter quarter, on designing thematic programs and on developing critical thinking skills.

Central Washington University's School of Education was awarded a Matsushita grant for a project with **Cascade High School** in Leavenworth. It will involve a series of fall and winter seminars on strategies for developing autonomous learners, and a teacher exchange with a focus on linking theory to practice at both the high school and college level, in the area of enhancing self-directed learning.

Western Washington University's Fairhaven College is developing a relationship with two Bellingham high schools: **Sehome** and **Bellingham**. Closer relationships are being built between Fairhaven and high school faculty members, while integrated summer offerings for advanced high school students are being developed.

Faculty Members on Exchange

Fran Brewer (English and communications, Spokane Falls Community College) is visiting Evergreen to join the "Frames of Mind" program with Evergreen faculty members Kirk Thompson, Andrew Buchman, Linda Kahan, and Susan Fiksdal. Fran will return to Spokane spring quarter to be part of Spokane Falls' first coordinated studies program.

Joe Hollinsworth (philosophy and anthropology, Edmonds Community College) is teaching in the winter coordinated studies program at North Seattle Community College, and will return in spring quarter with North Seattle faculty member **Larry Hall** (psychology) to teach in Edmonds' first coordinated studies program.

Pat Williams (American studies, Bellevue Community College) will

teach at Evergreen Spring quarter in the "Decisions" program.

Lovern King (communications, Evergreen) will exchange to Seattle Central in spring quarter.

Elizabeth Diffendal (anthropology, Evergreen) is at the University of Hawaii-Hilo to begin a new exchange program there at Hawaii Community College, and will be helping to initiate learning communities there. **Jan Kido** (U of Hawaii-Hilo) will come to Washington state next year to teach for two quarters at Evergreen and North Seattle Community College. (We're told that Hilo has as much rain as Forks—only it's much warmer!)

Support for these exchanges comes from a grant to the Washington Center from the Burlington Northern Foundation. Faculty members interested in the exchange program are invited to contact Barbara Smith, Washington Center Director.

Centralia faculty member Don Foran (far right) leads a workshop on seminars during the fall in-service week at the Seattle Community College District. Photo: Lucy Hart, Seattle Central Community College



Washington Center Announces Seed Grant Awards

The Center is continuing its Seed Grants program to fund small projects for collaborative, boundary-crossing work to build and improve curricular coherence and to improve teaching effectiveness at the undergraduate level. The Washington Center received 13 proposals, which were reviewed by a panel representing seven of the consortium institutions. Awards were made to:

Centralia College for funding to assist in its efforts to institutionalize learning communities. The project includes a year-long sequence of learning community model programs, and a series of faculty seminars and

retreats on learning community planning. (Don Foran, project director).

Green River Community College for a joint effort with the Physics Education group at the University of Washington to develop laboratory and classroom materials that make physics more accessible. (Rebecca Green and Marvin Nelson, project directors).

Shoreline Community College for a thinking-across-the-curriculum faculty development effort. Faculty workshops on critical thinking will occur through winter and spring quarters. (Ann McCartney, project director).

Spokane Falls Community College to initiate a coordinated studies program beginning in Spring, 1988. The Washington Center award will allow

Spokane Falls to staff the coordinated studies team for five quarters with one "extra" part-time faculty who will act as a kibitzer and join the team in the succeeding quarter. (Steve Reames, project director).

Yakima Valley Community College for an integrated cluster of courses in biology, composition, and critical thinking to be offered in Spring, 1988. (Dee Tadlock and Eric Mold, project directors).

The deadline for Seed Grant Proposals for the 1988-89 year is March 31, 1988; awards will be announced by the end of April. For proposal guidelines or further information, call Jean MacGregor at the Washington Center.



Dick Clark is Deputy Superintendent of the Bellevue School District and works with the fourteen school-university partnerships which make up the National Network for Educational Renewal.

An Open Letter to those Responsible for Undergraduate Education

by Richard Clark

We need your help. Your colleagues have done an effective job of enumerating the shortcomings of current high school graduates. Thanks to recent publications, we realize that many high school graduates don't know when the Civil War occurred, may not have any idea in what part of the nation most of its battles were fought, and likely are unable to speak knowledgeably of the works of Stephen Crane or Carl Sandburg concerning that war. What you now need to turn to with equal vigor is the task of explaining why high schools are not succeeding.

Today's high school teacher is being expected to perform the impossible. Society expects that high school graduates master a broad academic curriculum, demonstrate readiness to assume the responsibilities of a citizen in a complex "information age" democracy, be able to perform a vocation, and possess all the attributes needed to be a fully actualized person. The students who are entering our schools increasingly come from backgrounds which make realization of these broad goals difficult. In spite of the scope of our goals and the characteristics of our students,

Problems and Possibilities: Opinions on High School Teaching

Help us demand a restructuring of today's high schools so that the lofty goals we have set for them can be realized.

Richard Clark

high school teachers are expected to spend 30 or more hours a week as they meet five to six classes of approximately 30 students each day, five days a week. They are not to "cover material," but to see to it that their students "master" the course content and acquire the attitudes expected. For example, not only must students understand how AIDS is transmitted, they must behave so as not to spread it.

Never mind that a teacher must be an active learner. Forget that teaching students requires knowing the students. Ignore the dialogue that must go on among teachers if they are going to help students understand the relationships among the subjects they are learning. Think only of the weekly time taken to read 150 papers and respond carefully to the student authors or to analyze the results of 150 mathematical or science exercises, and it should be evident why students are not learning what they should be. The

Japanese understand this. Although their teachers work with a largely homogeneous group of students and have larger classes, they spend only 15-16 hours per week in class. They still work with too many students, but at least they have time for such teaching functions as preparing for classes, inquiring in their subject areas, and correcting student work which our teachers are forced to squeeze out of the night hours.

Now is the time. As individuals whom the public respects for your scholarly abilities, you need to help us. Help us demand a restructuring of today's high schools so that the lofty goals we have set for them can be realized. Help us insist that high school teachers—most of whom are very able professionals—be given the opportunity, free of bureaucratic regulation, to create a new environment, a new approach to learning. Remember: the high school graduate you save today may be the undergraduate of your tomorrow.



Jill Severn is Program Director of the Global REACH consortium, a teacher training and curriculum development project of the REACH Center. She is former Executive Director of the World Affairs Council of Seattle and for many years worked as a journalist in international news, specializing in Third World, United Nations and women's issues.

Gary Howard is the founder and Executive Director of the REACH Center for Multicultural and Global Education. Over the past ten years, he has written curriculum material and articles on cultural awareness, and now consults extensively both with school and colleges and with businesses and social service agencies.

High Schools for the 21st Century

by Jill Severn and Gary Howard

Many educational studies lament the decline in achievement and basic knowledge among our nation's high school graduates. Whether it be the lowering of SAT scores or the failure of students to name the capital of Kansas, American schools and particularly our teachers have been put on trial for their apparent deficiencies.

Right on the heels of this critique have come various prescriptions for change. One of the most recent is E. D. Hirsch, Jr.'s *Cultural Literacy*. His solution to the problem of declining achievement is to narrow the knowledge base by including only that information which supports "American literate culture." Employing a random and idiosyncratic methodology, Hirsch produces a list of *What Every American Needs to Know*, which reads like a trivial pursuit of American ethnocentrism. Ignoring our global interconnectedness

and the multicultural realities of our time, Hirsch's approach would prepare students for an isolationist America which can no longer exist. Students may ultimately test better on Hirsch's narrow parameters of knowledge, but their education would be largely irrelevant. In analyzing what is wrong with American education we need to avoid simple solutions to complex problems. In Hirsch's case certainly, the cure would be worse than the disease.

Rather than encouraging the quick-fix or the simplistic solution, the current momentum for educational reform should open a window of opportunity for us to fundamentally reevaluate schooling in our society. The real failure of today's education system is not found in test scores; it is found at the voting polls, where young people are conspicuously absent. We can talk until we are blue in the face about improving test

scores—and maybe we can even accomplish that goal—but it will certainly not ensure the future of our country to produce graduates who test well, if those students have not learned how to participate in the democratic political life of their own nation.

Students living in the world's most powerful democracy need to learn that *they are very powerful people*. As citizens of a superpower, they have special responsibilities for the lives not only of their fellow Americans, but for people all over the world who are affected by their decisions. We cannot hope for peace or political stability unless we educate our students to be better citizens—both of the United States and of the world.

Why do today's students graduate (or drop out of school) believing that

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Central to the purpose of the Governor's School is the building of community among the programs' participants. These experiences bring new skills and a new sensitivity to these students as they return to their larger communities around Washington state. Photo: Washington Governor's School



they are powerless? Why are the social studies the least popular courses among students? And why is civics—the study of our own government—the least popular course of all in today’s high schools? Part of the answer lies in the fragmentation created by artificial separations between the disciplines. We need to help students see the connections between pollution and politics, between philosophy and government, and between our personal lives and the political system under which we live. Civics needs to be much more than a presentation of the organizational chart of American government; it needs to be drawn from history, philosophy, economics, and current events to show each student that he or she is at the center of the future, not on its periphery.

might have a significant impact on both motivation and achievement.

To make sense of the issues, students also need to be able to examine not “both sides” of an issue, but *all sides* of issues. The perspectives of others need to be examined not for the sake of disproving or invalidating them, but for the purpose of understanding that solutions to problems come from understanding and respecting others.

And students urgently need to be freed from the straightjacket of a Eurocentric curriculum which teaches that the European tradition is the standard by which all other cultures and civilizations are to be judged. Europe is no longer the locomotive of world history; its tenure in that role really only lasted for a few hundred years. Yet the traditional American

State was a person of color. During the 1980’s that number increased to one in seven, and by the mid-1990’s, one in three students will be a person of color. Many school districts have responded proactively to this reality by revising curriculum, reexamining teaching practices, and providing cultural awareness staff development for their employees. Many more districts remain reactive, dismayed, or ignorant in relation to the powerful changes coming their way.

The relentless Eurocentrism found in Hirsch’s analysis, and still present in much of our high school curriculum, profoundly alienates minority students. It says to them that their heritage is less important than that of European American students. It cannot be easy for minority students to be taught that their cultural roots are scarcely worthy of study; conversely, it cannot be easy for European-American students to truly learn to respect and value their minority classmates when the message of the curriculum is that the cultures those students come from are unimportant or inferior. The serious study and active consideration of diverse cultural and national perspectives, on the other hand, increase student motivation and nurture the essential skills for effective citizenship in a pluralistic democracy.

What we need to do is to tell students the truth about the world they are about to inherit. They should know that living in a country that is wealthy and predominantly white is, in today’s world, an anomaly. They need to know that they have far more control over their own destiny—and the destiny of others—than young people in almost any other country in the world. This sense of power must be wisely taught during the high school years through guided practice and actual participation in a social reality that is more democratic and less custodial.

We cannot hope for peace or political stability unless we educate our students to be better citizens—both of the U. S. and of the world.

Jill Severn and Gary Howard

The crisis in the American high school is a crisis of governance as well as curriculum. While the purpose of education in a democratic state is to produce active, participating, and informed citizens, the actual political structure of most high schools is custodial autocracy. Students read about democracy but they don’t live it. What would happen if we actually offered students the experience of power in decision making regarding both governance and curriculum in their high school years? The resulting empowerment

curriculum leads students to believe that “world history” is a kind of augmented European history, in which the curriculum arrives in Africa, Asia, and Latin America on the ships of European explorers, and the history of those continents is significant only when it involves interaction with white-skinned Europeans.

Demographic changes in our schools will continue to have profound effects as we approach the 21st century. During the 1970’s, for example, only one in 14 students in Washington



Sy Schwartz taught core classes in junior high and high school prior to joining the Western Washington University Education faculty in 1967. Today he teaches in the joint Western/Evergreen Teacher Education program in Olympia.

Courage Must Be Cultivated in Our Troubled Young People

by Sy Schwartz

Suicide is now the second leading cause of death among adolescents over 15. With the recent deaths in New Jersey and Illinois, the nation again confronted the fatal hopelessness that plagues many of the young. Educators, community workers, and parents, have been struggling to understand this despair. Some reasons have been ventured:

Nuclear dread—surveys reveal many students expect they will die in a nuclear holocaust.

Alcohol and other drug abuse—both a symptom and malady, it depresses and often defeats the human spirit.

The new facts of economic life—7 percent unemployment is now accepted as “structural”; today’s young workers are the first generation deemed unlikely to surpass the earning power of their parents.

Alongside such perils, some would list alienation. Certain kids do not connect with adults. They have no one to talk to beyond the peer group. The wisdom of their elders is unavailable. Consequently, with their minds and psyches gripped by pessimism, they reach conclusions about the nature of living that lead to the death of hope.

In most communities, the schools have reacted to the threat of adolescent suicide. Many good programs are in place which attempt to identify students-at-risk and train peers and adults to be alert and responsive.

These programs represent an important answer to the problem. But, by themselves, they are not enough. Suicide is almost always the result of the failure of courage in the life of the victim. To stem the tide of the epidemic, we must make courage a curricular concern that pervades the life of the school from kindergarten through grade 12.

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Included in the outdoor experiences at the Governor's School for Civic Leadership is a day at Fort Lewis's "Leader's Reaction Course," where participants must build teams to solve problems involving physical obstacles. Photo: Washington Governor's School

There are many ways to do this. Each school staff must, first of all, be willing to engage in self-examination which attempts an understanding of how courage can be cultivated in the young and how, if at all, present practice counters this goal. In many schools, the control mentality is a chief culprit. We sometimes overteach obedience to such an extent that even some of our most successful students learn passivity too well. They find themselves in need of assertiveness training.

Education for courage invests the young with a sense of personal power—power to determine their own destiny to a significant degree. To create such a belief in a person, schooling must offer choices, responsibilities, consultation, opportunities for risking that challenge but do not threaten—opportunities to take stands and argue their merits publicly. All of this is possible in classroom and school. There are schools where daily practice reflects these values. Life in them is guided by an understanding of what it means that our educational system is set in a democracy. That is, that education is intended to create an informed and active citizenry, a citizenry with convictions and the courage to act on behalf of them.

A sense of personal power is a product, too, of being of use to someone. Students, like all of us, need to be needed. They can gain courage through helping each other, and helping with community projects. Many of the students most likely to seriously contemplate suicide harbor very low opinions of themselves. This is frequently because they see themselves as incapable of helping others—of no use to anyone. There are, of course, plenty of people whom they could help, but they need to be steered to them. Service to others has a place in the enlightened, encouraging curriculum.

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here are schools where daily practice reflects these values. Life in them is guided by an understanding of what it means that our educational system is set in a democracy.

Sy Schwartz

Hope is a prerequisite for courage. How is hope engendered? In part, at least, by doing something about whatever it is that we find worrisome. The new curricula that teach for peace and global understanding offer opportunities for students to act in ways that can combat nuclear dread. Students Against Driving Drunk (SADD), peer counseling, and other such efforts also offer hope through action and thereby encourage those who participate. Action and service can enrich the lives of all our young charges.

The world of work is changing in ways that have discouraged some students. Somewhere along the way, finding work has become too dominant. Creating work—the idea of personal promotion and entrepreneurship—has waned.

These issues are tied to a sense of personal power and hope. The job market looms too large too early in the minds of some youth. We must help them put it in its proper proportions. And, we must help them see there is more than one way, i.e., a job, to make a living. If we can produce the kind of significant citizen we aspire to, we can also contribute to the growth of more people capable of employing themselves. The ideal of

the self-made person needs welcoming back into our national psyche.

Finally, there is the challenge of providing connections with adults that allow access to what they've learned in the school of life. This is of particular importance because the youngsters we lose often seem to have been at the mercy of misconceptions about the very nature of growth and development; at the mercy too, of distorted thinking regarding feelings and goals. These are matters that require the healing counsel and example of respected elders.

So, parents, educators, all of us, must try hard to get next to young people who are cut off or in danger of becoming so. An ongoing conversation is required. One that allows youngsters to see that the pursuit of happiness can be overdone. Indeed, that life demands of us that we muster the courage to live productively in spite of unhappiness, in spite of tension between what we have and what we want; what we are, want to be, and ought to be.

(This article appeared on the Op-Ed Page of the *Seattle Post-Intelligencer*, March 31, 1987, and is included here with permission.)



Anne Stephens chairs the English Department at Lakeside School in Seattle. She also serves on the faculty of the Governor's School for Citizen Leadership, also featured in this issue of the NEWS.

A Single Teacher/Single Parent Analogy: The Students' Loss

by Anne Stephens

When I return to a regular teaching assignment after a term of team teaching, I feel like a single parent. I am challenged, but bereft. While there is a strong rush of energy as I face my class alone, there is a stronger feeling of loss. This sense of loss is complex. I have lost the comfort and stimulation of shared responsibilities, of being able to turn to another adult to discuss a student, review a strategy, or analyze a piece of literature. I have lost the richness of having my perspective expanded by the philosophy and pedagogy of another teacher. While I am most immediately aware of my own loss, I have come to understand that the greater loss in moving from team teaching to teaching alone is the student's loss.

I have been teaching Inquiry for five years. This senior elective course, which gives credits in both English and history, juxtaposes works of literature and philosophy to explore the question: what is the essence of human nature? The course pursues the question chronologically, beginning with Ecclesiastes and

Beowulf and ending with Faulkner and the Existentialists. When I began teaching the course, I thought that the major arguments for team teaching were intellectual and academic. Putting two disciplines, two perspectives, two individual works, two lines of questioning together not only doubled the quantity of works read and the nature of questions asked, but, more importantly, set out the opportunity for students to learn autonomously by making connections and applications. They use Marx and Darwin to expand an understanding of *Madam Bovary*; they more fully understand Skinner, Bergson and Sartre by studying *The Sound and the Fury*.

In this last year, I have begun to realize other more important dimensions of team teaching, dimensions that are not intellectual and academic, but rather psychological, emotive, and even ethical. Following the analogy of teaching and parenting, I examined the emotive experience of the students in a team-taught class. When students are taught by two teachers, they see two adults giving and taking responsibility from each other. They see two adults who are willing to set aside individual ego gratification to trust another person in the commitment that the whole is greater than the sum of the parts. They see adults working out frustrating problems of scheduling and grading. They participate with adults in disagreements over ethical and philosophical questions: does the Grand Inquisitor "love" his people, where exactly is the unconscious? They see adults acknowledging that they don't know everything: the philosopher has a hard time with Wallace Stevens, the fiction reader struggles with Hegel. However, both are willing to learn.

"The medium," as Marshall McLuhan said, "is the message." How we teach is what we teach. In team teaching, no matter what the curriculum, the subject matter actually being taught is sharing, cooperating, collaborating. Team teaching can be extremely frustrating. As Roethke says about the parent-child relationship, "Such waltzing was not easy." Whenever I get discouraged, whenever I feel that I am losing my own educational identity, whenever I have that keen urge to "do it myself," I work hard to remember the long-range values of the experience for the student.

As teachers in the United States in the 1980's, we are facing more students than ever who have been raised in single-parent families. While we are ready to accept the reality of single-parent families, we still see the two-parent family as more creative, more supportive, more constructive because of the modeling of shared responsibility, the interaction of different principles and purposes, the diffusion of absolute authority, and the commitment to working through frustration together. If young adults are raised by single parents, where will they see the commitment to cooperate and share? In a time when the sense of community is threatened at home, in the town, and in the city, it is critical that schools recognize the inherent power of team teaching to model and teach the skills and attitudes that work to create community.

Some Model Collaborative Efforts in Washington State Involving High School Students and their Teachers

Leadership Education for Civic Participation: The Washington Governor's School

High school junior Sean Fox wanted to help the hungry families in his home town, Toledo, Washington. A major corporation had closed a local factory there, and left hundreds unemployed. The benefits had run out. People were driving 40 miles to the nearest food bank.

For an intense four weeks in the summer of 1986, Sean and 99 fellow rising high school seniors attended the inaugural Summer Institute of the Washington Governor's School for Citizen Leadership. Challenged and empowered by that experience, he returned home, and spent much of his senior year setting up a local food bank in an old roller rink behind City Hall, and organizing local citizen volunteers to form a food bank council. Today the food bank serves hundreds of families in the Toledo area.

Sean Fox's work is one of many community efforts that received a tremendous boost from the Summer Institute of the Governor's School. Begun in 1985, The Governor's School is a non-partisan, privately initiated and funded experiment in civic participation and leadership education. Based at Seattle University, the School is the brainchild of two self-appointed "civic entrepreneurs," Steve Boyd and Jack Carlsen. It



Governor's School graduate Sean Fox sits among the many donated items in the Toledo Food Bank. Photo: Roger Werth, Longview Daily News

arose out of their concern that today's youth are not being sufficiently challenged to participate in social change and civic leadership. As Carlsen puts it, "Young people need to learn what many in our culture have ceased to model for them: that responsibility to one's community—a commitment to the common good—is just as necessary as individual material success."

"The Governor's School is a youth empowerment program based on the best practices of adult education," Steve Boyd explains. "Through constant personal assessment, interpersonal feedback, and a focus on the importance of ideas, we are discovering effective means to promote effectively critical thinking and problem-solving skills."

The Governor's School actually is a year-round program which now involves several interrelated programs:

1. The intensive, four-week **Summer Institute** is now offered each year to 100 outstanding "natural leaders" and "risk takers" who are rising high school seniors from across Washington State. The institute draws together a diverse faculty from colleges and universities (Seattle University, Eastern Washington University, University of Washington and Shoreline Community College), high schools (Seattle Public Schools and The Lakeside School), the corporate sector (IBM, Pacific Northwest Bell and US West), the military, and the arts. These "master teachers" weave together an innovative, integrative curriculum designed to build

Engaging Teachers in Academic Inquiry: The National Faculty's Summer Institute

"Teacher burnout is an insidious and deadly disease. Some days I wonder when I died, others I am startled alive again, and for too many in between I limp along in lock-step. . . I need a transfusion, new blood, life, new ideas! . . . Very like my students, I need to be excited again, revitalized, and informed."

This statement by Gay Barker, an English teacher from Mt. Vernon High School, described her reasons for wanting to attend the National Faculty's Summer Institute, "Thinking, Reading and Writing about Literature and Life." Other teachers expressed similar desires for renewal and intellectual growth.

The National Faculty/Northwest Region received funds from the Washington State Legislature to support three summer institutes (one in 1987 and two in 1988) to bring teachers from across the state together with outstanding college professors for intensive work in their academic fields. In July of 1987, 44 English and language arts teachers attended the first Institute at The Evergreen State College. For two

weeks, they spent days and evenings in academic sessions led by English professors from six college campuses: Amherst, University of California-Santa Cruz, Evergreen, Washington State University, Whitman, and University of Washington. They read short stories and novels, and met in plenary sessions and small groups to discuss those works and how best to

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This has afforded me a time to get in touch with why I became a teacher in the first place.

Mary McHugh-Shuford
South Kitsap High School

thinking abilities, leadership skills and a commitment to community and community service. The institute themes aren't for the faint-hearted: The ecological health of Puget Sound; The Economic Health of the Pacific Rim; Racism in America; Obstacles to World Peace.

2. The **Community Leadership Projects** continue to create civic involvement through service projects where the skills learned during the Summer Institute can be applied and tested. Adult mentors participating in the Community Leadership Projects provide the expertise and resource referral necessary to successful leadership development.

3. This year, the Governor's School is expanding its scope to reach larger numbers of students and educators through their **Partnerships in**

Leadership Development project. These will involve in-service seminars, taught by Governor's School faculty, for teams of teachers and administrators from regional school districts.

4. Also under way is an expanded Community Leadership Project "**At Risk**" Component, whereby several Summer Institute graduates are working as peer-mentors with "at risk" middle school students. "Using skills developed in the Summer Institute," states Boyd, "these senior high students hope to instill in middle school young people the sense of self-worth that comes with making a significant impact on problems in their immediate environment."

Fox, now a college freshman, recalls that "The Governor's School was an awakening for me, that I can do it . . . that each of us can make a difference."

That shift in perception, Boyd and Carlsen believe is what the Governor's School makes possible. "If democracy is to flourish," they say, "young people must understand its value. They need to commit themselves to 'habits of the heart,' the caring, giving, sharing and community involvement that de Tboqueville argued were fundamental to America's experiment in self-governance."

■ **For more information contact:** Steve Boyd or Jack Carlsen, The Governors' School, 310 Campion Tower, Seattle University, Seattle, WA 98122. (206) 296-5630.

(Ed: The above article was adapted from a similar piece written by Stephen Boyd for *On the Beam*, newsletter of New Horizons for Learning, an organization promoting educational innovation and excellence in the Northwest. New Horizons for Learning can be contacted at 4649 Sunnyside North, Seattle, WA 98103.)

continued

teach them to high school students. The Institute faculty and the teachers worked together as colleagues, jointly participating in reading and writing assignments. Collaborating in units of six groups, the teachers created summary projects which were presented publicly on the final day of the Institute.

Written evaluations and verbal comments by the teachers confirm that the Institute succeeded in revitalizing them personally and professionally, and renewed their confidence in their own knowledge and ability to teach well. Gay Barker's statement shows that she found the "transfusion" she was seeking:

"It was suggested in the opening address that we, 'lay claim in new ways to something we already possess.' I have been enabled to do that as well as to gain ways of understanding I did not have when we began. The wide range of approaches both to reading and writing have provided many new and practical possibilities for me and for my students. . . . The opportunity to air one's own ideas and concerns and to enter into authentic dialogue with fellow teachers about something more important than the weather, schedules and petty slights was a life-giving experience. It renewed my faith in myself and my colleagues and our ability to instruct in the future."

Other teachers' evaluations reflected the different ways they had been affected by the Institute:

"I will bring a broader knowledge of literature to the classroom and use it to trigger a wider variety of writing experiences, modeling after some institute writing. The use of small group reaction, the peer response, will figure largely in my teaching." Sharon Lee Heydet, Deer Park High School.

"I haven't written in a long time because I haven't 'had' to, but I love to write. The exercises were provocative, and provided me with the incentive to write my heart out. . . . this is the best thing anyone has done for me since I became a teacher. I feel very good about my profession and myself and that, in itself, will make me a better teacher. It was a shot in the arm." David Lemar, Sequim High School.

"This has afforded me a time to get in touch with why I became a teacher in the first place. I seldom have the time to discuss literature or writing in a conceptual format. I leave here knowing I will be a more enthusiastic and creative teacher." Mary McHugh-Shuford, South Kitsap High School.

"The professors were knowledgeable, approachable and kind. We were treated like colleagues in an atmosphere of inspiration. We felt free to take risks and learn." Geraldine Martindale, Stadium High School, Tacoma.

The Institute faculty were similarly impressed with the ability and dedication of this diverse group of teachers who met the challenge of opening themselves to a new kind of intellectual experience.

"The Institute pulled together a dedicated, lively, bright, creative and generous-spirited group," observed Michael Cowan of the University of California-Santa Cruz. "They. . .

At the conclusion of the National Faculty's first summer institute, participants and faculty donned crimson T-shirts and posed for this group portrait.



developed a spirit of energetic camaraderie that helped them deal effectively and creatively with both the enjoyable tasks and the more frustrating assignments.”

At the Institute’s close, Deborah Hatch of the University of Washington reflected, “As predicted, the participants came expecting two weeks of ‘in-service’ with the faculty as leaders and themselves as the passive audience. As a faculty we challenged these expectations from the first moment... Doing the writing assignments we designed for the participants and sharing our writing in the small groups was crucial for establishing us as colleagues and collaborators... I think their enthusiasm for us and for the Institute came in large part from the speed with which we as faculty replaced their initial expectations with the understanding that we were all colleagues working together.”

Two more institutes are planned for the coming summer: one in math and science, and a second in history and social studies. Both will be aimed at middle and high school teachers and will be offered in the same format as the 1987 institute.

Meantime, National Faculty Northwest Office Director Rudy Martin and Assistant Director Karen Munro have been moving around the state (as well as Idaho and Oregon), talking with school teachers and administrators about establishing local or regional National Faculty projects. Like the summer institute, the local projects are built on the premise that exciting intellectual engagement between secondary teachers and college faculty can be an enduring catalyst for revitalizing and extending teachers’ work in the classroom.

■ **For further information contact:**

Rudy Martin or Karen Munro, The National Faculty/Northwest Office, The Evergreen State College, Olympia, WA 98505. (206) 866-6000.

↑ he students are being exposed to real college work: they are challenged—really stretched at an appropriate level of difficulty for them.

Nancy Skerritt
Staff Development Coordinator—Auburn Schools

Summer College for High School Students: Green River Community College’s Early Entry Program

Five years ago, under the auspices of a Northwest Area Foundation grant, educators from the Auburn Schools and Green River Community College came together to form a unique collaborative effort to offer a summer school-for-college-credit for highly capable high school students.

The resulting Early Entry Program is now gearing up for its sixth summer, with the partnership now extending to six school districts: Auburn, Enumclaw, Federal Way, Kent, Puyallup, and Tahoma. Three programs will be offered, each as a 10 or 15 credit package designed to integrate material and build a learning community of students and faculty. **General Studies** links courses in Western Philosophy, Sociology and Astronomy in a Federated Learning Community Model. The interdisciplinary **Images of Western Culture** examines that topic from the perspectives of Humanities, Natural Science and Social Science. And the **Theatre Arts Summer Repertory** combines professional acting, technical theatre and stage production.

As Green River’s Dean of Academic Education Bruce Haulman describes it, the idea for the Early Entry Program emerged from inter-

twined concerns: the curricular fragmentation at both the high school and college levels, the gaps for both students and teachers between high school and college, the lack of rigorous and motivating academic experiences for highly capable high school students. “The concept of a high school-college cooperative early entry program addresses all these needs,” Haulman comments, “and provides a unique addition to the secondary curriculum. With seed money from the Northwest Area Foundation and the inspiration of Kathy Weiks, Kathy Haugen and Nancy Skerritt from Auburn High, the Auburn schools and Green River Community College worked together to design a rich summer quarter curriculum.”

The General Studies and Interdisciplinary offerings are designed for 30 students, and the Theatre Arts Program is geared for 60, with five to six instructors in each program drawn from both the community college and the participating high schools. The high school teachers co-design the program with the faculty members from Green River; then, during the program they may take on the roles of co-instructors in the program, Master Learners in the federated learning community, counselors, or tutors in reading, writing and study skills.

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Students rehearsing for "West Side Story" in Green River Community College's Summer Theatre Arts Program for High School Students. Photo: Green River Community College

Nancy Skerritt, staff development coordinator for the Auburn Schools, and one of the program's founders, is enthusiastic about the benefits of Early Entry. "The students are being exposed to real college work: they are challenged—really stretched at an appropriate level of difficulty for them. It provides excellent preparation for a college environment, and for many, it eases the transition to college. Also, this provides a chance to earn readily transferable general education credit during the summer. For the high school teachers, it provides a wonderful staff development opportunity and the building of satisfying collegial relationships with community college faculty. Those teaching experiences and that insight into a highly inte-

grated college curriculum is bearing fruit back in our high schools. For all the faculty involved, the partnership effort is invigorating, as is the chance to work with highly motivated students."

The Early Entry Program is jointly financed by Green River and the participating school districts. Green River is able to provide all the usual costs of running a summer program, and the high schools contribute the resources to hire their own instructors to work with the program. For students, the costs of the program is the regular community college tuition.

■ **For further information contact:**

Bruce Haulman, Dean of Academic Education, Green River Community College, Auburn, WA 98002

A Regional Partnership Approach to Educational Renewal: The Puget Sound Educational Consortium

The newest and most ambitious collaborative effort involving colleges and high schools is the two-year old Puget Sound Educational Consortium based at the University of Washington. Joining with UW in this effort are thirteen school districts (Bellevue, Edmonds, Everett,

Federal Way, Highline, Kent, Lake Washington, Northshore, Puyallup, Seattle, Shoreline, Snohomish and Tahoma), which comprises over 400 actual schools, and ultimately serves about 45% of the elementary and secondary students in the state of Washington.

The consortium developed out of "The Education Leadership Seminar," a more modest collaborative effort now in its fourth year. The seminar was established as

a cutting-edge dialogue among the Puget Sound region's school and district leaders with outside experts, as a means of stimulating educational reform and renewal. However, the consortium also builds on an extensive history of similar school-university partnerships around the nation. Indeed, there is even a wider national network of these enterprises based at the University of Washington, The National Network for Educational Renewal, of which the Puget Sound Consortium is a member.

Each of the participating schools districts contributes funds to operate the consortium. A lean central staff at the University of Washington is headed by Ann Lieberman who came to the Consortium's Directorship from a similar position as Executive Director of the Metropolitan School Study Council, a collaboration between New York City area schools and Columbia's Teacher's College which has existed for 45 years.

Much of the tangible work of the consortium work is carried out voluntarily, by college faculty members, and by teachers and administrators in the participating districts. The first two years' effort has generated groundwork for lasting partnership efforts in these focus areas or strands:

Equity and Excellence: a system-wide effort to address both curricular and instructional issues that will meet the needs of our increasingly diverse student populations;

The Education Funding Project: an effort to provide information and technical assistance to participating districts in the area of school funding and educational policy-making;

The Education Development Center: a vehicle for testing strategies and models of improved instructional practices;

The Leadership Academy: an arena for on-going professional development for school principals;

The Teacher Leadership Strand: a parallel effort to provide leadership development opportunities for teachers;

The Educational Leadership

Seminar: as mentioned above, this effort continues to provide the intellectual base for consortium interchanges. This year, the focus is on early childhood education.

Collaborative Projects: The Puget Sound Educational Consortium is acting as both an umbrella and a catalyst for several collaborative projects between University of Washington faculty and school district personnel. Projects currently under way involve action research on cooperative learning, mathematics education, research in grammar and reading, spontaneous story-telling as a vehicle for language instruction, English teaching, and many more.

Dick Clark, Bellevue Schools' Deputy Superintendent and a member of the Consortium's Coordinating Council, has high praise for the two-year old effort. "As a result of consortium work," he says, "we have high schools that have come to agreement on core curricula—a major accomplishment. At all grade levels, our teachers and schools are attacking the issue of tracking; some very productive and healthy debates are emerging. And, urbanizing trends in the Puget Sound region are making us face the problems associated with an increasingly diverse student body. The Puget Sound Educational Consortium is providing an exciting forum for working together on these issues."

- **For further information contact:**
Ann Lieberman or Maggie Patterson,
The Puget Sound Educational
Consortium, DQ-12, University of
Washington, Seattle WA 98195. (206)
543-7267.

New Members of the Washington Center

We are pleased to welcome the following institutions to the Washington Center consortium. The lead contact people on each campus are:

Everett Community College

Marjorie Nielsen, *Dean of Instruction*

Gary London, *Faculty Member in
political science*

Seattle Pacific University

Thomas Trzyna, *Dean of the School
of Humanities*

Frank Leddusire, *Professor of
Russian and linguistics*

Coming in the Spring Issue: *A Focus on the Freshman Year*

- **The Freshman Year: Model Programs**
- **Who are our students?**
- **First Timers Comment on Collaborative Teaching & Learning**

Upcoming Conferences

One-day Conferences on

Writing and Thinking Across the Disciplines

Eastern Washington:

Friday March 4, 1988

Higher Education Center

in Spokane

Western Washington

Thursday, May 18-19

in Seattle

Third Annual Spring Planning Retreat for campus teams working on curricular issues

Friday and Saturday, May 6-7

Camp Don Bosco

Carnation, Washington

Write or call the Washington Center for information:
206-866-6000 or SCAN 727-6606.

Mailing List

The Washington Center is continuing to build its mailing list. If you know of additional people who should receive our publications, please call us, or return this form.

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Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

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Bellevue Community College:

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North Seattle Community College:

Lucille Charnley and Rita Phipps

Seattle Central Community College:

Ron Hamberg, Rosetta Hunter, and Valerie Bystrom

Spokane Falls Community College:

Ron Johns and Steven Reames

Tacoma Community College:

Frank Garratt and Paul Jacobsen

The Evergreen State College:

Rudy Martin

The University of Washington:

Fred Campbell and Jody Nyquist

Western Washington University:

Peter Elich, John Miles and William Stoever

Washington Center Staff

Barbara Leigh Smith, Director


Jean MacGregor, Assistant Director

Laura O'Brady, Program Assistant

The Washington Center for Improving the Quality of Undergraduate Education

- was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences and seminars on effective approaches to teaching and learning, and technical assistance on topics related to improving teaching and learning.

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