

was one of the pieces of data that the state required in terms of program development, but that it was not valid in the sense that they could estimate that 80% of the students who said they would be interested in such a program would sign up. He added that the other piece of required data was to carefully analyze the employment market.

Dr. Cody had a problem with limiting needs assessment to student interest and employment statistics because student interest was a perception that students had about opportunities, and interests changed over time, and the market itself would lead the Board to offer only what would be needed currently. He felt a deeper analysis was needed. Dr. Carricato explained that it was there, that MSDEVT actually got down to how many auto mechanics programs the local was operating, how many grants they had in comparison to their projections of the number of openings in auto mechanics and they tried to get a maximum that way. He added that years ago the state had put a moratorium on Montgomery County opening any additional auto mechanics programs because the state said the county didn't need any more, and then the Trades Foundation came along and persuaded the state that with that kind of community support the new type of auto mechanic program was needed. He added that they had also had a problem convincing the state that a geriatrics program was needed because the labor market did not show at the time a demand for jobs in that area. Dr. Cody asked how the positions for auto mechanics had been created if the state said there weren't going to be jobs. Dr. Carricato replied that with the business commitment the Board had, every student who graduated from the auto trades program was hired.

Dr. Cronin was pleased to see the "2+2" because it gave a great amount of credibility to the efforts of the school system as well as what the college was trying to do, but he thought the Board had a selling job to do in terms of the realms of offerings for students. He was interested in seeing the three committees in Phase 2 and asked where was the effort to familiarize the community with voc-ed and who was responsible for that and for giving it a credibility equal to the academic side of life. Dr. Carricato explained that each of the committees would have shared responsibility. He thought it would begin with the development committee taking and planning an information-sharing effort, the steering committee reacting to those proposals and perhaps suggesting additional ways that that might be done, and the committee that would include the superintendent and the college president would be very vital in lending the credibility of their offices. Dr. Cronin asked whether business and community leaders would be members of the committee and Dr. Carricato replied that they hadn't really discussed the plans to that degree of specificity, but that Dr. Cody, Dr. Parilla and staff were meeting on the 25th and he thought that was the type of topic they needed to analyze and set some targets for. Dr. Carricato added that he, personally, would see an active involvement of business representatives. Dr. Cronin thought that would be in the Board's interest and perhaps also a benefit in having a site at Montgomery College, Germantown because that would also feed into the higher

academic areas so that it would give a far wider credibility range than just adding a high school. He also saw a way there of combining the taxpayers' money into a single effort because what he heard from students at the college was that much of what the college did in voc-ed courses was duplicative of what went on in high school, and if they were going to combine the courses they might also combine the facility.

Mrs. DiFonzo asked whether the job opportunities took precedence over student desires in a particular curriculum. Dr. Carricato replied that if pushed to the wall he would probably say that job opportunities took precedence because it was slightly more solvent than projections of student interest. Mrs. DiFonzo noted that the Edison Center was not as well utilized as they had hoped and asked if there were reasons to believe that an upcounty program might succeed better than the one at the Edison Center, and Dr. Carricato responded that the survey indicated a pretty strong level of interest. Mrs. DiFonzo then asked if coupling the program with the college would be an attractive option and Dr. Carricato said he thought it would be.

Mr. Ewing thought the the Board needed some exploration of alternatives because he was very concerned about costs and it was very expensive to build a separate center. He felt there were alternative ways to spend money and the Board needed to decide whether that was at least among the most important things they wanted to spend money on. He noted that establishing the Edison Center was a marked departure from past policy in the school system, and he thought that was done without adequate attention to the issue of overall philosophy and he still thought they had not given that adequate attention.

Dr. Shoenberg pointed out that Dr. Cronin had touched on the fact that vocational education in Montgomery County suffered from a lack of prestige and said there was no question in his mind that a number of the programs ought to be prestigious, ought to be seen as demanding in their own terms. He also said there were other vocational programs that were offered that were clearly not particularly demanding academically and were understood to be that way, but he didn't think it had ever been made clear which programs were offered for whom or which of them ought to be a part of the articulated arrangement with the community college. He believed if they were going to have programs for which there was likely to be a strong future demand and which were highly technical in nature, they would need to attract students who would succeed and who were needed, and that meant doing something that would make it okay among both the parents' peers and the students' peers to be in those programs. He agreed with Dr. Cronin that they needed to reach out to the community and bring it along with them, and he thought that should be one of the first and foremost things in their minds as they developed the programs. He also agreed with Mr. Ewing that they didn't seem to know exactly for whom they were offering the programs, and he thought they needed to help the business community to become clear about those issues.

Dr. Carricato stated he thought the business community was very clear, that the auto dealers knew very well that they needed well-trained entry-level mechanics and that they had invested considerable effort and money to help the school system turn out some of the finest mechanics in the country, and that the construction trades people knew very well that there was a strong demand for well-trained carpenters, plumbers, etc., and they had put \$100,000 up front in 1974 and had given the school system a construction trades program that had received the Secretary of Education's award for an outstanding program. He thought the problem was a societal one, not a programmatic problem.

Dr. Shoenberg was concerned that, as good as those two programs were, some of the students going through them and moving directly into employment were eliminating a chance to go on to higher education and to the further skill development that that meant.

Mrs. DiFonzo noted that she and Mrs. Praisner had heard a number of professionals at a NFUSSD conference say that the divider that separates youngsters is not what happens at the voc-tech centers but whether or not they take algebra I as to what was going to happen to them in terms of cutting off their options. She added that MCPS was training kids in good solid basic understanding of the principles involved that they could then take into the workplace and be fine tuned and specifically trained by their employers, and she thought they were doing a good job with that.

Dr. Cody stated that the primary purpose was to educate young people through the time they were with MCPS to maintain the greatest number of options that they would have for the future and that career education was part of that and another dimension was specific preparation for economically productive work right after they left MCPS. He asked whether the Edison Center had been opened up countywide with transportation provided. Dr. Carricato replied that they were providing transportation to the students from Magruder this year in addition to the schools that were in it last year.

Dr. Floyd thought it was extremely important that they try to reach some kind of consensus about why they wanted to do what they wanted to do because it sounded to him as if people were saying there was academic for some and then there were some vocational programs for others, and he did not believe that the lines of demarcation were that finite. He said they definitely didn't want to take any precipitous action that would close off people's options and there was that danger when they tried to see things in too fine a category. Dr. Cody announced that the next step would be to follow up on a meeting that he and the Board officers had had with Dr. Parilla, Mr. Michael Subin and several members of the college board which would lead to a combination applied math/science/technology program. It's the kind of work that needed to precede any kind of curriculum design and the kind that would be done by a small joint group from the college and the school system with the consultation of people in the business community.

Dr. Shoenberg supported the 2+2 notion and he thought they needed to pick the fields very carefully and not tie development of those programs necessarily to more bricks and mortar. He said there ought to be some incremental way of achieving some of that articulation without building a whole duplicate of the Edison Center unless they were very sure that it was going to be fully utilized.

It seemed to Mrs. Praisner that some of what they had done tonight was at cross purposes from the directions that the Board gave the last time they had met, and she was interested in trying to get some handle on what Board-member involvement would be beyond tonight before too much went on. She thought that if there was a one-day fall conference for Board members, that would be very useful from a standpoint of having some further discussion for Board members, and perhaps with some community members involved as well.

Dr. Cody stated that the principal next step was the meeting scheduled for the 25th and the conceptual paper that would lie behind the creation of a program involving the school system, the college and applied technology presumably located in the up-county area. When that was developed it would be brought back to the Board for its reaction and comment.

Dr. Martin said they should not forget the Area 3 Task Force's analysis of program opportunities available upcounty. There were many reasons why the upcounty would ask for more programs that would have the specific purpose of preparing students for job entry after high school because the high schools with the lowest rate of direct articulation to college were a number of the up-county schools. She was going to pursue more ways in which to have Board members visit some of the vocational programs. To her vocational education had a very clear purpose and she hoped they could discuss it more because she was seeing a revisit of the practical arts requirement and that was not what vocational education was about. Dr. Shoenberg said he didn't see where the practical arts requirement entered into it, and Dr. Martin said she thought the Board was raising some of the same issues. All of the vocational programs had one purpose and that was to enter a job with adequate qualifications on graduation from high school; that was vocational education summed up. It did not have a second purpose which was training someone for a job that couldn't be entered after high school but would require a couple more years of college.

EXPLORING PROGRAM ALTERNATIVES FOR AREA 3

Dr. Lee Etta Powell, associate superintendent for Area 3, explained that for the last six months the Area 3 staff had been working with parents across the schools and the community to respond to a question that was raised by Board members in January as to what kinds of special emphasis programs the citizens in Area 3 would like to have. Ms. Janice Mostow, the administrative assistant in Area 3, had served as a sort of executive director for the groups of parents in working through their own discussions as to what they as a group thought might be some appropriate kinds of questions to ask the community. They were now prepared to conduct a survey of parents at the

secondary school level, and possibly the elementary school level as well, as to the kinds of programs they would like to have as special emphasis programs. The group had come up with four program areas that they would be making inquiries about: 1) An advanced academic program to be housed in a regular high school; 2) a performing arts/visual arts enrichment program; 3) a math, science and computer program; and 4) high tech business career enrichment programs. The survey would ask parents to respond to those program areas as to which they would prefer and they proposed to conduct a telephone survey of approximately 400 parents of youngsters in grade 8. There was some consideration given also to perhaps surveying some parents of 10th graders because those parents might have more of a feeling for what high school was like and perhaps what it was that they were not getting that they wished to have for their youngsters, recognizing that a program might not be implemented in time for their child to benefit from it. They expected to complete the survey in the fall and have a report ready in a couple of months.

Mrs. Praisner thought that was a good way to proceed but she was concerned that citizens understood that it was an interest survey and not a commitment to deliver, that they clarify what the programs would consist of, and that programs would not necessarily be located at their local school and could involve as much as one hour of transportation time. Dr. Powell noted that in the introductory part of the survey they had taken care of just about every contingency except the one on transportation, which she thought was a very good point, and they would add that.

Dr. Cronin questioned whether, in the case of the performing arts/visual arts program, they would have to redesign schools because they did not have studio space or dance space, and had they looked at the cost of what those potential options could bring. Dr. Powell replied that in the design of the Watkins Mill High School space had been allowed for a dance studio so that if there was a decision to go into that type of program it could be provided in that particular high school, and also that Wootton High School had a dance studio. She didn't think the visual arts would require different kinds of space allocation in excess of what they currently had or would have in the new high schools. The math, science and computer program might require some changes in structure, particularly in wiring and some other considerations, and they had taken that into account in both of the new high schools. Also, most of the high schools were getting two computer labs and they were already wiring schools for those. Dr. Cronin stated he didn't want in any way to make his question appear to be a reservation. He just wanted it on the record that the Board said it could cost because if they didn't raise it now they would have built it in expectation later that they were doubledealing if they were then not prepared to fund it. Dr. Powell thanked Dr. Cronin and added that it would cost; even just the transportation would be another added cost.

Mrs. DiFonzo thought the other point that needed to be made was that although they were talking about siting the programs upcounty, it did not mean that they would necessarily be attended only by up-county

youngsters. Dr. Powell noted that raised another point in terms of space for additional students to enroll in a program. She added that hopefully space would not be a problem once they got to the point where they could reorganize into four-year high schools.

Mr. Ewing asked how they would go about selecting the 400 parents for the survey and Dr. Powell responded that the Department of Educational Accountability was assisting them in developing a sampling procedure. Mr. Ewing said he would be very interested in seeing that.

Mr. Ewing asked Dr. Powell to expand a bit on the high technology and business career enrichment program and how that differed from the math, science and computer program. Dr. Powell replied that the programs were not fully fleshed out but that there was a concern for the businesses located along the 270 corridor to be involved in the instructional program so that there would be some sort of collaborative effort with business in developing a program. Mr. Ewing then asked if they had given any thought to the distinction between that and the up-county vocational program, and Dr. Powell said they had. The concerns of the parents upcounty had always been that if they were to have an up-county voc-tech center, the emphasis be on technical training and not a duplication of the Edison Career Center, but that there was a general feeling that there were a lot of resources in the business community that could be tapped and somehow they would be remiss if they didn't do that.

Mr. Ewing suggested that they might want to consider a government and politics special emphasis program of some kind which would offer students the opportunity to learn in depth more about the government and politics of the county, state and nation, and possibly international politics. Dr. Cody noted that one of the popular themes for magnet programs of schools in other parts of the country was generally referred to as law in government.

Dr. Shoenberg asked if the performing arts/visual arts program would in fact be an arts equivalent of an Edison Center. Dr. Powell explained that by enrichment, they really meant in-depth study in the performing arts and visual arts housed in a regular school; it would not be a total high school where everybody would be taking performing arts and visual arts. Dr. Shoenberg then asked whether by enrichment they meant as much attention to the arts as is paid to vocational programs at the Edison Center where students spend one-half day at the Edison Center and one-half day at their own school. Dr. Powell thought that perhaps the term "enrichment" was a misunderstanding, because students would spend the same amount of time in the program as they would at the Edison Center.

Dr. Shoenberg asked whether the group that decided which options to offer had considered a foreign language program in which every student would perhaps do two foreign languages. Ms. Mostow replied that the group of parents on the task force had discussed the possibility of a specialized foreign language program in the elementary schools but they were not interested in considering that as one of the possibilities in the high school. When Dr. Shoenberg

asked why they were not interested in considering it, Ms. Mostow responded that they felt a stronger interest in the four areas that they came up with. They discussed it and they felt that it was more appropriate for an elementary program. Dr. Powell added that research said that if kids were really going to benefit from foreign language instruction and have a real command of the language, then it should begin early and be a strain of their instruction throughout junior high school and high school. Dr. Shoenberg understood that, but he also understood that there were a lot of people who didn't begin the study of a foreign language until they were adults and they became fluent and literate in the language, too.

Mrs. Praisner suggested that if Board members wanted to know if there was interest in the community for other programs that they could be added as options as long as everybody understood that the intent was to see if there was interest and not to fulfill automatically a commitment. Dr. Shoenberg explained that he was trying to explore what the thinking was and he wasn't convinced. Mrs. Praisner thought that if he wasn't convinced there was enough exploration of an option in order to reject it with some strong foundation, it was appropriate to add it as an option. Dr. Cody agreed that adding one option was not a problem. Dr. Shoenberg wanted to emphasize the international aspect of it; foreign language would be an important part but the whole thrust of the curriculum might be toward international study, history, social science, literature.

Mr. Ewing thought both Dr. Shoenberg's addition and his own on law, government and politics were valid and worth thinking about. Dr. Cody asked if they could work with the committee to expand the options in the survey and Dr. Powell responded in the affirmative. Dr. Shoenberg thanked Dr. Powell and told her they really appreciated what the Area 3 staff was doing.

Re: PROPOSAL FOR JUNIOR/INTERMEDIATE/
MIDDLE SCHOOL PROJECT

Ms. Lib Boone, president of Montgomery County Secondary Schools Administrators Association, explained that they had attempted to simplify some of the issues felt by many of the JIM principals and share some of their concerns with the Board.

Mrs. DiFonzo's concern was with item 5 which had to do with JIM schools being covered by the K-8 Policy, the Middle School Policy, the Junior High School Policy, and the Senior High School Policy and the fact that all four policies were not mutually consistent. She wanted to see that confusion cleared up but she didn't know whether it was a job for the JIM principals, the Board, or one to be hired out.

Mrs. Praisner agreed with Mrs. DiFonzo and thought the Board should be about the business of addressing those inconsistencies and also exploring what they needed to do as far as expanding the programs or the options and the skills of the students at that level. To the extent that that required a review of the literature again, she would support it and encourage it, but she hoped they didn't spend a lot of

time reviewing research because she thought they already knew what the research showed and that they already had identified the issues and the concerns.

Dr. Cronin thought they should do research where they needed it to give them the theoretical backing for some of the practical applications they already had, but he did not like to see much time spent there because there were too many kids whose academic careers were at stake while they were doing research. He thought they knew enough to structure the programs now because they were dealing with pros in the system who knew how to deliver that, and he wanted them to bring a plan back to the Board.

Mr. Ewing thought the paper was a good one, but he also thought there needed to be one other kind of analysis done and that was to deal with the issue of what it meant that there was so much confusion. He wasn't sure that pushing that to the JIM principals was the right thing to do, but he thought their recommendations to the Board would not be successful in the sense that they would not be able to make them work unless the issue was addressed in some fashion. He noted there had been a terrible fight over middle school policy and it wasn't just the Board members. The public was deeply divided over that and he thought it was a very important point to consider as they thought through what they wanted to recommend to the Board.

Dr. Shoenberg thought that before they came up with a policy they should decide what program they wanted and how they wanted that program to be organized. He asked if the seven-period day with maybe frequent opportunities for physical movement was the way in which they would organize the day or did the Board have to think about organizing program in a slightly different way. Ms. Boone thought that looking at what the students needed and how they organized the curriculum to meet those needs would be a better approach than trying to fix a time schedule or an instructional organization program. Dr. John Schneider, principal of White Oak Intermediate School, stated that when the 9th grade was removed the flexibility for program increased dramatically. In his school they used interdisciplinary team organization as well as resource teachers and disciplinary leaders in terms of subject matter discipline, so it was possible to have both.

Ms. Boone stated that any one of the JIM principals could argue the pros and cons of grade level organization, but what was most important to them was for the Board to say, "Yes, we know you're out there and you are important and these are the directions we would like to see you move in," in a consistent fashion.

Mrs. Praisner still thought it would be useful for the Board to have some guidance from the JIM principals as to preference of organizational structure and what they needed to do, either from a staffing standpoint or organizational support standpoint, to compensate for the situation that was not typical of the rest of the system, or what was the direction that the rest of the system should be going towards when they had an opportunity to make organizational

and/or construction facility kinds of decisions. They wanted to be upfront about it and they had to have some rationale for why they were doing those things, why that additional support was needed.

Mr. Ewing noted that the Board occasionally had gotten into difficulties not only with the public but with the County Council on getting them to understand why the Board would like to structure schools in a certain way in programmatic terms and, therefore, in facilities terms as well. The Council didn't like to build a new high school if they thought the Board could put the 9th grade in a partially vacant junior high school, and when there was an influx of enrollment and the space was not immediately available, frequently the Council and also the Planning Board had told the Board to just change the grade structure overnight. The Board had been resisting that and it was important for them to be able to bring to that argument the very best educational arguments that they could and they needed the help of the JIM principals on that.

Dr. Cody thanked Ms. Boone and the JIM principals and reported the next step was one of follow-up discussion between them, the superintendent and a few others to deal particularly with item #5. Dr. Shoenberg thought that the Board strongly endorsed the JIM principals clearly-made case that it was time for the Board to clean up its act. He said they were ready to receive suggestions as to where they were to go from there and that they really would take the suggestions very seriously.

Re: SENIOR HIGH SCHOOL ISSUES
DISCUSSION OF RECOMMENDATIONS OF THE MARYLAND
COMMISSION ON SECONDARY EDUCATION

Dr. Martin explained there were five task forces on the Maryland Commission on Secondary Education. The report of the first one was history because it was on graduation requirements. Two more were on instruction and on school administration and they were just being printed although they were approved six months ago. The two the Board had before them were on student services and activities and on curriculum. She thought they all had some very challenging ideas and they all had some very pedestrian ideas, but she hoped the Board would find an opportunity to discuss all of them.

Mr. Joseph Villani, Area 3 director for educational services, thought that the Commission saw as its purpose to generate thinking across the state with regard to how schools ought to run and what schools ought to do for students who were entrusted to them and that the documents were produced as a result of dialogue between the Commission and its task forces.

Mr. Ewing asked what there was in the curriculum volume that was substantially significantly different from what MCPS was now doing or committed to doing. Dr. Martin responded that she didn't think there was anything. She did think there were some things that could be interpreted that way because the task force spent a lot of time on social studies. There were words in there that she had challenged

staff to examine carefully because she personally thought they could be interpreted as to focus the required part of the senior high school social studies program more specifically. However, the majority on the Commission did not feel that way when they read the same words.

Dr. Shoenberg thought there were some areas of the curriculum that were addressed that did nothing more than reinforce current practice but there were others that really did try and set some specific directions and certainly that was the intention of the task force. Social studies was one of them and the arts was another one where that was intended. The other area where he thought the task force was trying to make a point was recommendation #6 which was to try to respond to some of the suggestions that had been made in a whole bunch of the national studies to look to some different curricular and instructional patterns in high schools. He thought there were at least possibilities to get that kind of experimentation in one of the Montgomery County schools and that would be to put it in a school that hadn't opened yet, namely one of the two high schools in Area 3 or to put it in a school that because of its structure didn't lend itself well to full implementation of the standard Montgomery County high school curriculum, namely Poolesville. The other option was to forget the whole thing, and he would be interested in people's reaction to what it would take to do it differently and whether it was possible within Montgomery County.

Dr. Cody asked Dr. Shoenberg if he was talking about the way the school day was organized when he used the term "different structure" and Dr. Shoenberg explained that he was talking about the structure of the curriculum and the structure of the school day, or any combination thereof. The structure of the curriculum would be that certain subject matters were combined and taught together and, instead of going through a seven-period day with seven different subjects, you would have perhaps a four-period day.

Dr. Jerry Marco, principal of Walt Whitman High School, thought there were so many external factors that controlled what the program was in the high school that they were really boxed in to where the most efficient way of doing it was perhaps the way they were doing it, although he was not saying that was the best way. They had transportation to consider, the negotiated contract which said teachers were only going to teach so many hours a day and have so many hours of planning time, they had so many minutes to provide the instruction to meet the Carnegie unit issue, etc. If the school day could be a longer one and if they could stagger times and make better use of the facilities and all the things that went with that, then he thought that maybe they could open up a little more of what they were discussing.

Dr. Cronin asked if the Commission was saying schools must be restructured in order to meet recommendation #6, or could a school decide it was a nice recommendation but they weren't going to do it.

Dr. Shoenberg responded that it was nothing that could be forced on anyone; the intention was to give school systems and individual schools the flexibility to try something new and he hoped to persuade some school in Montgomery County to try it.

Mr. Villani pointed out that the option of doing that was also available through a clause in the graduation requirements that permitted that to happen. Mrs. Praisner noted that that option had always been there for an individual student to create an individual program or a school system to create an individual program and then petition for approval of it or individual acceptance of it. She thought the key was that it couldn't be forced on anyone. She wondered if any students had done that, and if so how many.

Mr. Ewing thought the difficulty with trying out new modes of doing things would be with the willingness of parents and of teachers to take them on, that parents would get extraordinarily nervous about any departure from the straight and narrow, time-honored, traditional way of doing business. It seemed to him that that was the real thing to think about. Dr. Cody agreed with Mr. Ewing, but said they had to start with some reason for doing something different and then all those other things might or might not fall into place.

Mr. Ewing noted they had restructured the curriculum and integrated a number of different disciplines at Blair, and Mr. Villani added that they also had that kind of restructuring of programs at the three alternative schools, but they were done on a very limited basis with special populations who had those needs.

Dr. Shoenberg stated that he would like to see three things pursued: (1) the Sizer model; (2) a coordination of different subject matters so that students were studying the same area in three different classes, for instance classical literature, classical history and an art class that dealt with classical art; and (3) a course that had a strong experiential component, law/government/politics for instance, where students were out in the community as opposed to being in school for substantial portions of the school day or school week, organizing things, campaigning, and seeing what it was like being in a government office.

Dr. Cronin asked if the principals had ever wanted to do anything in their schools and what resources they would have needed. Would they be able to do that, be able to take an existent high school staff and then restructure it without considerable in-service and other types of staffing changes?

Ms. Diane Ippolito, principal of Woodward High School, responded that they would have to have 100% commitment on the part of the staff, and then coupled with that would go some training.

Dr. Marco saw what they were talking about as not throwing everything out and bringing something entirely new in, but maybe doing something new with part of the school population and staying more traditional

with other parts. Mr. Ray DeBalso, principal of Rockville High School, mentioned a program they had had years ago called Innovative Projects, and also the minigrant one they had been doing recently, as efforts that were good and stirred up a lot of local creativity for very little money. He thought if they were going to take any steps at all they should encourage some moves in both those directions. Dr. James Coles, principal of Wootton High School, thought principals wrestled with those problems every day as they set up curriculum committees and tried to adjust their curriculum to fit the needs of their kids. He believed teachers were receptive to that kind of change where there was a need and where they were going to develop some growth patterns. The thing he liked about the Montgomery County school system was that there seemed to have always been a great latitude for change, a willingness to experiment, and a willingness to adopt and make adjustments and give staff to that within the parameters of whatever the financial situation might be. Mr. DeBalso agreed that there wasn't anything they couldn't accomplish once they got some kind of consensus on what the direction was.

Dr. Floyd thought that part of the reason why they kept jumping in and out of things was because they had an inflated expectation of the outcome from them too early, and when they didn't materialize to the degree that they could make a public case that it made a difference doing some thing as opposed to others, they dropped them.

Mr. Ewing thought the one thing that was important about the point that Dr. Shoenberg raised in talking about the lack of a relationship among separate courses was that it was fostered by college admission requirements and by the whole structure of testing that went on for the advanced placement credits. On the other hand he believed there were ways to deal with some of those things, particularly in electives. He thought, for example, it was a marvelous way to teach the social sciences and include sociology, anthropology, history, political science and economics all in one course. It couldn't be done in depth but they could discuss both the kinds of ways that one could study mankind and womankind and their various sorts of confusions, misdeeds and accomplishments. He thought it was the kind of thing that could be done and they ought to be doing more of it in a variety of fields, but he wasn't sure that they didn't have to at least start by making that something they did as a collective rather than as something that replaced individual courses.

Dr. Shoenberg disagreed because he saw no reason why history, English and art, all of which met requirements for graduation and all of which contained or had as part of their content materials that were perfectly satisfactory preparation for whatever examinations students might wish to take, couldn't be offered at the same time and coordinated among the teachers who were teaching them. He didn't ever see a situation where they were going to get an entire grand scheme of coordination for all four years in all academic subjects of the curriculum, and that was not his point, but he didn't see any reason why they couldn't teach science courses using the math that students were studying in the math course so that students could see that the math really did relate to something and wasn't just

preparation for the next course.

Dr. Marco thought there might be more of that going on than one would think in the schools because five or six years ago they started to integrate some physics problems and the math problems in the calculus class. Before that they were disassociated and the kids couldn't see the tie. He thought the textbooks and how they were written and put together had a lot to do with it, too. Dr. Coles added that he thought that 80% of the jobs today use some kind of algebra in them.

Ms. Nancy Powell, principal of Magruder High School, didn't see anything in terms of the administrative hierarchy in the school system that was stopping principals from doing any of those things, but they couldn't start with the electives because they couldn't get any two kids who were in the same electives at the same time together. She would start with required courses, 9th grade English and 9th grade social studies, but there wasn't any such thing as 9th grade math.

Dr. Cody stated that one way that idea could be pursued was at the JIM school level where many of them had cross-discipline teams so in effect they were doing that. The idea of relationships became a theme of the courses of study, not to have all the teachers teaching the same thing at the same time, but the idea of relating cross-discipline as the objective of the various courses could be built into the units of instruction. There were ways to work on it without getting complicated organizational structure set up.

Dr. Pitt agreed with Dr. Cody on not getting organizational structure too complicated. They had tried a whole lot of things over the years at the school level, some of which had been outstanding, some of which had not worked very well, and some which may have been on the ridiculous side, but in order for something to last it had to have some support system built in beyond the school. He thought it was critical that if they moved in that direction they couldn't expect the school to shoulder the whole burden without giving it some specific support, not just in terms of supplies, but in terms of brain power and constant help that would be around for a while.

Dr. Shoenberg thought there were many different models that were possible and that they needed recommendations as to some small set of models that were doable and acceptable into which they could put their efforts and the support that those efforts might require, but that that should come from the people who were going to be called upon to do the job and who had the experience, not the Board. He would look forward to having somebody tell him what it was they ought to do and then put enough effort into that so that it had some staying power, enough dispersion throughout the system so that it would have the support the gifted and talented program had. Dr. Floyd noted that the one thing that all of the programs having staying power had was a lobby that came from the home and the community and they shouldn't forget that.

Dr. Cronin was not sure they would ever see a single model that would fit each of the schools, but he thought that they could create an attitude that each school would be able to seek its own model that would be useful in its community as long as the goal was integrated education.

INTERNATIONAL BACCALAUREATE DEGREE

Dr. Waveline Starnes, educational planner for gifted and talented, explained that the international baccalaureate was something they had explored with at least two or three high schools in the county. The latest one had been Bethesda-Chevy Chase about three years ago and they went so far as to visit some schools that had the international baccalaureate program and talked about it with their staffs. She thought there were several people who really were very interested in doing it. There were lots of questions. It was different from the MCPS curriculum. There were a series of examinations tied to the specific courses.

Mr. DeBalso thought one of the reasons why some schools hadn't jumped on it was they had so many other things going. The very efforts made in the last ten years in the gifted and talented program, honors program, etc., tended to take some of the steam out of the impetus for that kind of thing. Some school systems who did not have something else going for them would tend to reach out for that as a ready-made gifted and talented program. Very little of that had been done in MCPS and he thought there might be some good reasons why they hadn't done it. Dr. Marco agreed with Mr. DeBalso because there wasn't that much difference in the international baccalaureate program and what was already being offered in some schools that warranted the effort that had to go into implementing another new curriculum alongside the one that was already there. Dr. Starnes stated they would have to agree to have the program at one school; it could not be done in each high school. One or two schools would have to be designated to do it.

Dr. Shoenberg thought the international baccalaureate program was worth bringing up as part of the Board's discussion because of the comparative modest costs of it compared to some other things they might do, but he was not particularly wed to it. He would be willing to support a high school that wanted to become the focus of that for its part of the county, and if there were a group of people in a high school that wanted to go ahead with it he would certainly be willing to test the support for that among the members of the Board and with the superintendent because it would require some financial resources beyond what were otherwise available.

Mrs. Praisner thought the Board seemed to agree that if anyone wanted to explore the program as one of the models the Board would look at, it would require staff to look into it a little more thoroughly to see what would be the reaction to those proposals or a specific proposal and then to share that with the Board. She didn't think any program in Montgomery County would fly as a total program. It would have to be something with 200 students at the most in a high school,

or whatever, and if they wanted to explore that opportunity as an option where other students from other schools might want to enroll in it, and some separate staff within that school were developing that option, she would be willing to look at those things. It seemed to her they were going round and round unless they asked the school leadership to go back and think about that and let them know how they felt about it.

Dr. Shoenberg thanked the principals for their interest and participation and hoped that the Board would find ways to hear from them again.

Re: Adjournment

The president adjourned the meeting at 11:30 p.m.

President

Secretary

WSC:msl