Martin Pers.

An Answer to Poverty

school programs which may be eligible for federal aid

Additional copies of this booklet may be obtained by writing to Community Action Program, Office of Economic Opportunity, Washington, D.C. 20506, or the Publications Distribution Unit, U.S. Office of Education, Washington, D.C. 20202.

To: ***School Administrators, School Board Members and Others Concerned with Good Educational Programs***

From: SARGENT SHRIVER, *Director, Office of Economic Opportunity*
FRANCIS KEPPEL, *Assistant Secretary of Health, Education and Welfare; U.S. Commissioner of Education*

Good Ways To Improve Teaching of Poor Children

This fall American communities will have unprecedented opportunities to improve their education programs—particularly those designed for poor children. This booklet is about programs which are useful to educationaly disadvantaged children, and explains briefly how the Federal government helps support such programs.

Over $2 billion is available to communities under the Elementary and Secondary Education Act, the Economic Opportunity Act, the Vocational Act, and other Federal legislation for programs for educationally disadvantaged children. Generally, the plans drawn up for such programs will be the product of local thinking and local judgment about local problems. Therefore, now is the time for reexamining all local educational programs to help poor children learn better.

All Americans want to see that these funds are spent in an efficient and prudent manner. At the same time, we all want these expenditures to have their maximum effect on the target group—students from low-income families.

We have prepared this booklet, and arranged for its wide-spread distribution throughout the United States to help schools and communities in this effort. It is a collection of thought-provoking ideas—some old, some new—which may serve as guideposts for local decision makers. The suggestions on the whole, are based on actual case studies. They do not, of course, cover all worthwhile possibilities, but they provide a useful starting point.

The appendix contains information about (1) major laws under which funds are available, (2) more details about eligibility and filing procedures, and (3) where to seek more information about such matters.

There are some elements of timing which should be kept in mind: funds allocated under the Elementary and Secondary Act are available for use only through August 30, 1966; under the Economic Opportunity Act, funds have been set aside for each part of the country—if an area has not indicated interest or filed a funding request by early 1966, funds will be reallocated to other needy areas.

We all have a lot to do—but the big job is yours. We hope this booklet of ideas will be of some help.

Education: An Answer to Poverty

Jointly published by the U.S. Office of Education and the Office of Economic Opportunity

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FOREWORD

Unless otherwise noted, programs in this booklet may receive support by either the Economic Opportunity Act of 1964, or Title I of the Elementary and Secondary Act of 1965. Both Acts support programs for children from low income families. Under the Economic Opportunity Act, the support is up to 90 percent of approved costs for special remedial and other noncurricular educational assistance. Title I of the Elementary and Secondary Education Act supports all approved costs; this is a federal-state cooperative program, and the administration of funds is left to the states.

Congress has expressed concern that funds available under these two Acts be used in reinforcing, nonduplicating ways which result in maximum help for disadvantaged children. Title I of the Elementary and Secondary Education Act stipulates that cooperation with community action organizations should be an important part of development plans. In addition, the guidebook for Community Action Programs, issued by the Office of Economic Opportunity, states that the eligibility of applicants is judged in part by the active involvement of the educational system in community plans. We have made extensive efforts to incorporate the concern of Congress in our planning and hope that this concern will be reflected in state and local plans.

Thoughtful school personnel and citizens will realize that the total monies available for educational programs will be larger for poor children if they make imaginative use of both Office of Education and Office of Economic Opportunity funds.

We feel sure that after you read this booklet, you will want to meet with representatives of civic groups, your school administration, and others, about the types of programs (including some not included here) which might be of help to disadvantaged children in your schools.

Can we understand them?

Why is America suddenly so concerned—to the extent of more than two billion dollars—about improving the education of children of the poor? This money cannot fatten a father's paycheck. It will not put bread on tonight's table.

We have learned that poverty and ignorance go hand in hand. We have also learned that the modern variety of "hard core" poverty has something in common with the elegance and security of established wealth. It is inherited. America is newly committed not only to relieving the dependence of millions of families on public welfare and unemployment compensation, but to breaking the chain of dependence that passes down from old generations to new.

Educators know that in school districts with large enrollments of the poor, there is a high incidence of school dropouts. They know, too, that among children too young to drop out of school, the early signs of probable failure are painfully visible to their teachers. The teacher early recognizes that a child of poverty is a child of a world separate from the prosperous, aspiring mainstream of American life. Teachers in first to third grades feel the child slipping away. By the fourth grade, when abstract concepts based on the building blocks of reading and arithmetic become important in the curriculum, the child falls further behind.

By the eighth grade, he may be as many as three grades back, his mind closed, his behavior rebellious. By high school age, he is already headed for unemployment and dependence, sometimes disdaining the "outside" world of success that already disdains him. Worst of all, he has secretly become contemptuous of himself, conditioned to failure. A potentially successful human being has become a waste, both to himself and his country.

To fully understand what educators have recently been learning about the genesis of the school dropout, let's take a look at this child even before he enters school—say, at the age of three or four. As everyone knows, thousands of local school systems, aided by Federal funds, conducted classes for prekindergarten children during the summer of 1965. This program, known as Project Head Start, helped many of these young children to become measurably better prepared to enter first grade.

Why is a child not ready for first grade in the first place?

Just because a child of an impoverished home hasn't learned "school kinds of things," that doesn't mean he hasn't learned. Like any child, he learns from the things he sees and does. The trouble is, he has not seen or done many of the things children of more prosperous families take for granted. In a Project Head Start class in a small mid-western industrial town, a teacher recently prepared to read a story about farm animals to half a dozen children. To preface her reading of the story, the teacher asked:

"Do all of you like milk?"

The children nodded affirmatively.

Then she asked, "Where does milk come from?"

After a silence, a pudgy boy replied, "store."

"A bottle," another boy volunteered.

Holding the book up for all to see, the teacher pointed to a picture of a cow and explained that this was the creature from which milk comes.

Indicating the cow's head, she asked, "What's that?"

A girl happily sail, "Hih head."

"Yes, his head," said the teacher (avoiding the confusing topic of gender). "And what's this?" she asked, her finger ponting to one of the horns.

"Hih head," the girl repeated. The others stayed silent.

When they do answer a question, some children often use only a single, simple word, not a sentence, seldom even a phrase. The word usually describes a large, general category. The children are not trained to name fine distinctions among things. More than half of them have never seen a book or magazine in their homes; many of their parents, though native born, can't read. Although preschool classes are as disorderly as any gathering of tiny children, the commotion is oddly wordless. The children say little to each other and almost nothing to the teacher. Their lives at home are lived with extremely little talk, especially between adults and children.

After the story the Michigan teacher said eagerly, "Now let's pretend we're going to make some vegetable soup." On a table she laid out wax models of things to eat.

"What are these?" she asked.

"Vechebas," a girl said.

"Vegetables," said the teacher. "What kind is this?" Silence. "It's a to—. Your remember, it's a to—."

"Tomatah," said a boy, glowing with achievement.

"Tomato," said the teacher, matching his joy. "What's this?"

"Cair," said a girl.

"A carrot," said the teacher, then reaching for an ear of corn. "And what color is this?"

"Banana," said the same girl.

"This is corn," corrected the teacher. "But what color is corn? The color."

A boy said, "Red." That seemed good. Three others repeated, "Red."

"This is red," said the teacher, holding up the tomato. "But what color is corn?" Finally, she had to say "Yellow," and the children repeated "Yellow."

The inability to identify colors is only one example of the slow development of their verbal ability. It is a standard American complaint that four-year-olds are forever asking, "Why this? Why that? Daddy, Mummy, tell me why." Not these children. They do not wonder why. Curiosity, the marvel of observing cause and effect, the joy of finding out—which power the development of knowledge—have laid no deep mark on their lives. How is a child to learn to wonder if those about him have not demonstrated wonder by asking questions and giving answers?

Children suffering from such poverty of ordinary experience are everywhere. But they are found in appalling concentration in neighborhoods of poor, uneducated parents. They may be children of laborers or of isolated farmers in the dirt-road backwoods. Often, children of such rural background live in the big cities to which parents were driven when their land would no longer support them. They may be chil-

dren of undereducated Puerto Ricans, Mexicans, migratory farm laborers, or refugees from the poverty of American Indian reservations. In large number, too, they are the children of Negroes who are part of a great migratory wave, chiefly from newly mechanized cotton and tobacco plantations, seeking new opportunity and hope in big cities, where they often do not find it.

When such children enter school, whether in the country or city, their teachers, who often have different backgrounds, are astonished to discover the children's poverty of—or differences in—experience. Besides their frequent inability to tell one color from another, the children may be unaware of shapes—blocks, circles, squares—or of the idea of short and long. The teacher was trained in college to assume a knowledge of these things. One primary-grade city teacher was baffled to learn, upon reading with her class about Frosty, that some of her pupils assumed a snowman is a man who shovels snow from city streets; they had seen one of those, but knew of no other kind. She later found that one of her children was sure a fire engine's purpose was to bring fire. No one had ever told him otherwise.

As these children somehow manage to progress through school, their teachers in the fifth and sixth grades discover that inadequacy of early preparation has increasingly deeper implications.

"Those are the grades," says a well-known developmental psychologist, "when learning depends more and more on abstractions: What is a nation? What happened in the past? Suddenly it's discovered that these children are unprepared for skilled use of such basic abstract ideas as bigger and smaller, higher and lower, round and square. They are untrained in ideas that grow from numbers. A child may know that Yankee Stadium holds a large number of people but doesn't know if that large number is closer to 100 or 100,000.

"He is comparatively unprepared to deal skillfully with the idea of time—the past, the future, planning, scheduling. The middle-class American notion of the value of time or the careful allotment of it appears to be comparatively absent in the culture of the poor, just as it is almost entirely absent in the life of certain Indian tribes. This is extremely difficult for most time-oriented Americans to grasp. Often a teacher interprets a child's disregard for time as a form of rebellion or stupidity, instead of a problem in cultural difference."

By the time the child is old enough to drop out of school, he already may be well insulated from other standard American values.

"It's hard for outsiders to understand," says a school counselor in a Midwestern city crowded with recent settlers from rural areas, "that for many of these children 'work' is only a word. They have never seen anyone in the city work. If there's a man at home, there's a good chance he's unemployed. But in a large percentage of these homes there is no man at the head of the house at all."

The school counselor organizes visits to offices and factories to demonstrate what people do when they work—how a knowledge of words and numbers helps them live better. She organizes trips to the city's downtown district for teenagers and parents who have never been there even though it is only a mile or two from the heart of the impoverished neighborhood. Many of the poor in that city are Negroes. They never have had occasion to go downtown because they don't ordinarily get jobs in downtown offices, and many do not feel welcome in the stores.

After these visits the counselor leads dropouts in discussing what wages are, what one must do to get them, how one's life is improved when one has money of his own. These elementary ideas are often startlingly new to young people of dependent families. The counselor has found that while many may understand the idea of "a job"—something hard to get—few have any real notion that jobs separate into many specialized occupations. They do not know that a house is built from the separate efforts of carpenters, bricklayers, painters, truck drivers, architects, and mortgage bankers. No one they know has such a specialized occupation. A low-status, unskilled worker speaks simply of "going to work."

These youngsters, often either migrants from rural areas or children of parents who were, are constantly growing in number as the tide of city-bound farm families rises. In 1935 there were 6.8 million farms in America. Now there are fewer than 3.7 million. Experts guess that by 1980 there may be fewer than a million. One American on a farm used to feed three others in town. Today, one farmer feeds 27 and soon will feed 50.

A rural school that is largely dependent upon the low taxes of submarginal farms gets caught in a downward cycle, perpetually worsening its plight. A school board member from such a down-spiraling town in the Ozarks, himself a father of two children, explains the seemingly insoluble problem: "With the young parents and teenagers around here gone, looking for work in the cities, fewer kids get born, so state aid to schools keeps going down. We're too small to keep teachers for specialized subjects. A couple of years ago our school had to drop music and industrial arts. Before that, we lost our science teacher. The state law requires the teaching of science, so our kids had to take it by correspondence course."

The local school official's hardships are severe in dealing with children from educationally deprived backgrounds. No matter how dedicated, industrious, and compassionate, he knows that his school cannot do the job alone. It cannot totally undo the overwhelmingly negative, mind-closing oppressiveness of the out-of-school world of the impoverished child. As long as a school has boundaries between the ages of 6 and 18, and between the hours of 9 a.m. and 3 p.m., the quality of a child's home and immediate community environment will continue to be the chief molding force in his life. Yet, America is full of examples of aspiring individuals who overcame oppressive early backgrounds and grew to be of great worth to themselves, their communities, and their country. Somewhere in their early lives something or someone gave them the spur, the stimulation, and the vista that equipped them to overcome the barriers. The purpose of this publication is to suggest ways in which America's local school officials may vastly spread the opportunity for such individuals to help themselves while there is still time.

The pages that follow are a collection of examples of possible projects that local school districts may choose to undertake with the aid of Federal funds. The cost of many of these projects is based on introducing new classroom techniques or curriculum organization more than on acquisition of new equipment and teaching materials. If they are to be instituted effectively, they will require careful orientation and training of teachers through seminars, afternoon and summer discussion time, and sometimes special courses; they will require curriculum planning by selected staff and perhaps travel to inspect comparable projects. In some

cases they are based on augmenting a teaching staff with specialized personnel and professionals not now employed by some schools, such as elementary-school teaching specialists in art, music, remedial reading, and physical education, as well as guidance counselors, social workers, librarians, and noncertified teacher aides. Extra pay for teachers undertaking special planning and training as well as salaries for needed

new staff may be appropriate uses of some types of newly available Federal funds.

Most of the cases cited here are in successful operation in local school districts; some are composites of successful programs, designed to illustrate how useful, tested experiences may be combined for further enrichment.

As an aid to the dissemination of information about experimental programs and related research activities, the U.S. Office of Education has established the Educational Research Information Center (ERIC). ERIC makes available a brief description of an interesting, existing, innovative educational program and a list of documents which give details about the program.

The complete set of documents in microfiche film form is available through each state department of education and through the 100 largest school districts in the nation. Five hundred smaller districts have also received the "program indexes" and abstracts. Through the ERIC Document Reproduction Service, any user may obtain at small cost the full text of any document in the system in microfiche form or on paper.

Several of the leading microfilm companies are marketing small microfiche readers for slightly more than $100. Reader-printers, capable of printing from microfiche into paper copies, are available for approximately $1,000. School districts may find it desirable to purchase such machines and to use the ERIC system for ready reference to the available literature on the education of the disadvantaged. In addition to providing descriptive materials about innovative programs, the ERIC system will elaborate on related research and provide evaluative program data as well.

Food, Health Care, Clothing

Hungry Children Are Nonlearning Children

Scientific studies have shown conclusively that the process of learning virtually ends when a human being becomes uncomfortably hungry. When a child appears at school in the morning having had little or no breakfast, he might just as well have stayed at home. The teacher's effort is wasted. The curriculum, the long hours of professional preparation, the value of textbooks and teaching aids are lost upon him. Similarly, a child without lunch loses most of the value of a school afternoon. A hungry child not only injures himself, but his discomfort may subtly disturb the teaching of a whole class.

The U.S. Department of Agriculture helps support a National School Lunch Program in which most schools participate. Some schools fail to take part, however, chiefly for three reasons: (a) They lack the staff to administer a lunch program. (b) They lack physical facilities for preparing hot lunches or even for serving cold ones. (c) Schools with a high density of poverty-stricken children have so many hungry youngsters who cannot afford to pay the token price of a subsidized lunch that a school's educational fund would be seriously reduced by trying to provide free meals.

Newly available Federal funds may be used to overcome these deficiencies so that any school may guarantee that each child has a good lunch, whether he can afford it or not. Schools may also establish programs, aided by Federal funds, to provide breakfasts for impoverished children who frequently come to school without a good morning meal.

Information on surplus commodities may be obtained from the state director of commodity distribution. If needs are not satisfied from these sources, funds for school breakfasts and lunches may be made available by a local Community Action Program funded by the Office of Economic Opportunity or under Title I, Elementary and Secondary Education Act of 1965.

A School Full of Healthy Children

A sick child is no more effective as a learner than a hungry child. To guard against illness or handicaps that may impede his learning, every child should be entitled to a full physical examination and corrective treatment by qualified professionals, whether his family can afford it or not. However, it is important that all such programs be jointly designed by doctors and public health officials, and school officials.

A school may pay for a nurse, part-time or full-time as needed, to give service to children of the poor. A nurse can be of immeasurable value in spotting illnesses and handicaps and may refer these children to medical doctors, dentists, eye doctors, and other appropriate professionals. Fees for these professionals, as well as the cost of transportation to and from their offices, may also be a proper use of Federal funds.

For some schools the most efficient and effective way of discovering defects may be to have a doctor or other professional visit a school building for one or more days at regular intervals to conduct examinations for illnesses and defects in vision, hearing, or speech. Once these education-inhibiting conditions are diagnosed, a school may have to take special steps to guarantee that children have follow-up treatment, including eyeglasses or hearing aids.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

Mental Health

A psychologically disturbed child is a handicapped learner. Serious disturbance may not only obliterate his ability as a pupil but can be a serious hindrance to his teacher and his classmates. Helping him is as much the business of a school as helping a child with a physical disease.

Children in small, perhaps geographically remote schools with a high enrollment of the poor ought to be as entitled to a guidance counselor as children in an affluent suburb or large city where counseling programs have become standard. Perhaps schools not large enough to require a full-time counselor or unable to find a qualified one may arrange to share one with nearby schools or even with other school districts. Or they may wish to retain the part-time service of a psychologist employed in a nearby hospital or mental health clinic.

Larger school systems may find it best to form a department which will serve the mental health needs of large enrollments. One Pennsylvania city has organized a mental health team to serve its disadvantaged neighborhoods. The team is comprised of a child psychiatrist, a clinical psychologist, two psychiatric social workers, two home-school visitors, a research consultant, and secretarial help. A major responsibility of this team is prevention of mental disorder, as well as treatment of the obviously disturbed. It also does research studies to develop and test new patterns of mental health services for identifying and serving the psychological needs of children in distress.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

Clothing for School Children

With tragic frequency, teachers and attendance officers who investigate the causes of an impoverished child's absence from school, or even worse, of a child's permanently dropping out, are appalled to discover that the child lacks clothes to wear and is ashamed to appear among his classmates improperly dressed. In a large Eastern city a teacher was puzzled recently when a girl in her class was absent from school every second day. Upon checking with the teacher of the girl's slightly younger brother, she learned that the brother had the same strange habit, but that the boy always came to school when the girl was absent. The teachers investigated and found that the two children owned only one pair of shoes between them.

Programs may be established for cooperation with local welfare departments or private social agencies to ensure that children have sufficient clothing for school. Schools undertaking such programs would do well to heed certain sad experiences of others in distributing clothing, as well as school lunches, to children of the poor. If distribution is made in any way that identifies the youngster as a recipient to his classmates, the embarrassment to him may indeed hasten his permanent departure from school life.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

The Physically Handicapped Child

Educational deprivation may result from the restrictions of being crippled as well as impoverished.

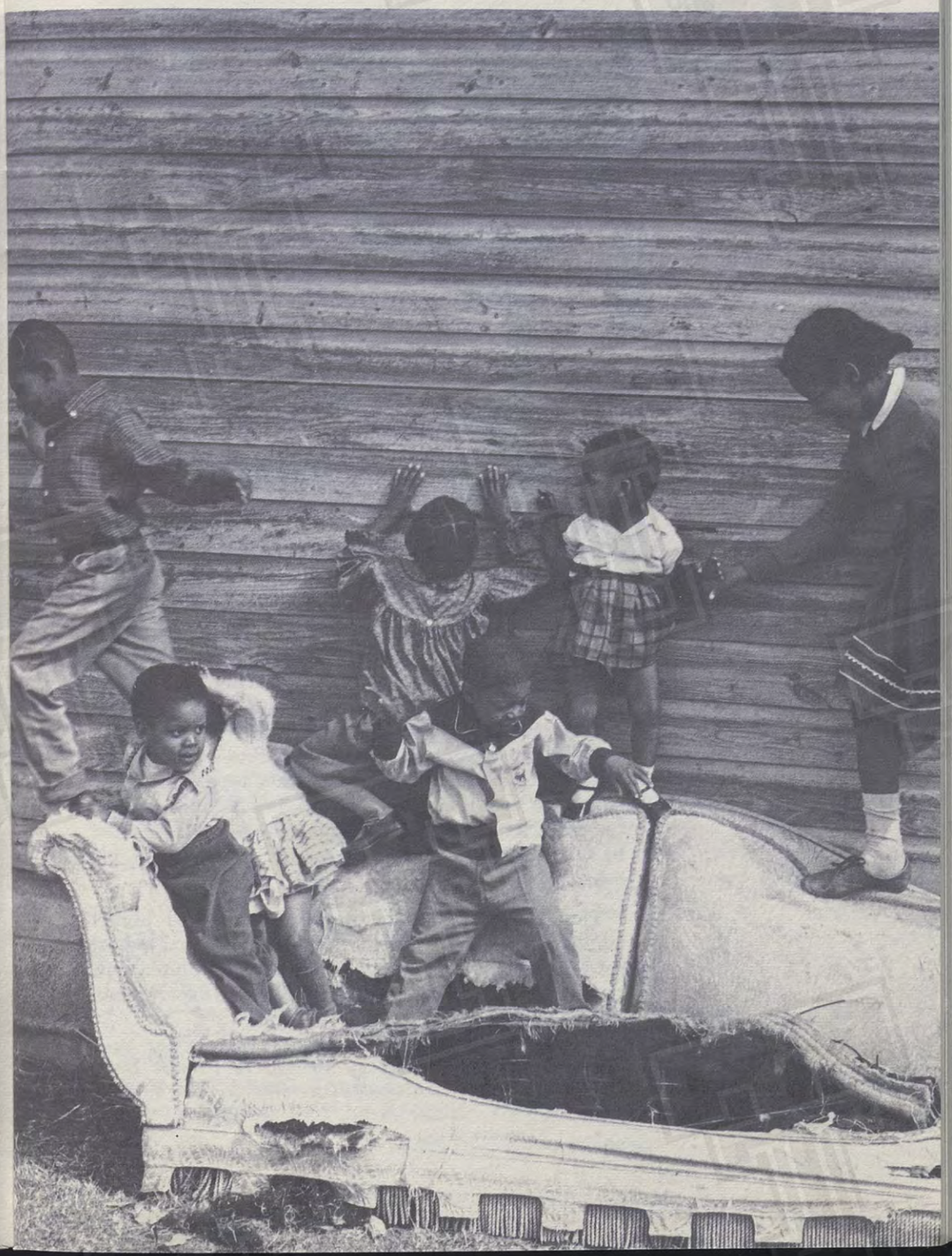
In developing a curriculum for crippled boys and girls, the teacher faces unique problems calling for special skill. Chief among these is mastery at motivating a child who has immense difficulty with muscular tasks, such as controlling a pencil in writing, or who suffers lethargy after prolonged illness.

Teachers of handicapped children must respond to each child individually, especially in trying to overcome the effects of his exclusion from activities generally considered essential for academic readiness and overall development. As an added problem, some handicapped children will benefit from participation in a regular classroom on a part-time schedule, while others must spend their entire school day in a special class.

It is urgent that handicapped children be guaranteed the benefits of a teacher properly trained in these specialized skills.

A special program for the physically handicapped may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. Under special circumstances funds may also be obtained from a local Community Action Program funded by the Office of Economic Opportunity.

The Early Years



Preschool Education and Project Head Start*

For reasons illustrated in the introductory section of this booklet, special preschool education for children as young as three years old from disadvantaged home environments has rapidly become regarded by educational authorities as essential. If a three- or four-year-old child can be stimulated in a prekindergarten to learn the simple things he does not learn from his parents—how to talk in sentences; how to make a mark with a pencil; how to tell one color from another; the idea of counting, of wondering why, of trying to find something out, of asking an adult a question; and, most important of all, learning to feel the simple nourishing emotion that comes from experiencing success—he may get a head start on later success in school. Project Head Start demonstrated this summer the value of combining educational activities with a good health program, social services, nutritional improvement and intensive work with families. Such a comprehensive approach to child development offers the greatest promise for improvement.

Experimental classes for deprived prekindergartners have been in existence for more than four years. Experience has shown that classes seem to work best when there is a teacher and aide for each 15 pupils. Teachers bombard the children with chatter. They name colors, foods, and animals; they play with puzzles and geometric blocks to help them learn sizes and shapes. They take children on trips to museums, stores, and construction projects. In class children play with telephones to stimulate talk. They speak into tape recorders and enjoy the surprise of hearing their words played back. In one class children, unaccustomed to conversation, have been found to speak readily if both teacher and child have a puppet through which conversation is made. In another class a tape recorder is built into a mechanical clown. When a child speaks, the clown's nose lights up. This reward is augmented by the thrill to a child of hearing a playback of his own voice.

These early experimental classes produced highly significant increases in the average IQ's and school readiness of the children. It should be pointed out, however, that the longest-running of these experiments

* *Detailed suggestions for beginning Head Start type classes can be obtained by writing to Project Head Start, Office of Economic Opportunity, Washington, D.C. 20506.*

indicated some decline in IQ scores after the children entered primary grades. The benefits of special preschool stimulation were not enough, apparently, to sustain them against the oppressiveness of their total out-of-school world. Such findings suggest the need for continued emphasis on intensified effort in the early grades. Many authorities urge that prekindergarten be followed by at least three years of learning at individual rates of progress, sometimes called nongrading. A sample description of a primary school based on individual learning rates is presented later in this chapter.

The vital importance of attacking these problems in the preschool years has recently been underlined in a major study, *Stability and Change in Human Characteristics* (published by John Wiley & Sons, 1964), by Benjamin S. Bloom, a University of Chicago education professor. According to Professor Bloom's research, a child has gone 50 percent of the way in organizing the thinking patterns that we call his intelligence by the time he has reached the age of four, and the next 30 percent by the time he is eight. The patterns of

aggressiveness in a boy are normally 50 percent established by the time he is three. Half a child's capacity for learning in school is established by the age of nine. The child's abilities and intelligence can be increased later, of course; but it is enormously harder to do.

Bloom identifies 13 factors in a small child's environment that go along with growth of intelligence. None have to do with formal school instruction. Normally, they derive from the mood of the home and relations between parents and children. These factors mainly concern the parents' expectations of a child's success, the rewards they offer for "using his head," their exposure of the child to stimulating learning experiences (aside from school), the development of language through ordinary family conversation, and the place of books, magazines, pens, and pencils in daily family life. On each of these counts, most children born into poverty—as well as many born in affluence—are cheated from birth.

A major part of preschool experimentation has been to find ways of teaching mothers how to provide more stimulating experiences at home. Many cities with new preschool centers require, as a "tuition fee" for the child, that the mother attend weekly classes in the physical and mental development of children. Mothers —and fathers, too—attend eagerly, even seeking other ways in which they can contribute.

In many cities willing mothers and fathers are hired to serve as teachers' aides. For some, this can be the beginning of new careers in early childhood education. They also witness the stimulating experiences and "verbal bombardment" aimed at children, later discussing with teachers how these experiences may be continued in the home. In a Michigan preschool, teachers make a home visit every afternoon, ostensibly to report to parents on a child's progress. But the visit is mostly taken up with engaging the mother, the preschool pupil, and perhaps half a dozen brothers and sisters in games, story reading, and work with crayons and paper, thus encouraging the delighted mother to become a preschool teacher herself in her own home.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

The Early Years: Kindergarten to Third Grade

This is the time when a number is affixed to a child's identity which may affect his entire life. The number is his IQ. Based on it, teachers bound by tradition and uninformed of recent discoveries will "predict" the success or failure of a child. That "prediction," transformed into an expectation, may guarantee a child's failure or success. Some teachers, seeing a child with a low IQ, say of 75, *expect* him to fail—and, as a consequence, he probably will.

The child's fate, in fact, may be even worse. Tens of thousands of children with IQ's in the 70's have been classified as "mentally retarded," sometimes lumped with children of serious organic brain damage. A potentially bright and productive child may thus have his fate cruelly sealed.

Recent research, including the experimental classes of prekindergartners, demonstrates that IQ's are changeable. Many children, testing at first in the 70's, have rapidly been raised to a norm of 100 and higher. For the child of deep deprivation in his early years, the IQ score is apparently more a measure of his intellectual stimulation than of inborn potential. Schools in impoverished communities have high concentrations of children with low IQ's, a clear result of the impoverishment of a total environment. A teacher may reinforce this impoverishment by undue reaction to a number which is thought to represent his potential. On the other hand, a teacher seeing beyond these numbers, with faith in a child's inborn ability and eagerness to learn, may fulfill the ultimate in the teaching profession—helping a child seek and reach the limit of his real ability.

As every teacher knows, reading and the development of language skills are the chief foundations of knowledge. Without them, all later schooling is built as though on quicksand and soon collapses. The idea of language, whether written or spoken, is not a skill independent of other experience, but is an outgrowth of it. A child trained to be sensitive to experience and aware of the distinctions among things, colors, and sensations seldom has difficulty in learning the words that describe what he knows.

A wise use of Federal funds would be to give each child a firm foundation of language skill in the early grades.

An Oral Language Skills Program: Grades One and Two

A school in Maryland recently instituted a program that began with testing newly enrolled first graders for reading readiness. Many of these six-year-olds from poor families showed a lack of readiness typical of normal three- and four-year-olds. Children with deficient readiness are now placed in classes of no more than 20 pupils. Ideally, children with serious deficiency might be placed in even smaller groups to receive more individual attention; thus, for a small extra investment, the educational return of their later years of schooling is increased.

Classroom work emphasizes multisensory experience —exciting things to see, hear, feel, smell, and taste— and learning words to describe a child's world of sensation. Special activities are designed to combine sensations and express them: "The cold water feels wet." "The rough potato chip tastes salty."

Teachers specializing in art, music, and physical education supplement the classroom teacher's efforts by encouraging skills in observing, listening, and physical coordination.

Follow-up research has indicated substantial benefits to the children of this program. Other benefits, not quantitatively measurable, are the joy experienced by children as they feel themselves becoming successful learners and the heightened dedication that teachers feel as they cooperate in expanding the experiences of their pupils.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. Special teachers, for remedial purposes, may be financed by a Community Action Program.

Auditory and Language Development: Primary Grades

Pupils lacking normal preschool experience come to class equipped not only with inadequate vocabularies but with undeveloped listening skills. A child must learn the rewards that come from listening with selective attention.

In one rural Southern school a speech therapist tests children for language skills and selective attention. Children lacking such development are given special training in the two chief aspects of oral communication, listening and production of speech. Classroom teachers and the speech therapist then cooperate in providing special experiences in hearing—and naming with specific words—common environmental sounds such as "horn" and "bell," "scratch" and "squeak." The sounds of words and the objects they identify are also emphasized: "pen" and "pencil," "hat" and "head," "hit" and "hop." A child's ears are enlivened upon hearing and identifying the sounds of someone coughing, someone sneezing, doors gently closed and doors slammed, the pounding of a hammer, the rasping of a saw, the scratch and squeal of chalk on a blackboard, and so forth. He also learns the interesting, identifiable sound of silence. It all adds up to skilled discrimination among a variety of gross sounds, the subtle differences among speech syllables, voice inflection, rhythms, training in auditory memory, and, most useful of all, vocabulary building.

The auditory training goes beyond simple disconnected experiences, such as dropping pencils and slamming doors. It includes listening to stories and making conversation, sometimes simple playacting and role playing. Also, "experience trips" are scheduled, during which the teacher emphasizes listening to sounds and learning names of things heard.

In the second and third grades use of tape recorders can be of great value. Children may listen to tapes, easily prepared by teachers, that illustrate basic phonetic sounds and the frequently subtle differences between them. This listening can be coordinated with writing exercises as children mark down appropriate letters or syllables to denote sounds. Many schools find it valuable to let children record their own speech, either in phonetic and word exercises or, better still, in playacting or ordinary conversation. While people usually tend to take for granted the clarity and correctness of their own speech, they are made objectively aware of their poor speech habits upon hearing themselves talk on tape. Children have shown remarkable

improvement in speech development after hearing themselves recorded. As an added benefit, the excitement of speaking into a tape recorder and hearing one's self back has proved a great stimulant in encouraging verbal activity in nonverbal children.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. Use of specialists in speech and hearing to assist in the training of disadvantaged children may be supported by a local Community Action Program funded by the Office of Economic Opportunity.

An Enrichment Program Involving Parents: Kindergarten to Third Grade

A small Midwestern city has been conducting an apparently successful experiment involving parents in four schools where children of the poor are concentrated.

In these schools the academic achievement of almost all the children had fallen two or three years behind the national average by the time the children were old enough for junior high school. School officials decided to focus their corrective measures on the early grades. A major element was wide-scale involvement of parents.

To start the program, tests were given long before enrollment to determine the children's readiness for school, as well as to screen out the physically handicapped and severely mentally retarded. Also, extensive interviews were held with parents to help form an approximate record of the experience each child had gleaned from his home and neighborhood environment.

During the summer preceding enrollment orientation classes were held for parents, while children visited kindergarten rooms to become familiarized with equipment and social situations. The orientation sessions helped inform parents of what a child would do in school, what a teacher would expect of him, and what a parent might do to make a child's school experience more useful. Almost all the parents harbored unpleasant memories of their own unsuccessful school experiences, and some were totally unschooled. The ideas that school teachers and officials encouraged parental interest in school was, for most of them, a welcome surprise.

After school began, teachers held monthly meetings with groups of parents. They talked about how a

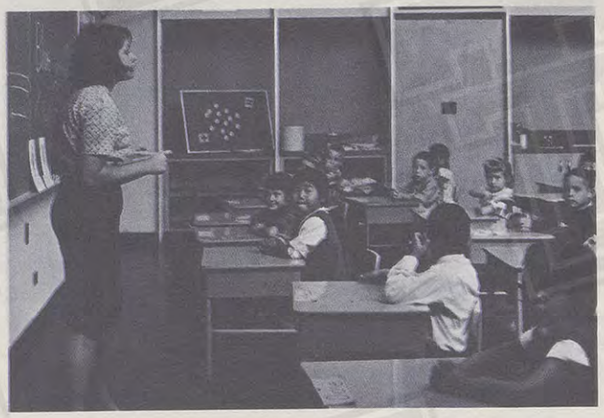
child learns in school and at home, how he acquires discipline, and how he maintains good health. In small groups, parents were invited to classrooms to enjoy their children's presentation of plays, completed projects, skill at organized games, response to supervision, and learning of such good habits as cleaning up after fingerpainting. Parents became so gratified at seeing their children's success that a group of fathers and mothers volunteered to come to school on a series of Saturdays to build a miniature house and yard. To heighten the parents' involvement, teachers encouraged suggestions, even contributions of useful objects: a few aluminum screens, someone's leftover paint, a few pieces of lawn furniture.

At intervals teachers visited homes, partly to inform parents of a child's progress, but chiefly to provide themselves with a firsthand view of each child's home background. In addition to coaching parents in stimulating the minds of their children, social workers offered help in coping with family problems that might affect a child's success in school: budget, nutrition, organization of a home for study, planning of family activities, and planning and encouragement of games.

In 1963 the effort was expanded to include a community counseling program. A trained worker met weekly with groups of parents and also met separately with groups of pupils and teachers. The worker encouraged expression of problems between teachers and pupils and between parents and children. The groups discussed possible solutions.

A program for activities carried on during the school day in classrooms may be supported under Title I, Elementary and Secondary Education Act of 1965. Activities carried on during after-school hours and Saturdays and activities with parents also may be supported under Title I of this Act as well as by a local Community Action Program funded by the Office of Economic Opportunity.

Duplicating the Techniques of a Creative Primary Teacher



A creative primary-grade teacher in Virginia employs a number of learning activities that may be departures from tradition, but which have obvious academic value.

His music program emphasizes body movement, rhythmic tapping, swaying, and singing to go along with counting and storytelling. For example, children act out the sounds and movements of geese, keeping time to music of varied tempos. Then, to relate music with visual art, children are encouraged to draw geese in a pictorial background to illustrate a story about them. The teacher may simply ask children to draw what a piece of music "looks like," a practice most useful for stimulating free-flowing imagination.

He uses small, colored lengths of wood called Cuisenaire rods to represent the numbers one to ten; a piece representing "five," for example, is five times as long as that representing "one." Children invent and solve simple addition and subtraction problems empirically by arranging the rods in rows. There is evidence that when children have such concrete experience with numbers, they more easily master the abstractions required to perform arithmetic computations with paper and pencil.

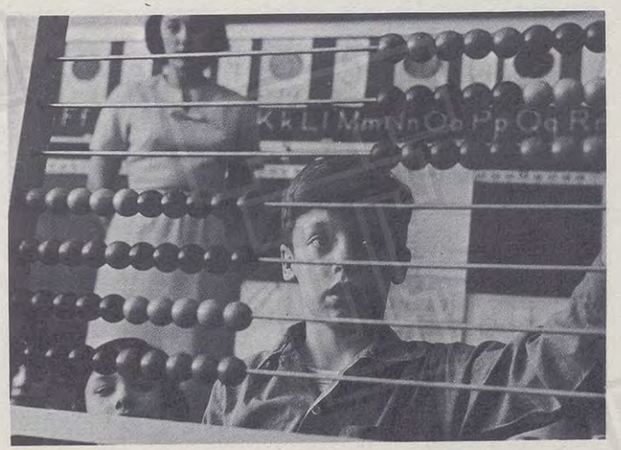
The teacher has influenced colleagues in his school to use the services of an artful storyteller who is associated with a nearby library. The storyteller, in the manner of a medieval balladeer, goes from classroom to classroom reading in a dramatic manner that introduces the joys to be found between the covers of a book. The liveliness of the storytelling not

only develops appreciation for language but helps increase a child's listening span. As a special treat—as well as a stimulator of fluent imagination—the storyteller sometimes builds a story to a climax and, instead of finishing it, asks each child to create his own ending.

Frequently the teacher and storyteller tape-record the made-up endings. This is the children's reward for their creativity. But the tapes also may be used later to point out how they might improve their speech. As a pupil learns to speak more carefully, the teacher bolsters his pride by demonstrating this success on tape. After a visit by the storyteller, sometimes the teacher asks the children to record the most interesting new words they have learned. This is a lively, novel technique for vocabulary building. Besides enjoying the playback of his own choice of words, the child hears the recorded repetition of those by his classmates, an exciting substitute for drill.

Exchanges of such inventive ideas by teachers, as well as training in the use of them, can become an important part of teacher development and training programs.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. Employment of special personnel such as storytellers, if used after school or on Saturdays, as well as special summer programs of this nature may be supported by a local Community Action Program funded by the Office of Economic Opportunity.



One Teacher's Program for Disadvantaged Children in a Rural School

This is a vivid example of what happened when one teacher in a rural school—with his principal's support—attempted to overcome the disadvantages of his second-grade pupils. It illustrates what can be elicited from a teacher when he knows that his superiors invite and support originality and initiative.

Limiting class enrollment to only 20 pupils, all disadvantaged, the teacher divided his room into sections, each child having space for personal possessions and privacy if he wished it. Children of the poor frequently lack these privileges in their homes.

With a special budget arranged by his principal, the teacher acquired tools, dolls, juvenile furniture, puppets, vanity tables, articles of personal grooming, games, models, books, pictures, flowers, food displays, household articles, art supplies, inexpensive microscopes, aquariums, globes and maps, costumes, typewriters, an adding machine, rocks, bird nests, cushions, rugs, musical instruments, a record player, a wading pool, bulletin boards, mail order catalogs, magazines and newspapers. This impressive store of treasures wasn't as expensive as one might think; much of it was collected from the discarded property of teachers and parents, then freshened for new use.

The teacher was careful not to make all these materials available at any one time. He kept bringing out new items as the children's interest waned in old ones. He permitted a child to follow an interest without interruption as long as it lasted, believing that curiosity alone would lead a child into more complex experience.

To these activities the teacher added a personalized reading program—sometimes reading to a small group, or just to a single child while others were busy with other work. Constantly, he rearranged materials about the room to foster independent activity. He also scheduled field trips for the entire class, encouraging lively discussion to stimulate observation, growth of vocabulary, and the development of expression.

The teacher and his principal report clearly visible changes in the behavior of these children compared with similar children in the teacher's previous classes. Their interest, academic achievement, discipline (including consideration for others), self-management, and, perhaps most important of all, their self-esteem and feelings of success appear vastly improved.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. Visual and printed materials may also be purchased with funds under Title II of this Act. Field trips may be supported by a local Community Action Program funded by the Office of Economic Opportunity.

Organization of Classes for Individual Progress

Classrooms of children engaged in tasks equal to their individual abilities and not identified by grade level are gaining increased acceptance in many school districts and at various levels of elementary and secondary schools. This system, sometimes called "nongrading," may offer special opportunities for disadvantaged children in the primary grades.

"First grade work" is an educator's observation of what a six-year-old child should be capable of doing, *according to the national average.* By definition, however, the readiness of the disadvantaged child is below the national average.

Can't the level of a child's lessons be dictated by what he individually *needs to learn next,* without reference to time, speed of his schoolmates, or national averages? Can't he be taught and promoted as required by his own ability, instead of by comparison with others? Would it not be better for a six-year-old to sit beside an eight-year-old who faces the same academic challenge than to keep him chained to other six-year-olds with whom he has almost nothing in common except the year they were born?

These goals are accomplished by a system of individualized progress. The system also makes it unnecessary to hold back a slow-learning first grader to repeat a whole year of "first grade" challenges for which he may not have been ready in the first place. Instead of being dubbed a failure, he is permitted to keep working on elementary tasks until he has mastered them, then he immediately moves on to more difficult tasks—thus becoming a success. Conversely, a fast-learning child is not forced to mark time while his classmates plod to catch up. This prevents him from losing enthusiasm and from slowing the growth of his learning skill. It also prevents him from missing important stages in skill development, which may occur when a child "skips" a grade and misses a whole year's work.

There are numerous ways to break the lockstep restrictions on a pupil's progress in school. An individual-progress class is not a change in curriculum, but merely a change in organization and assignment of pupils. If anything, it may enhance a teacher's opportunity to use the good instructional methods in which he was trained.

In one California school organized for individual progress, the labels of grades one through eight have been abolished, and 14 "levels" of curriculum have been substituted. A child moves from level to level

as soon as he is ready, without regard to age or to the length of time spent in the previous level. After summer vacation, he resumes where he left off in June. A fast-learning child may be promoted to high school in seven years, but not sooner, lest his social and physical development lead to other problems. In saving the one year, however, he has not skipped a year of lesson material.

As a child demonstrates by testing that he has accomplished the work of one level in a major subject, he is shifted to another group within a class or from one class to another, where he will meet the new challenges for which he is now ready. Readiness for a new level is chiefly determined by reading ability since most other learning is based on it. However, other subjects as well as social and emotional development are considered.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965.

A Summer Program for Migrant Children

A county in the rich fruit-growing region of central California, with an increasing middle-class suburban population, recently became dramatically aware of the special educational deficiencies of children from migratory farm families. Its school system established a summer program for migratory children, emphasizing enrichment of community experience. The program was aimed mainly at primary graders, although activities were provided for older children as well.

In examining its previous experience with summer programs, the faculty decided to shift from an emphasis on classwork normally geared to average children in each grade. Instead, they substituted field trips to a fire house, a police station, a hospital, a local cannery, and an airport (where they talked with a pilot and a weatherman). A health and physical education program included examinations by a doctor (who held a question-and-answer session), the showing of films about good health habits, and organized games in a city park.

In addition, children received an hour of remedial reading instruction daily in small groups. This was followed by three hours of group work in other sub-

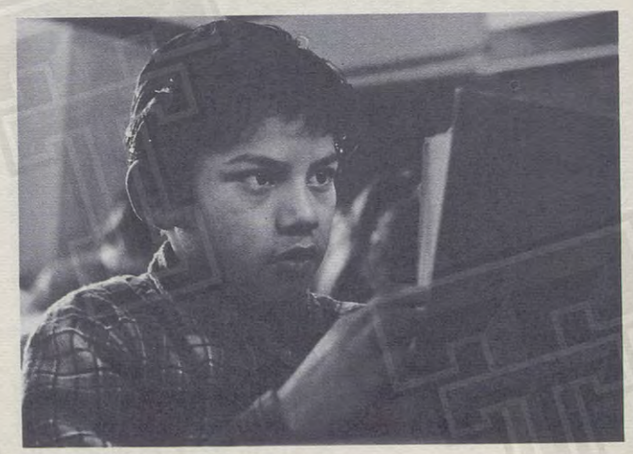
jects, or in shop work and crafts chosen by the child. Afternoons were spent in swimming, drama, sports, and games.

Coupled with these activities for broadening the experience of children, special effort was made to enroll their parents in adult education classes for language skills and community orientation. In these classes parents were informed of training programs that would increase their occupational skills. Enthusiastic parents were enlisted as "missionaries" to work with the school staff director, the state migrant ministry, and the local church council to scout among farm labor camps for other parents and children to join the program.

School instructors, the nurse and subprofessional aides visited migrant camps and conducted discussions on the special educational disadvantages of migrant children and parents and how they might be overcome.

Employment of subprofessional aides—half of them members of migrant families, including many teenagers—enabled a "teacher"-pupil ratio of one to eight. Aides listened to individual students read, stimulated conversation on field trips, supervised the serving of snacks, took attendance, and helped to arrange equipment.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965, or by a local Community Action Program or special program for migratory workers funded by the Office of Economic Opportunity.



The Middle Years

The Middle Years: Grades Four to Six

Grades four to six are perhaps the most difficult years for educators to deal with in designing programs for the disadvantaged.

Even for more advantaged children, these years are puzzling enough. In the normally developed child of 9, 10, or 11 a new scope of curiosity and "doing" appears. A boy of this age takes the alarm clock apart; empties his father's shaving cream in the sink to see how the aerosol bomb works; is no longer interested in storybook pictures of fish, but wants to see a real electric eel in an aquarium; and not only worships Willie Mays, but works to imitate the finest nuances of how he swings a bat and leaps for a ball.

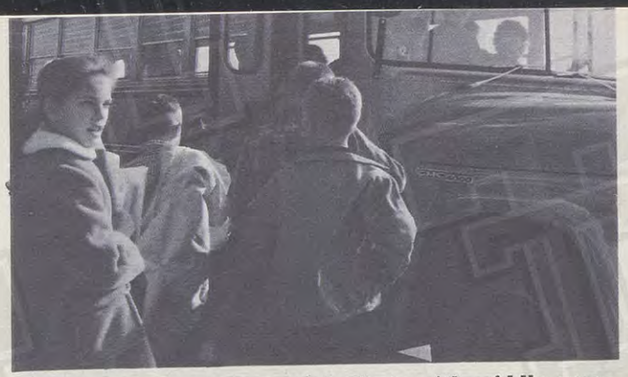
For the normally advantaged child this is a time for organizing the basic learning of the early grades—simple reading, simple arithmetic, relatively simple play—into new, complex patterns as he reaches forward toward his new conception of adulthood. The disadvantaged child is driven by the same instincts. But lacking mastery of his early school experience, he must find other ways to feed his drive toward growth. If he can't find his excitement in school work, he will find it elsewhere—in the streets; in clandestine, sometimes destructive play; in rebellion against his teacher, perhaps even against the idea of "success" on which his teacher keeps harping and while doing so, almost

in the same breath, convinces the child that he is a school failure.

If the disadvantaged child of this age has failed to master early-grade fundamentals, his catch-up work must be based on new forms. If he is to learn reading of simple words, he needs emotionally charged stories to make them worth learning. Biographies and histories about his minority may attract him. Arithmetic, more than ever, must have real-life meaning—as "story" problems, construction tasks, and, best of all, games and puzzles. Simple science, provided it is not theoretical but visible and dramatic, is a challenge for him, especially if he is permitted to perform the wonder of cause and effect with his own hands. He especially wants physical tasks—building things, disassembling things, mixing things, *doing* things. Programmed instruction on teaching machines has been found to be effective with disadvantaged students, if for no other reason than because the pupil is *doing* something to make the machine work and the machine rapidly presents him with something new to do.

Too often a teacher is tempted to make conventional judgments about whether this child is headed toward "vocational" or "nonvocational" school work. At this stage all learning leads toward the skills of work as well as life enrichment. What the child needs, more than anything else, is learning how to learn.

Summer and After-School Growth Programs



Some of the most successful efforts with middle-year children have placed learning tasks in an out-of-school or camp atmosphere, as well as in Saturday and after-school programs. While summer programs are the most ambitious—and probably the most fruitful—undertakings, their activities, in the main, can be duplicated in after-school projects. In fact, a school system planning a program for the summer of 1966 might learn a great deal through an after-school program in the preceding spring.

The schools of a Southern city recently conducted a summer session for disadvantaged children referred by principals, teachers, school psychologists, and social workers. The school emphasized the "doing" activities of shop, homemaking, and arts and crafts. Academic work also was scheduled, with special effort to relate reading, writing, and figuring with those "doing" tasks. A thick, colorfully illustrated mail-order catalog of shop and craft materials became a fascinating reader and arithmetic text with real-life meaning; arithmetic problems based on measuring pieces of leather and wood in a craft project stimulated children to practice what they may have failed to learn out of a school book. The summer session also included field trips to places of interesting adult work, as well as camping with an emphasis on observing natural science. Physical fitness in the form of active, organized games also was stressed.

Transportation was provided by the schools. To encourage a friendly, personal relationship between teachers and children, a maximum of 10 students were in the charge of each teacher. Teachers participated in planning goals and activities.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

Summer Remedial Program: Grades Four to Six

In one Eastern county each school offers an academic summer program aimed directly at remedial work in reading and mathematics. Classes are limited to six pupils, permitting close individual attention to a student's problems. Teachers are assisted by a remedial reading specialist.

Class periods last 90 minutes and are scheduled five days a week for six weeks. A pupil in the reading class continues to meet with a reading specialist after the school year resumes.

Pupils attending the 1965 six-week summer session showed an average gain of five months in reading and mathematics abilities. Some students tested at an achievement level two years higher than before the program.

School districts for which such a summer session would be impractical might accomplish comparable achievement by scheduling remedial sessions after school and on Saturdays. Schools may also wish to combine the advantages of such an academic program with the play aspects of a summer session. This could be done by gearing remedial school work to the craft and creative activities of shop, homemaking, dramatics, and activity clubs.

A Summer Camp Reading Program

A citywide antipoverty group in New England conducted an apparently successful reading program for boys in an away-from-home camp setting. Children participated in a regular camp program, but also attended daily remedial reading sessions. The project also included publication of a biweekly camp newspaper. The special environment of the camp noticeably motivated the youngsters.

Summer camp programs may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. They may also be supported by a local Community Action Program funded by the Office of Economic Opportunity.

Developing Successful Field Trips

Field study trips involve costs in money and teacher time, but can be immensely valuable if imaginatively conceived. They seem to be best when children themselves not only help plan the trip, but initiate it.

A fifth-grade class studying a unit on living things recently showed an unusual interest in fish. Pupils wanted to know how fish were born, what they ate, and how they lived without air. The teacher, responding to their evident interest in the classroom goldfish tank, suggested a trip to a nearby goldfish hatchery where they could ask questions of a man who worked there. The children reacted eagerly. Before the trip the teacher extended her pupils' participation by leading a discussion on what they ought to wear, the need for bringing sandwiches from home, how to conduct themselves on the bus, and how to ask questions so as to make the man feel glad they had come. Instead of giving instructions on discipline, she merely posed questions and the children came up with the answers.

At the hatchery the children were amazed at the quantity of fish and variety of sizes. After they returned to the classroom the teacher drew on their enthusiasm by helping them plan further research. Having seen the real thing, the children were surprisingly eager to dig further information about fish out of encyclopedias and simple science books which might ordinarily have bored them.

Their research led to an argument among the children as to what water temperatures and plant life were necessary for the survival of other kinds of fish. Thereupon, the teacher suggested a trip to a trout hatchery. Interest again soared. Later, new research projects were invented for comparing the differences in the way trout and goldfish live.

Word of their enthusiasm spread beyond the classroom. One parent became so impressed by the industry of the teacher and her children that he invited the class to visit his small farm and to fish in his stocked pond. When the class counted its catch of 60 fish, excitement hit new heights. Spurred on by this new knowledge of the abundance of fish, later discussion turned to differences between fishing for recreation and commercial fishing.

The teacher then assigned creative writing tasks on the subject of fish and arithmetic problems of the kind a fisherman might face. The children tackled

these assignments with zest. A few of the children, however, were so far behind in their language skills they could not write down the interesting thoughts they had in mind. The teacher permitted these children to dictate their compositions to others who could write better, thus dramatizing the usefulness of correct spelling and the ability to create sentences. These "backward" children soon invested themselves in new efforts to learn writing, with evident progress.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

Learning About the City

The great migratory wave in American life is from country to city. Tens of thousands of children swept up in this wave are transplanted from a rural variety of poverty to the more oppressive urban ghetto. They may suffer from what social scientists call "cultural shock." Such children have little conception of what happens in cities or even what they look like. Trips to and around the city, routine for more privileged children, can help equalize the impoverished child's knowledge of modern realities.

As an example, some 500 sixth-graders from West Virginia schools made a three-day tour of Washington, Baltimore, and Annapolis. Educators at a university helped plan the trip.

In the nation's capital pupils visited the White House, the Smithsonian Institution, the FBI building, and President Kennedy's grave and attended a big league baseball game. In Maryland they visited Fort McHenry, the State House, the U.S. Naval Academy, and the colonial section of Annapolis.

In addition to these places of historic interest, the children also saw urban residential areas, including slums. Discussions were held on how education helps some people to live in comfortable areas, while the lack of it sometimes relegates people to slums.

Living Among Many Kinds of Americans

Among their many possible forms of educational deprivation, children are handicapped if they live, talk, and work with persons only of their own ethnic group. They are forced to rely on stereotyped ideas, often dangerously distorted, of people from other backgrounds.

A Midwestern school system has incorporated in its "middle-years" social studies courses a program of special opportunities for children of low income families to become acquainted with people of other backgrounds. For example, in schools of all-white, English-speaking neighborhoods, teachers have arranged for visits by Negro, American Indian, and foreign-background citizens of skill and accomplishment—a mechanic, a doctor, a policeman, a computer programmer, an artist—who address classes, invite questions, and, if practical, demonstrate their work. Sometimes they speak of the history and customs of their people and of their personal struggles in achieving their accomplishments.

Children visit neighborhoods in which ethnic groups cluster; visit stores, community centers, and churches. Occasionally arrangements are made for a light lunch in a neighborhood restaurant. Back in class, they hear the music, examine samples of art, and make costumes that are typical of various ethnic groups.

To correct the distorted idea that all Negroes live in obviously poor homes, children visit a neighborhood of middle-class Negroes and talk with residents about their work, their education, their community life.

To emphasize that individuals cannot be described by stereotyped categories, the study goes beyond ethnic groups. Children spend an hour in a courtroom, then visit a police station where they learn from the desk sergeant that all troublemakers and criminals are not alike. From tasting various samples of baking, they learn that food tastes differ.

The children write letters to others in a school that is dominated by a different ethnic group. Letters are answered back and forth until pen-pal relationships are solidified. Then the children of the first school visit those of the second, and the visit is returned. Their background of letter-writing usually gives children a head start in conversation dealing with people of various races and creeds.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. It may also be supported by a local Community Action Program funded by the Office of Economic Opportunity.

School Equipment To Support Good Ideas

Too often we try to solve difficult problems by seeking *things* instead of ideas. Yet good ideas often can be more effective when supported by carefully chosen equipment. One Eastern school superintendent recently obtained a grant of about $10,000 to enable an experiment in one of his elementary schools. Teachers were to develop specific educational goals, be given the sum of money, and have complete freedom to buy whatever they wanted to achieve their goals.

The teachers decided to emphasize "real-life" learning tasks in place of conventional class tasks that children often regard as the artificial work of school.

Then preparation of the shopping list began. The teachers quickly learned that, sizeable as their grant was, they could not go out on an indiscriminate shopping spree. Thus, it was necessary for them to examine closely the learning value of each item of equipment. By the time they scaled down the list and were ready to buy, their picture of a new learning program was sharply focused in their minds. Also, because they had to reject so many useful items, the teachers were more determined than ever to extract the most value out of those they could acquire.

Discussion had led them to believe that pupils lacked concepts in social studies and that the subject had to be presented more vividly. The teachers decided that carefully selected audiovisual equipment would help turn abstractions into concrete observations. They bought a photocopy machine so that each child might have his personal copy of study materials; an overhead projector and overlay-making machine; an 8mm movie camera and projector for filming aspects of life in their town for class production and discussion; a filmstrip projector and filmstrips, and a previewer to aid in lesson planning; a 35mm camera for slides and a slide projector; equipment and supplies for a photographic darkroom; and tape recorders, record players, and records, as well as headphones so that a portion of the group might listen while the rest were engaged in other tasks.

They bought tools, work tables, and supplies for crafts and hobbies. Many of the children were eager for the "doing" activities, but had had no opportunity to use tools and learn skills. The teachers responded to a lively interest of girls by acquiring sewing machines. Another real-life home-making device was a washing machine with which pupils could wash their gym suits, and, if they wished, their personal articles.

To aid with health education and to compensate for a lack in many homes, a school shower was installed.

Adding machines were used in arithmetic classes to stimulate interest. Children unmotivated in addition and subtraction became highly interested when they could perform these operations on a machine. Teachers taught multiplication by letting a child discover how it is really an extension of adding: for example, 15 multiplied by 12 could be figured by registering 15 on the machine 12 times. Playing on the same motivations, typewriters were added to English classes. Children showed a new, lively interest in spelling words and composing paragraphs when they could do so on the machine.

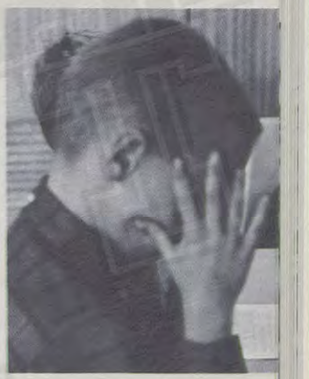
To capitalize on the children's interest in music, the purchase included a stereo phonograph to enliven awareness of parts of an orchestra. Children learned to identify the sounds of each instrument, then, listening to the stereo, they named each as it was played in an orchestra, pointing in the "direction" of the instrument. Also, a piano was bought for use in choral training. TV sets were purchased for class presentation of programs from an educational station in a nearby large city.

A valuable purchase at small cost was an array of magazine and out-of-town newspaper subscriptions. Sometimes articles from these periodicals were photocopied and distributed in class for homework assignments and class discussion. The publications were kept in the library within easy reach of pupils and teachers. Parents, too, were invited to school to read them.

Some of the money was set aside to pay for study trips, particularly for viewing science and nature. Binoculars were purchased to enhance the value of these trips.

The teachers squeezed into their shopping list some essential books, charts, maps, and globes which had been lacking.

In their searching discussion of things to buy, the teachers became even more aware of a fundamental principle in education—that, if a choice must be made, the right kind of people are more important than the right kind of things. Many of them wished their special grant had been used to add to their staff instead of their equipment. Highest on their list of new staff needs were remedial reading teachers, a speech and language development specialist, a school social worker, a curriculum coordinator, a library aide, and teacher aides.



The employment of remedial staff may be supported by a local Community Action Program funded by the Office of Economic Opportunity. Title I, Elementary and Secondary Education Act of 1965, may also be used to support these activities and to purchase such equipment. Title II of this Act can provide printed and published materials, including tapes and records. For other instructional equipment, Title III of the National Defense Education Act should also be investigated.

Guidance for the Middle Years

As almost any teacher knows and numerous studies have shown, a dropout can be spotted long beforehand. The red flags begin to appear as early as the fourth grade. They accumulate in grades five and six. Even though failure may be rooted in the home environment and preschool life of the pupil, a good school experience in the middle years may direct a child toward success.

Many schools are finding guidance and counseling an essential tool. Guidance for the middle years differs from that of the high school—which emphasizes counseling for college or occupational preparation. Guidance for the middle years is usually centered on improving a child's attitude toward school, his social group, and his family—preparation for becoming a more integrated human being before poor social attitudes become ingrained.

A program in a middle-sized Midwestern city illustrates this. A counselor meets regularly with groups of students referred for their learning prob-

lems by teachers. The technique of group counseling, in addition to individual counseling is believed by many to be especially effective for such pupils. They are encouraged to explore not only their own personal problems, but those of others as well. Each member of the group is encouraged to suggest solutions that might help others. Thus he develops insights for helping himself.

Weekly conferences are also held with teachers. One purpose is to communicate to them what each child's problems may be and the self-help approaches the pupil is developing. Another important purpose, however, parallels that of the group discussion with pupils. As each teacher suggests to his colleagues ways for helping particular students, he, too, develops an understanding of his own weaknesses.

In addition, the guidance counselor holds meetings with parents of the children in the discussion group. Thus efforts by the student and teacher are coordinated with efforts by parents at home.

A good guidance counselor is hard to find. In addition to necessary training and empathy, his skills require the ability to communicate subtle thoughts expressed in one group to members of another.

Frequently the aid of outside consultants—at universities or mental health clinics—can be useful in finding a suitable counselor to employ, as well as for help in planning and testing a program.

Careful preparation of teachers and administrators in advance of launching a guidance counseling program is essential. While acceptance of such a program by children is rarely a problem, teachers may be suspicious, or even hostile, if they are not sufficiently prepared for accepting it. With lack of cooperation, the program may be doomed. But with understanding and support by teachers and staff, such a program may uplift the atmosphere of the entire school.

The primary sources of support for this kind of effort should be under Title V of the National Defense Education Act, which is administered by state departments of education. If funds from this source are exhausted, guidance programs may be funded under either the local Community Action Program or Title I, Elementary and Secondary Education Act of 1965.

The Teen Years

High school failure is often determined before enrollment in grammar school and can be predicted with increasing certainty as a disadvantaged child painfully gropes his way through the middle years. Yet there is convincing and inspiring evidence that seemingly hopeless, hostile high school failures can be redirected toward productive lives.

Promising programs have been developed in both rural and urban areas giving emphasis to a variety of new kinds of educational activity. The world-of-work which surrounds the school environment has been probed through direct work experience programs by teen-agers, as well as through the introduction of workers of various skills and talents into the classroom. Guidance which prepares students for making realistic vocational choices is proving successful. New kinds of courses to develop specialized competency are being taught. College orientation programs for students who would normally never aspire to college

are now underway. Parents, retired citizens, former school dropouts, as well as high school students themselves, are all being used in support of new school curriculums designed to meet the educational problems of adolescents.

The following pages present a sampling of case stories which may help local schools save disadvantaged teen-agers for usefulness to themselves, their communities, and their country while there is still time.

A Comprehensive Classroom and World-of-Work Program

A remarkable program for disadvantaged high school students, combining bold innovations in the classroom, practical job training, and parent involvement, was developed in a small Illinois city after an 11-year motivational study of youth.

The classroom portion of the program has three chief goals: (a) communication skills development, (b) consumer and family skills, and (c) job information. Classroom teachers are given special training in the use of unusual developmental reading tools such as magazines, comic books, short stories, and graded reading kits chosen for their strong motivational content. Students are given wide latitude in making their own choices of reading material, then may proceed at their own speed, as in nongraded classes. Also, individualized attention is given in arithmetic, speaking, and listening.

Normally this city's high school teachers teach six hours a day with one hour free for planning. Teachers in the demonstration project, however, have two hours a day to develop their individualized curriculum. They are organized in an ingenious modification of the team teaching idea. Instead of buffeting students from one specialized teacher to another as high school programs normally require, each teacher assumes the predominant responsibility for a group of 22 students, with whom he spends three hours a day. This enables him to become more familiar with each student's individual problems. This 22-student group stays with the same teacher for two years; in some cases, three. During one of the teacher's two daily planning hours he meets with other project teachers at his grade level and with specialized teachers of industrial arts, home economics, and science to discuss each student and to coordinate lesson plans. In addition, the project

teachers attend a summer workshop at full pay to evaluate their year's work and plan for the following year.

The consumer education phase of classroom work illustrates the concreteness of study. Responding to the reality that more than half the girls in the group marry before they are 18, the study is based on actual visits to stores to simulate purchases of furniture, food, and clothing; extensive practice with mail-order catalogs; and mathematics instruction directed at household budgeting. Both know-how and motivation are instilled by driving students around to "shop" for the purchase of a house, emphasizing such factors as choice of size, neighborhood, and price. Later, back in the classroom, students calculate the mortgage payments and down payment required for their "purchase" and estimate the personal income needed to make the purchase a reality. This study is followed by "furnishing" the house and pitting the cost of furnishings against other possible purchases within the student's projected income. Needless to say, many students have an eye-opening experience in confronting such budget realities.

Introduction to the "world of work" involves four elements: (a) classroom study, (b) "make-work" practice within the school, (c) real work experience at the project's training school, and (d) employment for pay in an outside supervised job with school credit.

Classroom study in the "world of work" consists mainly of vocational information using vocational guidance booklets and printed materials from nearby companies, as well as field trips to hospitals, factories, farms, government offices, and libraries.

"Make work" includes the manufacture in school of items to be sold at school stores, such as United States' flags, painted flower arrangements, and ceramic novelties. The makers of these objects, as well as student salesclerks, are given shares of stock in the stores. Suggestions that result in increased sales are rewarded. As an additional kind of experience, students stuff mailings for a nearby mental health clinic and deliver handbills for the United Fund, giving them the satisfaction of contributing to community betterment.

An illustration of practical experience gained at the project's training school is work by both boys and girls in a filling station owned and operated by

the school. A teacher instructs students in problems of filling-station management, bookkeeping, maintenance, and customer relations. Practical work in such school enterprises enables students to earn from 50 cents to $1.25 an hour.

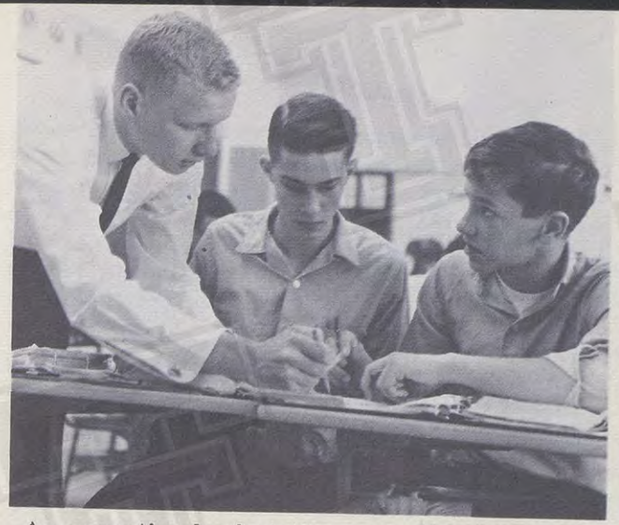
Upon achieving proficiency in a job at the filling station, a student is permitted to apply for the final phase of the world-of-work program—employment for pay outside of school. For students of demonstrated ability, some outside work has paid as much as $2.15 an hour. Most jobs are in public institutions—hospitals, libraries, and day-care centers—but many are in private industry. Students may work up to three hours a day during school hours and are given credit toward a regular high school diploma. The school also helps make arrangements for students to attend summer industrial schools to further equip them for full-time jobs upon graduation.

The parent-involvement program consists of letters, home visits by a family counselor and teachers, and group meetings of parents and teachers to ensure understanding of the program. Mothers and fathers are invited on many field trips and, to stimulate their involvement, are encouraged to help provide transportation in family cars. Parents are encouraged to speak to classes about their work experience.

One father, occupationally unskilled but very expressive and community-minded, was hired to serve as a liaison between the school and the neighborhood in promoting parent involvement. Through his door-to-door "sales effort" a high degree of parental interest and involvement was achieved.

The nonteaching staff consists of a director of administration and research, curriculum coordinator, project training school supervisor, work experience coordinator, and family visitor-counselor.

This entire program may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. The world-of-work portion may be supported by the Vocational Education Act of 1963, while its non-curricular elements would be eligible for funds from a local Community Action Program.



Classroom and Guidance Preparation for Work

An occupational orientation course, involving classroom work, field trips, and guidance, has been in operation in a Pennsylvania industrial city. It is a full-year course comprised of six-week units.

The year begins with a six-week survey of specialized occupations, including visiting lecturers and field trips to places of work in the following occupational areas: general manufacturing; clothing and textiles; communications, power, and transportation; construction; business and commerce; housing and home furnishings; home, family, health, and community; child development; and food and nutrition.

At the end of the survey unit the student is given the privilege of choosing one of the occupational areas for detailed exploration during the next six weeks of study. In addition to lecture and observation the course presents practical problems and work which students undertake individually and in small groups.

Upon completion of the unit the student may choose another occupational field to explore, or he may elect to continue for an additional six weeks in the same one. Because the options are more numerous than a student can cover in a school year, his range of choice is wide.

In final six weeks of the year the class evaluates the choices made by each of its members, helped by discussions led by the school guidance counselor. An important part of the final six weeks is discussion in the art of personal planning.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965.

Modern Courses Supported by the Vocational Education Act of 1963

Vocational courses are expensive, and only rarely can a local school system afford a wide variety of offerings without outside help. For many years, however, federal aid was only available for courses in homemaking and agriculture. New training needs of modern industry, especially for the growing service occupations, were recognized with the passage of the Vocational Education Act of 1963.

Following are some examples of how one school system has taken advantage of the new law to institute courses geared to the modern job market.

Physical Science Technician

This course, emphasizing work applications of the applied sciences, is conducted for a minimum of two periods a day in the eleventh and twelfth grades. Students must specialize in one division of the physical sciences. The study deals with solution of practical problems arising from production, development, testing, and analysis. For example, in metallurgy a student tests materials for tensile, compressive, and impact strength, as well as creep, stress, rupture, ductility, grain structure, hardness, and internal flaws. In chemistry, students test and analyze organic and inorganic materials to determine structure, properties, and conformance to standard specifications, as well as search for new uses for materials. They perform experiments concerned with radiation effects, crystallization, viscosity, density, and specific gravity.

In physics, students learn about photographic and printing processes, ultrasonics, thermal expansion, and other specialties.

Students completing two years of this program are equipped for routine technical jobs or for enrollment in a technical college. A comparable course is conducted for preparing instrumentation technicians.

Graphic Duplication Specialist

This is a two-year program of at least three periods a day to prepare students for work in illustrating, photocopying, duplicating, typing, and filing. Graduates of the course are equipped for beginners' jobs as operators of small lithograph-offset presses, Vari-Type machines, hectographs, stencil duplicators, electrostatic duplicators, paper cutters and punchers, folding machines, and binders.

Child Development

This two-year, two-hour-a-day course instructs a student in the normal physical, mental, and emotional behavior patterns of the preschool child and presents methods for creating stimulating and satisfying activities. It also takes up care of the exceptional child, nutrition, methods of discipline, and development and supervision of preschool programs.

A graduate of this course should be qualified to work under professional supervision in day-care centers, nurseries, hospitals, children's institutions, and private homes.

Other courses in the program, newly supported by the Vocational Education Act of 1963, are designed to train laundry pressers, structural fitters, distributive employees, horticulture technicians, and other specialized workers.

A program of this kind may be supported by the Vocational Education Act of 1963, as well as by funds under Title I, Elementary and Secondary Education Act of 1965. In addition, Title III of the Elementary and Secondary Education Act of 1965 may enable funds for specialized scientific and technical training. Training programs for out-of-school youth may also be supported under the Manpower Development and Training Act.

Special College Orientation Programs

In coping with the problems of disadvantaged students, most of an educator's effort is directed toward preparing a maximum number of students for employment after leaving high school. This effort may obscure the national urgency of identifying every undermotivated and underachieving student who, through especially intensive and dedicated attention, might be lifted to college eligibility. No greater service can be performed for a disadvantaged student or his community than equipping him for a college career he might not have otherwise.

The required individual enrichment and personal attention may be expensive, but few would question its worth. Colleges today stand more ready than ever to exert every reasonable effort in opening the way for disadvantaged high school graduates. Liberal scholarships are readily available for such youngsters.

A pilot program to aid bright but undermotivated students from disadvantaged areas is being conducted by a city school system in cooperation with a technology institute. The program includes two summer sessions of six weeks each and Saturday classes during the regular school year. During the summer selected tenth-grade boys and girls receive instruction in mathematics, English, and biology on the institute campus. A public school teacher and college professor are in charge of each of the classrooms. These students live and take meals on the campus, participating in academic, cultural, and social activities. The public school principals and teachers of these children are informed of the progress of each student.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965. In addition, the Office of Economic Opportunity has a special program called "Upward Bound" which relates to this area. Information on "Upward Bound" may be obtained by writing to Community Action Program, O.E.O., Washington, D.C. 20506.

Students in Community Service

A disadvantaged and unemployed teen-ager may be able to enhance his own self-esteem, as well as learn valuable working habits, through service to his community. Paid community service can also be a prime tool for influencing dropouts to resume school work.

The Neighborhood Youth Corps, created by the Economic Opportunity Act, now provides paying jobs for young people between 16 and 21 years of age who are out of school and out of work.*

Some localities have developed impressive programs of combining such youth employment with resumed schooling, future job training, and counseling.

In a New England program work crews of five or six youngsters, supervised by a slightly older foreman, put in four hours a day on such tasks as landscaping, painting, and carpentry in parks, school buildings, and other public places. To be eligible for his pay of $20 a week a crew member must attend

**Full information is available from the Neighborhood Youth Corps, Department of Labor, Washington, D.C. 20506.*

class two afternoons a week for academic instruction given by a teacher employed by the public schools.

Of 108 youngsters who served on work crews until March 1965, 81 percent attained some success: 53 of them sustained the discipline of staying with the work crew, 22 found full-time jobs, 6 entered the Neighborhood Youth Corps, 5 returned to school, and 1 entered a Federal job-training program. This achievement is remarkable, considering the composition of the crews. Ninety percent were high school dropouts, and 35 percent had police records for offenses more serious than loitering.

Much of the success of the work-crew program is attributable to carefully chosen foremen, who themselves live in disadvantaged areas, who share backgrounds and style of talk with crew members, and who tend to be patient and sympathetic with problems that keep crew youngsters from finding their way to jobs. A young foreman, supervising a crew painting a school fence, recently explained to a visitor the backgrounds of his boys. One 17-year-old, John, had left home with his brother because of arguments with their mother. The two boys were sharing the cost of a rented room at $20 a month. The brother had been earning A's and B's in high school, then dropped out six months before graduation. He explained that he was just plain hungry and had decided to look for a job—which he was unable to find. He landed on a work crew, graduated to a Federal job-training course for machine operators, and got a full-time job. The younger brother had thus been encouraged to try and do as well.

Another crew member, 18, was already the father of one child and his 17-year-old wife was expecting another. Their main income was from public welfare, supplemented by partial work-crew pay, for a total of $240 a month.

After a period of demonstrating work discipline, good attendance, and punctuality on a work crew, a youngster is transferred to an "intermediate" crew where he works without the direct supervision of a foreman.

Preparing Rural Youngsters for Mobility

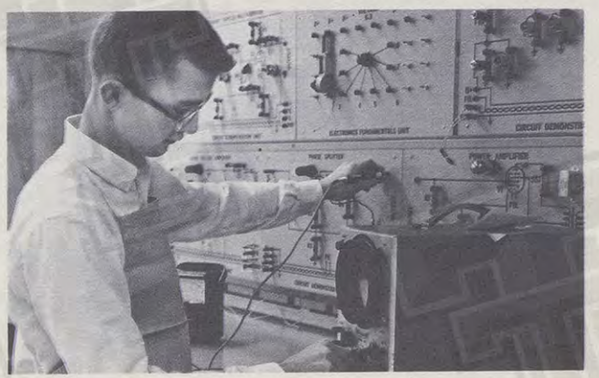
A farm community about 60 miles from a sizeable city recently became concerned, as many rural towns have, over the loss of its high school graduates to other areas of employment. The school board conducted searching discussions to try to devise courses of training that might enable youngsters to stay in their hometown. Finally they faced a painful truth: job opportunities at home were almost completely absent. No matter what students trained for, most would inevitably move to the city. The school board decided on the unusual step of preparing students for city life. They established a course intended mainly for high school seniors. The course was open, however, to other students whose teachers suspected they might drop out before graduation, as well as to any out-of-school youngster in town, whether a graduate or dropout.

The course covered the following areas:

1. *Kinds of jobs.* Students studied the "help wanted" ads of various city newspapers, discussing duties of listed jobs, advancement opportunities, necessary training, and how the training could be obtained. They visited places of work to observe people at work in jobs that might interest students.

2. *How to apply for a job.* Students filled out sample application forms and discussed what an employer would want to know in interviewing an applicant. Youngsters divided into pairs to practice job interviews. One played the role of employer, the other of applicant; then they reversed their roles.

3. *Personal papers.* Students were coached in the frequent uses of such important documents as a birth certificate, Social Security card, diplomas and school



records, selective service registration card, armed service discharge papers, vaccination certificate, marriage certificate, driver's license, and auto title certificate.

4. *City transportation and communication.* The students practiced reading city maps, studying bus routes, and estimating travel time. They looked up numbers in telephone books, simulated placing local and long-distance calls, and sending telegrams. In addition, they rehearsed suitable ways to open a business conversation on the telephone.

5. *Finding a place to live.* They studied how to find a temporary residence in a YMCA, YWCA, or low-cost hotel. This was followed by study of the differences between boarding houses, rooming houses, transient apartments rented by the week, and permanent apartments rented by the month. They learned the meaning of legal terms such as leases and evictions. They also discussed how to open a bank account.

6. *Available city services.* An important part of the course was description of public services in a city—police protection, health, and welfare—and Federal programs for job training that might be available to them.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

A School Environment for Pregnant Girls

One of the most frequent causes of girls dropping out of school is pregnancy. Most of these girls do not return to school or are not permitted to return because of school policies. Also, they are least likely, among expectant mothers, to seek prenatal and postnatal medical attention. Often their pregnancy advances to seven or eight months before they visit a doctor. Resumption of such a girl's education is necessary, not only for her own sake, but for the sake of the newborn child if the generation-to-generation chain of disadvantage is to be broken.

A California system, supported by private foundations, has instituted a unique program of special education for pregnant schoolgirls. It serves as an

outstanding example of coordinating school efforts with those of other public services.

Two experimental classes, each of 23 pregnancy-dropouts, meet daily in neighborhood recreation centers. The classes cover the schoolwork of grades nine through twelve. The YWCA provides a social worker for group and individual counseling about attitudes toward a girl's present home life, schooling, her coming child, and the outlook toward her future. When necessary the counselor refers the girl to other social service agencies, about which she might not know otherwise. A school nurse provides instruction in personal hygiene and prenatal care and makes individual home calls. The health department provides a nutritionist for instruction in preparation of special diets. Prenatal care is given at a free clinic for girls who cannot afford a private doctor. The city recreation department furnishes a program of exercises and leisure activities.

After the birth of her baby the young mother is readmitted to her class. But now her instruction emphasizes baby care and sensory stimulation of the child. Upon receiving medical clearance, the young mother returns to her regular academic studies. Of those enrolled in a pilot class for 16 girls conducted between February and June of 1964, every one returned to school after the birth of her baby.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

Noncertified Aides in the Classroom

A new subprofessional job, sometimes called "school technician," is gaining acceptance by school staffs. Sometimes the most sensitive and competent teachers do not teach as well as they can because too many nonteaching chores impinge on their time. Many of these functions can be performed by housewives employed part time, recent school graduates, high school students, members of the Neighborhood Youth Corps (NYC), and even school dropouts. Here are some examples of tasks in which a teacher may be helped by the school technician.

1. *Audiovisual instruction:* transporting machines and setting them up for teachers whose pupils are too young to do so, ordering films, supervising groups of children at work with equipment.

2. *Science lessons:* setting up equipment for experiments, getting supplies from storage, keeping the supply closest in order, supervising small groups of children.

3. *Independent reading:* keeping the school or room library in order, listening to children read, helping maintain individual reading records.

4. *Typing original stories* written by children for a class newspaper.

5. *Arranging and supervising trips.*

6. *Art lessons:* supervising children in mixing of paints or using a paper cutter, helping children arrange bulletin boards, replenishing supplies.

7. *Supervising children* at lunch time, during recess, or after school.

8. *Producing class plays,* costuming, helping children make props, helping children memorize lines.

9. *Keeping records,* filing papers, operating a duplicating machine.

Employment of Neighborhood Youth Corps members for many of these tasks can serve a vitally important extra purpose. By giving an unemployed school dropout some responsibility in aiding a teacher,

he may develop a whole new slant on school life and may decide to return to school.

Neighborhood Youth Corps enrollment is open to young people between the ages of 16 and 21 who come from poor families. Their school backgrounds often have suffered from insufficient preparation and low achievement. Teachers using them as aides can serve an extra purpose by not regarding an NYC enrollee merely as a source of convenient, cheap labor. A responsible teacher will be mindful that carefully designed assignments and an attitude of cooperativeness can be a vital educational experience for the aide himself.

Another source of aides is provided by the College Work-Study Program (Title I-C of the Economic Opportunity Act). Under this program college students from a background of poverty may be employed by schools as well as by other public and nonprofit agencies. An inquiry at the nearest college will determine whether or not students are available. College students can be particularly valuable in taking on higher-level, specialized tasks related to their college studies, such as helping with scientific experiments, grading English papers, performing research for the teacher, conducting discussions with small groups, and serving as a coach in remedial work.

Housewives, employed part time, have been used in all of the aforementioned tasks, depending upon their ability and the willingness of a teacher to delegate tasks. Assignment of one duty—supervision of lunchrooms to free teachers for relaxation or lesson preparation—has been greeted with special gratitude by teachers. One California school district tried such duty-free noontimes in 1956. Word of the successful results spread so widely that by 1965 more than half of all California school districts had provided aides to free teachers of the noontime duty.

A program of this kind may be supported by funds under Title I, Elementary and Secondary Education Act of 1965. It may also be supported by a Community Action Program funded by the Office of Economic Opportunity, but only when teacher aides, employed during the school day, are used for special and remedial programs. Teacher aides to assist outside of school, after school, or during lunch periods may also be supported by Community Action Programs.

Continuing Education of Teachers

Teaching is an ever-changing field, and the good teacher is ever changing. Continuous training is especially important for the teaching of disadvantaged children. Such training also has helped recharge the dedication of teachers who became fatigued, discouraged, and, possibly, tempted to leave the profession.

Just as classroom pupils learn more by doing than by listening to lectures, so do teachers. In-service training is often more effective than the conventional classroom training in helping teachers to develop their skills. Training-by-doing can take many forms as shown by the following three examples.

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Sometimes a first-rate training program utilizes little formal instruction but provides plenty of time for teachers to take a detailed look at their own experiences, evaluate them, compare them against experiences of others, and invent still better methods. One large Midwestern city developed an experimental summer school for grades one to six. This program stressed language arts, social studies, and arithmetic in a setting of work projects and play. A formal hour of in-service training—demonstrations and discussions based on occasional lectures by a psychologist from a nearby university—was held every afternoon. Teachers stayed for two or three hours after the one o'clock closing of school for informal discussion, exchange of ideas, and invention of experimental tasks.

Teachers, supervised by a school social worker assigned as a parent coordinator, spent some afterschool time in visiting homes. They also exchanged ideas on how to get the most out of these home visits.

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Every community has countless resources which, properly used, can help improve skills of teachers. A nearby college or university might provide lecturers or consultant specialists. These experts may be professors of education who can advise on innovations in teaching techniques; perhaps one is especially equipped on the problems of the educationally deprived child. But there are less obvious resources of expertise in any community—professional and working people in chemical, baking, banking, electronics,

paint, cement, steel, transportation, newspaper, and other industries, as well as police and fire stations, hospitals, and jails. People in these places can enhance a teacher's ability to explain the world of work, thus aiding him in development of special lesson units, study materials, and field trips.

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The same Midwestern school system cooperated with a large university in giving a one-week summer seminar to train teachers in working more effectively with parents. It served also as a good example of how teachers are sometimes taught best when they teach themselves.

Instead of lectures to the 50 teachers in the class, the seminar relied chiefly on small discussion groups (each of about 10 teachers) as well as a discussion leader and three or four parents of the poor. The teachers drove each morning to low-income neighborhoods to pick up parents who had agreed to participate; their young children also were brought to the campus to be entertained in playrooms. In addition to discussion, bibliographies were prepared for extra reading by the teacher-students. On the first day the 50 teachers and 20 parents, in groups of about a dozen, were asked to "brainstorm" all areas of possible mutual interest of parents and teachers. In "brainstorming" all suggestions are encouraged and negative comment is barred. Several subjects were listed on a blackboard: war, birth control, teen-agers, parent cooperation, jobs, husbands. After 10 minutes groups voted to select topics they most wanted to discuss. In addition to what they learned about the discussion topics, both teachers and parents learned a great deal about each other—the differences in their backgrounds and biases, their relative ability to communicate, and their common devotion to the healthy development of children.

The morning experience provided a fine basis for the afternoon topic: major principles in successful interviews between parents and teachers. The university instructor, instead of enunciating high-flown, abstract principles, asked the parents and teachers to list some guidelines. They produced such simple but basic ideas as "don't rush," "listen with interest," "be respectful." They also listed bad principles: "look impatient," "criticize and make value judgments," "not looking interested."

The class also did some role-playing—sometimes a parent played the teacher and a teacher, the parent. First they would role-play the wrong way to hold an interview, and then a good way. The class divided into smaller groups, did more role-playing, and conducted detailed discussions to evaluate the interviews.

One day teachers and parents visited an experimental summer school, similar to the one described above, to talk with parent coordinators. After a break for a lunch (enjoying food indigenous to the community could help to build a bond between teachers and neighborhood), they held an afternoon discussion of what they had seen, both good and bad, in the summer school and its parent coordination program. Next day the teachers discussed such basic topics as how a child learns, what helps him learn, and how parents can help. Then they role-played a teaching situation using rewards and punishments. The "pupil" had to memorize a poem and was rewarded as evidence of doing well—"My, you read well." "That's fine, you almost know it by heart." Poor memorization was punished—"No, that's wrong." "No, you left out a word." The class saw a clear illustration of how punishment and disapproval slows learning. In an afternoon session teachers discussed what they could do to help children respect their parents and what parents could do to help children respect their teachers and schools.

While this seminar required a week of full-time participation, it could easily be changed to a series of after-school sessions stretching over several months.

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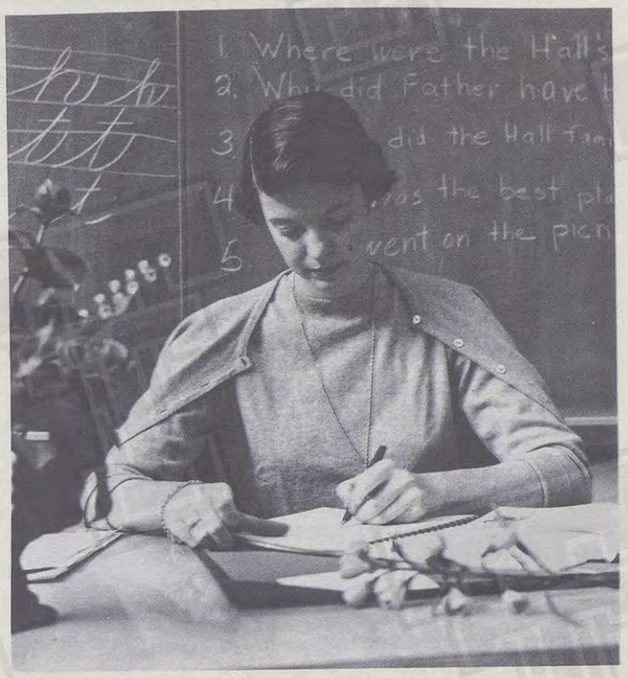
A good teacher-training program practices what it preaches. If it tries to train teachers not to lecture to pupils but to demonstrate, the program itself should be based not on lecture, but on demonstration.

When a discussion technique operates well in the teacher-training class, the group should inspect the technique closely and determine why it went well. What works for the teachers will probably work equally well in their regular class with pupils. If teachers found they did not need a prescribed syllabus from their professor, but were able to develop their own list of topics to discuss, the same might work in a class of pupils. For example, in a social science unit a teacher may ask students to list reasons why almost all great cities grow beside bodies of water and rivers.

After listing reasons for the growth of cities, the teacher might ask children to list problems that arise from city life. By thinking creatively about such problems, the students develop their own discussion outline and are motivated to dig into each point.

If a small discussion group in the teachers' seminar is especially fruitful, they might discuss how to use such groups in their regular classrooms. If teachers and parents have found themselves especially considerate of each other in allowing for differences of background, the teachers might then discuss background differences between deprived pupils and themselves as a start in being more understanding of the habits of their pupils.

In-service teacher training for special programs to better help disadvantaged children may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965. In-service training may also be accomplished under the National Defense Education Act, Title XI, which provides specifically for retaining teachers of the educationally disadvantaged.



After-School Study Centers and Tutoring

A youngster from the out-of-the-mainstream world of poverty is perhaps less at odds with the study of reading, writing, and arithmetic than he is with the institution of school itself or with the teacher of middle-class background whose motivations he may not have learned to share. For this reason, perhaps more than any other, after-school study centers at which a youngster may work alone or with a tutor often provide a tremendous spurt toward his academic success.

The following are descriptions of three varieties of after-school study centers now in operation in one Midwestern city. Any community, large or small, might benefit from organizing a center based on one or a combination of these models.

1. One center, associated with a boys' club, is in a neighborhood of deep deprivation. The center, organized in an informal way, is situated in a windowless room on the street level of a high-rise apartment building. The club has hired two public school teachers to run the center, assisted by a group of volunteer students from a nearby university. They give help with homework and lead activities, ranging from picnics to cultural expeditions. About 60 elementary and high school students attend on Monday through Friday afternoons from 3:30 to 5:30, with or without appointments. Because of the informal atmosphere, the center probably does as much in providing children with stimulating and rewarding relationships with adults as it does in helping them improve their school work.

2. A distinguishing feature of a second center is that it was initiated by a public school whose proportion of students failing in reading had increased in two years from 2 percent to 20 percent. The center is run on Saturday mornings only by a minister's wife assisted by 30 volunteer tutors, mostly high school seniors. A library is stocked by the public library system, whose nearest branch is a mile away. The majority of the children are white. Unlike most centers which charge no fee, these children pay $1.50 a semester for workbooks and materials.

3. The third center is managed by a group of interested residents without help from any formal

organization. They obtained an empty store and donations of furnishings, books, magazines, and money. More than 150 disadvantaged children are registered. Children are given tutoring appointments in the evening but may come any time to use the library. This center will soon be open afternoons for homework help. There are 60 volunteers, mostly middle class, from the neighborhood as well as outside it. Volunteers ran the center for the first six weeks, but then a part-time paid coordinator (a woman who had been to college for one year) was employed.

Still other arrangements for after-school study centers have been found useful. A New York antipoverty group pays high school students $11 a week (which helps many stay in school) as "homework helpers," especially in reading, for children in the third to sixth grades. Another group in California pays junior high school students $1 an hour for tutoring younger children; tutoring there has become so popular that paid tutors are outnumbered by volunteer tutors.

Tutoring of school children by other school children deserves special interest. In Michigan and California pilot experiments were conducted in which sixth-grade pupils were assigned to tutor lower graders who showed signs of school difficulty. The lower graders, in almost all cases, showed a noticeable rise in involvement and achievement. Equally significant, however, was a definite beneficial change in the achievement and attitude of the tutors. Some of these tutors had been not only backward learners themselves, but rebellious "problem children." Many tutored effectively and showed remarkable improvement in their own learning, their attitude toward school, and their behavior and dress. In the Michigan experiment, conducted by a university in a school of the disadvantaged, sixth graders spent 45 minutes a day as "academic assistants" in the first, second, third, and fourth grades, helping younger pupils with reading, writing, spelling, and arithmetic. Two afternoons a week—also for 45 minutes—the older children met in a seminar to discuss how "olders" can best help "youngers." They discussed what can be realistically expected of children of each age. They exchanged ideas on how to correct errors in a manner that was encouraging instead of discouraging. Through "role-playing," older children pretended they were "youngers," by way of testing how they would react to

certain kinds of praise or scolding, friendliness or threat. Their habitual disdain for the ways of younger children turned to sympathetic constructiveness.

A program of this kind may be supported by a local Community Action Program funded by the Office of Economic Opportunity. It may also be supported under Title I, Elementary and Secondary Education Act of 1965.

The Model School

A model school is sometimes the incentive for needed changes throughout a whole school system. Such a school unit usually includes both a high school and its feeder schools. They work best when the whole unit is administered independently from the rest of the school system. A model school can give teachers and administrators a chance to try out new ideas and techniques for the disadvantaged children.

Parts of such a program may be financed by a local Community Action Program funded by the Office of Economic Opportunity, or under Title I, Elementary and Secondary Education Act of 1965.

The Community School

A community school combines many of the programs described in this book—plus more—and makes them part of a total community effort to attack educational disadvantages of children and their parents. Seven community schools are today at the heart of an anti-poverty action program in New Haven, Connecticut. The community school idea is also in successful operation at Flint, Michigan.

Winchester Elementary School in New Haven reaches out to serve every man, woman, and child in its neighborhood, closing its doors only when the neighborhood sleeps—from midnight to 8 a.m. The Winchester program began 17 years ago when the school's principal walked along the neighborhood's main street, taking note of its myriad saloons and pool halls, its clusters of idle youth. "I have my schoolchildren for only five hours a day," he is said to have brooded. "How can I compete with this other school—the street—and these other teachers—the slum dwellers—who have them for the rest of the time?"

The first step, the principal decided, was to make his school a home away from home. With money scraped up from a sympathetic mayor and a local foundation and with the help of volunteers, the school kept its doors open after 3 p.m., wooing the children with story-reading, sports, clubs—anything to hold them until 5:30 p.m., when working mothers came home. Meanwhile, the principal launched night classes in basic English and seminars on family problems.

He invited Negro professional men—doctors, lawyers, and others—to talk of their work and to present models of achievement with whom the pupils could identify.

Students from Yale University, located in New Haven, soon gravitated toward the school to tutor pupils in their homework. The Yale students escorted Winchester pupils to newspaper plants, factories, concerts, and ball games and took them to the library where together they explored exciting storybooks. For the first time these children got to know young adults, vigorous and athletic ones at that, who derived pleasure from books and working toward a goal.

One Yale student formed a group to coach youngsters in subjects that would qualify them for college-

preparatory schools. Six boys did so well they were accepted at Hotchkiss, Taft, and other exclusive prep schools and went on to study at Yale and Columbia.

The Winchester plan, now duplicated in six other New Haven schools, has attained broad acceptance in the community, as well as among school leaders. New Haven's community schools have helped show how many slum children can equip themselves for opportunity—and rich lives—when given imaginative support by educators.

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Even before New Haven began experimenting with the community school, the idea was pioneered in Flint, aided by funds from a private foundation. Today there are 47 community schools serving adults as well as children from morning to night. All new schools constructed in Flint contain multipurpose rooms for both large and small groups, expandable by opening accordion-type doors. Older buildings have been remodeled according to this design.

Tens of thousands of adults swarm into these buildings in evening hours for training in industrial skills, foreign languages, and subjects suitable for work or leisure, such as cake decorating and ham radio operation. One school has a class for hobbyists in gem cutting, which calls itself "The Rock Hounds." Children of these class members became interested in the same hobby and organized a group called "The Pebble Puppies." A hunter wanted to learn about canine blood lines; he interested 11 neighbors in the subject—an enrollment of 12 is required for a new class—and the course was scheduled in dog genetics. It was taught by a recognized expert who lived in the city. Many teachers are drawn from the vast human resources of the community, while some are already members of public school faculties. To broaden understanding of the community and its sources of livelihood, several schools have courses in basic economics taught by business and industrial executives.

Adult education in community schools has become so popular that it is publicized by a 24-page, tabloid-format newspaper, distributed widely like a shopping guide.

Thousands of youngsters from junior and senior high schools are enrolled in Teen Clubs. These clubs elect their own officers and deemphasize adult supervision, thus providing youngsters with leadership

and citizenship training. They offer fun—basketball, swimming, dancing, and hobbies—along with opportunities for community service.

Although physically separate, an important part of the community school idea is more than a hundred "home unit" kindergarten-through-third-grade primary schools located in converted ranch-style dwellings. These units guarantee that each young child goes to a school close to home. If a unit becomes unneeded, it may be reconverted to a residence and sold. Instruction in these "early-years" schools is based on a "primary-cycle" plan which permits a youngster to move continuously at his own pace through a series of reading levels, instead of fixing him in the traditional first, second, and third grades.

In each block a "captain" promotes the offerings of the community school and helps bring other local problems into the open. He listens to his neighbors on problems ranging from traffic control to marital difficulties and, assisted by community school personnel, refers the problems to appropriate community agencies.

Parts of a community school program may be enabled by imaginative use of funds from a local Community Action Program or under Title I, Elementary and Secondary Education Act of 1965.

Some Final Considerations

Relatively small school districts may do well to consider sharing efforts with neighboring school districts and community organizations. Similarly, adjacent school districts, townships, and counties with relatively small numbers of disadvantaged children may join to serve the needy over a wide area in a single, comprehensive program.

Every community has talented men and women who are eager to volunteer their services to help children. They can be of immense help to teachers both inside and outside the classroom. Their special skills often can compliment those of the teacher; their presence alone can make activities feasible which a teacher working alone could not handle.

Disadvantaged children attending private schools, who also are eligible for aid under new Federal legislation, should be included in the benefits of the school-

community effort. Many religious organizations of a community will eagerly share in the development and execution of school programs, the monetary costs of which their members also share.

Parents can and should play an important role in the development of programs for their children. Often they have understandings of needs and problems which professionals may lack. Similarly, they may provide valuable insight on the way in which children see programs and the reasons why they do not respond to them. Finally, listening to parents can help them gain a sense of their own worth and value to the community.

By law, Federally funded programs require evaluation. Although methods of evaluation should be part of a program's design, they should not become its master. Hopefully, in most cases, evaluations will be built upon objective data. In others, assessments by persons directly involved will necessarily be the source of evaluation. In any event, programs must meet the needs of children, not the needs of research specialists. An able research person finds imaginative ways to collect and analyze data as an integral part of the program design from inception to completion, yet he may do so without distortion of the program itself.

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Whether impoverished children live in city or country, their dissimilar roots have nourished similar problems. They have been deprived of experiences needed to make them effective, contributing mmbers of a prosperous society. The problem is not only theirs. It is the community's and the nation's.

The solution lies not alone with school or home, but in a total effort engaging every responsible element in the community. Some communities have already initiated extensive action programs to define and attack the symptoms and causes of mass human deprivation. In such programs priorities must be set and inventories of resources allocated. Schools are high among these resources.

Time, too, must be properly utilized. Urgent as the moment's needs may be, the long-range, more difficult, and costly goal must always be uppermost: to smash the chain of dependence and permit each young American to search for and to experience the benefits of freedom, abundance, and knowledge—"to the limit of his ability."

APPENDIX: SOURCES OF GOVERNMENT FUNDING

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

General Program Improvement, Title I (P.L. 89-10). Grants are available for local educational agencies having high concentrations of children from low-income families to provide programs to meet the special needs of educationally deprived children; including those whose achievement is below that normally expected of children of their age and grade and children who are handicapped because of physical, mental, or emotional impairment. Children in private and parochial schools, as well as children who are not in school, may share in benefits of this Title through participation in projects designed by public educational agencies. Projects must be planned specifically to meet the special needs of educationally deprived children in eligible districts. Applications are submitted for approval to the state educational agency. Funds are allocated by a formula based on the number of children from low-income families. Funds may be used to hire additional staff, acquire equipment, provide special programs and services, and for other purposes designed to meet the overall objective of improving elementary and secondary education for educationally deprived children. *Additional information may be obtained from the Division of Program Operations, Bureau of Elementary and Secondary Education, Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20202.*

Aid to Libraries, Title II (P.L. 89-10). Federal aid is available under this title for school library resources (including audiovisual materials), textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools. *Additional information may be obtained from your state education agency or Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20202.*

Educational Centers, Title III (P.L. 89-10). Grants are made to local educational agencies or combination of LEA's to enable a community to provide educational services not presently available to its children, to raise the quality of educational services already offered, and to assist in the development of exemplary elementary and secondary school programs to serve as models for regular school programs. *Additional information may be obtained from your state education agency or the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20202.*

Research and Training, Title IV (P.L. 89-10). The Bureau of Research of the Office of Education seeks to improve education through research and related activities initiated outside the Office. With authorizations from Congress, the Bureau provides funds to support research projects and programs designed to expand knowledge about the educational process, to develop new and improved educational programs and techniques, to disseminate the results of these efforts to educators and the public, and to train researchers in the field of education. *Additional information may be obtained from the Bureau of Research, Office of Education, Washington, D.C. 20202.*

HIGHER EDUCATION ACT

Student Assistance, Title IV (H.R. 9567). Under this title undergraduate scholarships are provided, through institutions of higher education and state programs, to qualified high school graduates from low-income families. The use of work-study and loan programs is encouraged to combine with or supplement scholarship aid. *Additional information may be obtained from the Director, Division of Student Financial Aid, Bureau of Higher Education, Washington, D.C. 20202.*

VOCATIONAL EDUCATION

Manpower Training and Redevelopment Act (P.L. 87-415, as amended by P.L. 89-15). This Act offers vocational training and retraining to upgrade skills of unemployed and underemployed youth and adults who have insufficient education or who have been displaced by technological changes. Training is offered in areas in which there is reasonable expectation of employment. Special programs are available to youths 16 years and older who have been out of school for a year. School systems interested in knowing more about this resource should contact their state education agency. *Additional information may be obtained from the Division of Vocational and Technical Education, Bureau of Adult and Vocational Education, Office of Education, Washington, D.C. 20202.*

Training provided by the Area Redevelopment Act of 1961 (P.L. 87-27) has become Section 241 of P.L. 89-15, Manpower Act. This section of the Manpower Act provides occupational training and retraining for unemployed and underemployed persons in occupations specified by the Secretary of Labor as having employment opportunities in areas of persistent and/or chronic unemployment and designated for economic redevelopment by the Secretary of Commerce. *Additional information may be obtained from the Division of Vocational and Technical Education, Bureau of Adult and Vocational Education, Office of Education, Washington, D.C. 20202.*

Vocational Education Act (P.L. 88-210). Funds are available for state vocational education programs for persons in high school, for persons who have completed or left high school, for persons who are unemployed or underemployed, and for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs. Residential vocational schools, work-study programs, teacher-training, and research programs are included in the provisions of this Act. School systems interested in knowing more about this resource should contact their state education agency. *Additional information may be obtained from the Division of Vocational and Technical Education, Bureau of Adult and Vocational Education, Office of Education, Washington, D.C. 20202.*

Aid to technical and vocational education. (This was formerly NDEA, Title VIII, P.L. 85-864, as amended by P.L. 88-210.) Grants are available to states for the development of area vocational education programs in scientific or technological fields. These programs are designed to train persons for employment as highly skilled technicians in recognized occupations requiring scientific knowledge in fields necessary for the national defense. Provision can be made for retraining and refresher courses for adults in such fields as electronics and industrial chemistry. School systems interested in knowing more about this resource should contact their state education agency. *Additional information may be obtained from the Division of Vocational and Technical Education, Bureau of Adult and Vocational Education, Office of Education, Washington, D.C. 20202.*

CIVIL RIGHTS INSTITUTES

Civil Rights Act of 1964, Title IV (P.L. 88-352). Title IV provides funds to colleges and universities to conduct institutes for school personnel, grants to the school boards for in-service training and the employment of advisory specialists, and technical assistance, including consultants, to enable schools to deal more effectively with educational problems caused by desegregation. *Further information may be obtained from the Equal Educational Opportunity Program, Office of Education, Washington, D.C. 20202.*

NATIONAL DEFENSE EDUCATION ACT

Loans to Students in Institutions of Higher Learning, Title II (P.L. 85-864, as amended by P.L. 88-665). Undergraduate and graduate students at American colleges and universities may obtain loans under this Title to pursue their higher education. Students receiving loans who become full-time teachers in public or

other nonprofit elementary or secondary schools or institutions of higher education may have up to 50 percent of their loans canceled. *Additional information may be obtained from the Director, Division of Student Financial Aid, Bureau of Higher Education Programs, Office of Education, Washington, D.C. 20202.*

Grants to Strengthen Subject Areas, Title III (P.L. 85-864, as amended by P.L. 88-665). Matching grants to states are available for the purpose of strengthening education in elementary and secondary schools in the critical subjects of science, mathematics, history, civics, geography, modern foreign language, English, and reading. This is accomplished through Federal grants and loans for the acquisition of laboratory and other special equipment and through Federal grants for state programs of supervisory and related services in those subjects. School systems interested in knowing more about this resource should contact their state education agency. *Additional information may be obtained from the Divison of Program Operations, Bureau of Elementary and Secondary Education, Office of Education, Washington, D.C. 20202.*

Guidance, Counseling, and Testing, Title V (P.L. 85-864, as amended by P.L. 88-665). State education agencies may receive matching grants under this Title to establish and maintain elementary and secondary school programs of testing, guidance, and counseling. These programs are designed for the early identification of students with outstanding aptitude. School systems interested in knowing more about this resource should contact their state education agency. *Additional information may be obtained from Division of Program Operations, Bureau of Elementary and Secondary Education, Office of Education, Washington, D.C. 20202.*

Institutes for Advanced Study, Title XI (P.L. 88-665). Funds are available to institutions of higher education to conduct institutes for advanced study in order to improve the qualifications of individuals engaged in the teaching of disadvantaged youth. Short-term or regular session institutes may be held; usually summer programs predominate. The law defines such youth as those who are "culturally, economically, socially, and educationally handicapped." An institute may focus on teachers whose students are rural, urban, migrant, Indian, non-English speaking, and so forth. *Additional information may be obtained from the Division of Educational Personnel Training, Bureau of Elementary and Secondary Education, Office of Education, Washington, D.C. 20202.*

HANDICAPPED

Captioned Films for the Deaf (P.L. 85-505, as amended by P.L. 87-715). Under this Act a service of films is available to provide cultural and educational experiences and to promote educational advancement for the deaf. The Act also supports research in the use and production of these films and for training persons in this area. *Additional information may be obtained from Director, Captioned Films for the Deaf Branch, Division of Research Training and Dissemination, Bureau of Research, Office of Education, Washington, D.C. 20202.*

National Technical Institute for the Deaf (P.L. 89-36). The National Technical Institute for the Deaf will provide a residential vocational school for post-secondary training of deaf youth for employment in high-skill jobs. *Additional information may be obtained from Phillip Des Marias, Office of the Secretary, Department of Health, Education, and Welfare, Washington, D.C. 20201.*

NATIONAL SCIENCE FOUNDATION

National Science Foundation Act of 1950 (P.L. 81-507). This Act supports programs aimed at improving scientific education through special institutes for teachers, curriculum planning, and projects to modernize materials of instruction. Secondary school and college students of high ability can participate in projects to secure added scientific experience. *Additional information may be obtained from the National Science Foundation, Washington, D.C. 20550.*

COMMUNITY ACTION PROGRAMS

These programs provide financial support for local antipoverty campaigns in urban and rural areas, on Indian reservations, and among migrant workers. Community action assistance to education is limited to remedial and other noncurricular activities. Local antipoverty projects may include: preschool programs (such as Head Start), remedial reading, literacy instruction, in-service training on working with low-income children, employment counseling, homemaker services, educational supportive services, vocational rehabilitation, and health services.

Federal assistance depends on the community's determination to (a) mobilize its own public and private resources, (b) develop programs of sufficient scope and size that promise to eliminate causes of poverty, (c) involve residents of the areas affected and representatives of the groups assisted in developing and operating antipoverty attacks, and (d) administer and coordinate community action programs through public or private nonprofit agencies, or a combination of these. At present, it appears that the Federal government will pay up to 90 percent of cost of local programs until August 20, 1967; after that assistance is on a 50-50 matching basis. Preferably, grants are made to broadly based, multipurpose local community action agencies. In some instances they may be made to single purpose organizations (such as school districts), where the project is a first building block in a contemplated overall program. Grants may be made to church-related organizations, if certain restrictive conditions are met. *For information, contact the regional offices of the Office of Economic Opportunity:*

N.Y., Maine, N.H., Conn., R.I., Vt., Mass., N.J.	40 E. 41st Street New York, N.Y. 10017
W. Va., Va., Ky., Md., Pa., Del., N.C.	1156 15th Street, N.W. Washington, D.C. 20506
Fla., Miss., Ala., Tenn., Ga., S.C.	101 Marietta Street Atlanta, Ga. 30303
Minn., Wis., Ill., Mich., Ind., Ohio	623 S. Wabash Avenue Chicago, Ill. 60605
La., Ark., Okla., N. Mex., Tex.	314 W. 11th Street Austin, Tex. 78701
Mo., Kans., Nebr., Wyo., Idaho, Colo., N. Dak., S. Dak., Mont., Utah, Iowa	Pershing Building 215 W. Pershing Road Kansas City, Mo. 64104
Calif., Oreg., Wash., Nev., Ariz., Hawaii, Alaska	100 McAllister Street San Francisco, Calif. 94102

THE NEIGHBORHOOD YOUTH CORPS

The Neighborhood Youth Corps provides full- or part-time work experience and training for youths, 16 through 21, enabling them to stay in school, return to school, or increase their employability. This program may be administered by an agency of state or local government (such as school districts) or nonprofit organizations. The Corps places youngsters in simple or beginning jobs in hospitals, settlement houses, schools, libraries, courts, parks, playgrounds, and so forth. Corps workers must not displace other regular employees or impair existing contracts for services. At present, it appears that the Federal government will pay up to 90 percent of local program cost until August 20, 1967; after that, assistance is on a 50-50 matching basis. *For information, contact the Neighborhood Youth Corps, Department of Labor, Washington, D.C. 20506, or any of its seven regional offices.*

THE JOB CORPS

The Job Corps provides residential centers for young men and women, 16 through 21, in a coordinated program of basic education, skill training, and constructive work experience. It is a voluntary program designed for youth lacking schooling and job skills. Enrollees receive pay and living allowance while in training.

Smaller centers will be located on public lands; larger ones will generally be on unused facilities near metropolitan communities. *For information, contact your regional office of the Office of Economic Opportunity.*

VISTA

Volunteers in Service to America (VISTA) provides an opportunity for those 18 and over to join the War on Poverty. Enrollees work with migrant laborers; on Indian reservations; in urban and rural community action programs; in slum areas, hospitals, and schools; and in institutions for the mentally ill and retarded. Serving for a one-year period, volunteers receive a living allowance and $50 a month. *Organizations wishing the help of these volunteers should contact VISTA, Office of Economic Opportunity, Washington, D.C. 20506.*

MIGRANTS

OEO Assistance. OEO assistance for migrant agricultural workers and their families provides grants, loans, and loan guarantees to assist state and local agencies, private nonprofit institutions, and cooperatives in setting up programs to meet special needs in housing, sanitation, education, and day care of children. *Contact your regional office of the Office of Economic Opportunity.*

Health Services. Grants are available to state and other agencies to pay part of the cost of (a) training personnel, establishing and operating family clinics, without residence requirements, for domestic migrant workers and their families and (b) special health projects for these groups. *Contact: Migrant Health Section, Public Health Service, Department of Health, Education, and Welfare, Washington, D.C. 20201.*

COOPERATIVE EXTENSION SERVICE

Federal, state, and county governments share in financing, planning, and conducting out-of-school educational programs to serve local needs. The Extension Service is the educational arm of the U.S. Department of Agriculture and the off-campus branch of the land-grant colleges and universities. Extension specialists are trained in agriculture, home economics, youth work, and related fields. They help local citizens organize regional programs to develop the resources of the total community. *Contact: Your county extension agent.*

FOOD DISTRIBUTION

Special Milk Program. This program encourages consumption of fluid milk in public and private nonprofit schools, nursery schools, and so forth. State education agencies generally administer the program under agreements with the Department of Agriculture. The Food Distribution Division of the Department makes the payments directly to nonprofit private schools and child-care institutions in the states in which the program is not administered by the state agency. *Contact: Your state education agency or Food Distribution Division, Agricultural Marketing Service, Department of Agriculture, Washington, D.C.*

School Lunch Program. Grants are made to state education agencies for distribution to both public and nonprofit private schools participating in the lunch program. Participating schools must agree to make lunches available free or at a reduced cost for needy children. *Contact: Your state education agency or Food Distribution Division, Agricultural Marketing Service, Department of Agriculture, Washington, D.C.*

Commodity Distribution Program. To encourage consumption of agricultural products, commodities are donated to public and private agencies for distribution to low-income groups. Agreements are made between the Secretary of Agriculture and state agencies, which act as distributing agents. The Federal government pays costs to the point of delivery to the state-designated agency. The state, or local government, determines which institutions, families, or individuals are eligible, provides local storage and transportation, and handles local distribution. *Contact: Your state education agency or Food Distribution Division, Agricultural Marketing Service, Department of Agriculture, Washington, D.C.*

Acknowledgement is made to *Redbook Magazine* for the use of some anecdotal material in the opening chapter.

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an EXPLORATION of EDUCATION

A LOOK AT THE ECTOR COUNTY INDEPENDENT SCHOOLS

AN EXPLORATION OF EDUCATION

LEAGUE OF WOMEN VOTERS OF ODESSA

April, 1967

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INTRODUCTION

These are challenging days for schools. Leaders from many fields remind us that America's strength depends not only on rapid missiles, productive industry, and good government, but most of all, on the educated citizenry that makes these more tangible evidences of a strong nation possible.

There is more to be taught, and there are more children in school. There are new teaching devices and new demands--competition among high school graduates for entry into top-ranking colleges is keen; business and industry need trained workers but have few openings for unskilled graduates or dropouts. Good schools are not a luxury, but a necessity to a growing city.

A local school district, like other governmental units in a free society, is an agency of its citizens. It is the citizens who elect the governing body of the schools and are ultimately responsible for its policies. Progress in the schools, therefore, is achieved in direct ratio to the support and interest manifested by the community in which they are located.

Members of the Odessa League of Women Voters have, for the past two years, participated in a "Know Your Schools" study. We are grateful to the Ector County school administrators, teaching staff and Board of Trustees for their cooperation during these years and in the preparation of this booklet.

We hope that "You and Your Schools in Ector County" will contribute to your understanding of the Ector County Independent School System, and to your effective participation, as a citizen, in its progress.

THE PAST IS PROLOGUE
(A Brief History of the Ector County Independent School System)

The first public school session in Ector County was held in February and March of 1890, in an old wooden structure which later became the courthouse when the county was organized. Miss Inez Rathbun was paid $57 by Midland County for teaching this first school session in Odessa. In 1890-91 another session was taught, this one lasting for seven and one-half months. Mrs. E. R. Bryan was the teacher for the second session and was paid $300 for her services.

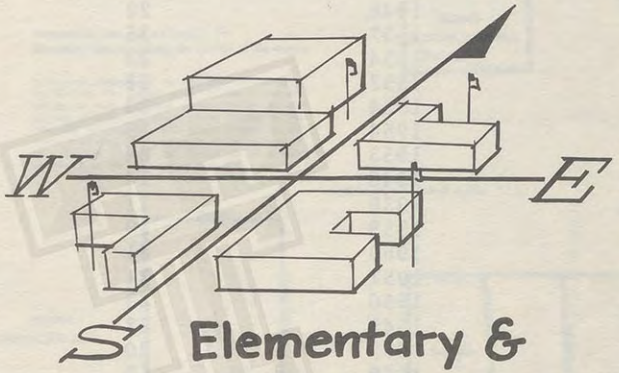
The first known public school-house in Odessa was built at a cost of $2,000, and was located on the east side of what is now Second and Texas streets. This building reportedly burned in 1892, and following the fire school sessions were again held in the courthouse building for some years.

In 1897 the County Commissioners divided the county of Ector into five school districts: #1 - Odessa, #2 - Judkins, #3 - County Line, #4 - Fairview, and #5 - Baker (1908). There is no record as to the original size of these districts or their boundary lines. By 1907-08 there were eight districts, with only five having schools in operation, and only one (Odessa) having an actual school building. All other districts were taught in one-room wooden buildings. School terms varied from 49 days at County Line to 180 days each at Odessa and Judkins. All five schools were ungraded, and only two districts, Odessa and Judkins, levied school taxes.

George Hogg, first county attorney of Ector County, donated land at Sixth and Texas streets for the first red brick school building erected in the system. Built in 1898, it was a two-story structure consisting of four large rooms, two downstairs and two upstairs. Since the sixth grade was the highest grade taught, the rooms upstairs were not used for some time after the school was built. In 1908, A. W. Wight, prominent pioneer rancher, donated a tract of land between what is now Ninth and Tenth and Lee and Sam Houston streets for a larger school. A two-story red brick building was constructed on this site in 1909, at a cost of $14,000. This building, consisting of six classrooms, an auditorium, music room, and superintendent's office,was in use until 1938. Beginning with six grades, classes were gradually added until in 1911 ten grades were being taught. The first graduating class of students finishing the ten grades was in 1911. This was the only school building in the county when the Ector County Independent School District was created by the Texas Legislature in 1921. The district was created largely through the efforts of W. F. Bates, president of the Odessa district school board, and J. T. Cross, ex-officio county superintendent. Although there had been eight districts at one time in the county, by 1920 only two, Odessa and Judkins, were maintaining schools. It was from these two districts that our present county district was formed.

As the second quarter of the century began, the county was sparsely settled. Odessa had a population of about three thousand, and the population of the entire county outside of Odessa amounted to only a few hundred people. Pupils from all parts of the county were brought into Odessa by school buses. Within twenty-five years the county was producing vast wealth, supporting a population of approximately fifty thousand people, and sending enormous sums in dividends and royalties out of the county. The school system, operating one county-wide district, had grown with the county, building one of the most efficient school systems in the State of Texas.

In 1927 a new wing was added to the building constructed in 1909. In 1929 the first high school building was erected about two hundred yards west of the original building. The original cost was $128,313; a cafeteria and shop were added in 1938 at a cost of $22,520. A second unit was built in 1939 at a cost of $97,712. Facilities then consisted of sixteen classrooms, manual training shop, two home economics rooms, one lecture room, two commercial rooms, one science and one chemistry laboratory, a 725-seat auditorium, a gymnasium with dressing rooms, and a cafeteria. Since that time, several extensions to the building have been made, and it now houses Crockett Junior High School.



Elementary & Secondary Schools

The Ector County Independent School District operates twenty-three elementary schools, seven junior high schools, and three senior high schools. Students in the district are assigned to schools based on their place of residence. A map with pins indicating the home address of every student is considered each year as boundary lines for individual schools are established. Efforts are made to place students in the schools nearest to them; students who are brought to school in buses are in general apportioned to those schools having the most space available.

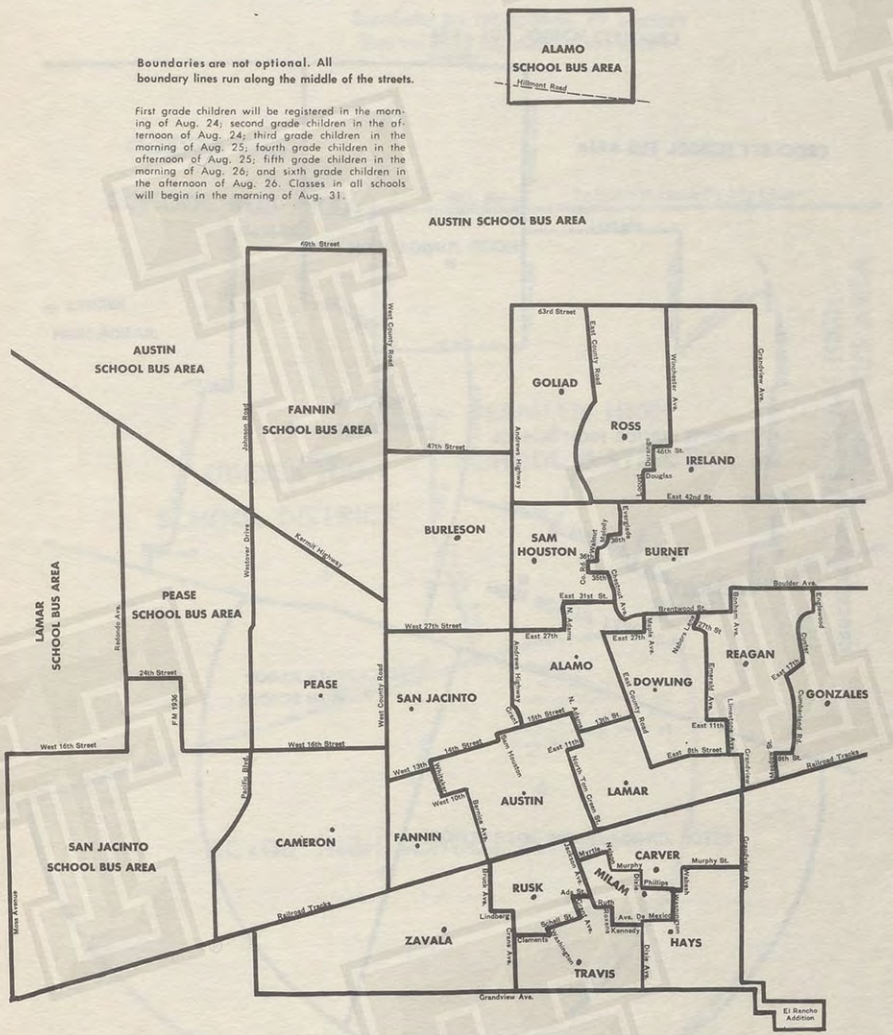
The following pages list the schools in the district with the dates of their original construction, the estimated number of professional personnel assigned to each, and enrollment as of February 17, 1967. The boundary lines for each school for the year 1966-1967 are also shown.

Name of School	Construction Date of Original Unit	Estimated No. Prof. Personnel	Estimated Enrollment
ELEMENTARY			
Alamo	1948	22	563
Austin	1937	35	840
Burleson	1954	23	590
Burnet	1953	38	1044
Cameron	1954	30	753
Carver	1954	19	462
Dowling	1953	24	642
Fannin	1946	14	334
Goldsmith	1938	11	165
Goliad	1958	19	484
Gonzales	1960	31	916
Hays	1957	21	531
Ireland	1960	23	622
Lamar	1941	23	589
Milam	1953	20	515
Pease	1958	19	564
Reagan	1956	28	682
Ross	1956	19	487
Rusk	1938	15	346
Sam Houston	1951	23	539
San Jacinto	1948	28	731
Travis	1949	24	630
Zavala	1951	22	606
			13672
JUNIOR HIGH			
Blackshear	1947	28	608
Bonham	1955	57	1100
Bowie	1950	40	951
Crockett	1928	60	1346
Ector	1957		616
Hood	1960	48	977
Nimitz	1965	36	810
			6408
SENIOR HIGH			
Ector	1957	73	696
Odessa	1946	98	1892
Permian	1959	104	2021
			4609
		Grand Total	24689

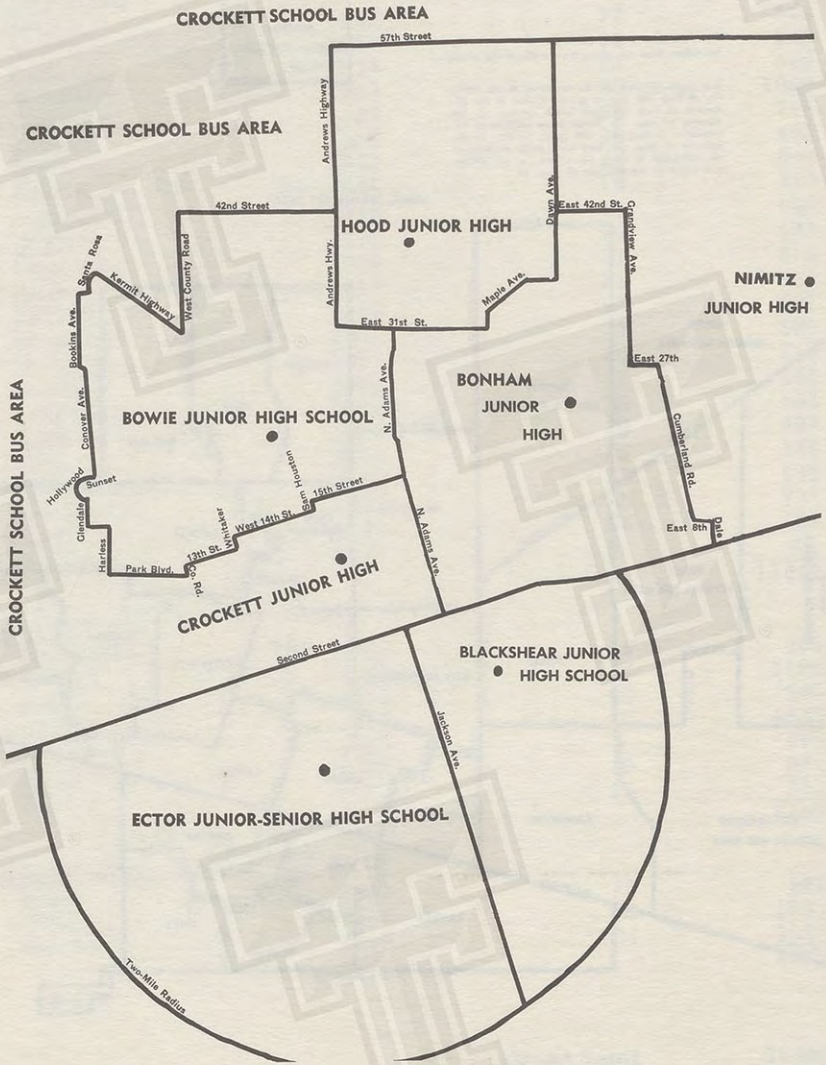
ODESSA ELEMENTARY SCHOOL BOUNDARY LINES, 1966-1967

Boundaries are not optional. All boundary lines run along the middle of the streets.

First grade children will be registered in the morning of Aug. 24; second grade children in the afternoon of Aug. 24; third grade children in the morning of Aug. 25; fourth grade children in the afternoon of Aug. 25; fifth grade children in the morning of Aug. 26; and sixth grade children in the afternoon of Aug. 26. Classes in all schools will begin in the morning of Aug. 31.

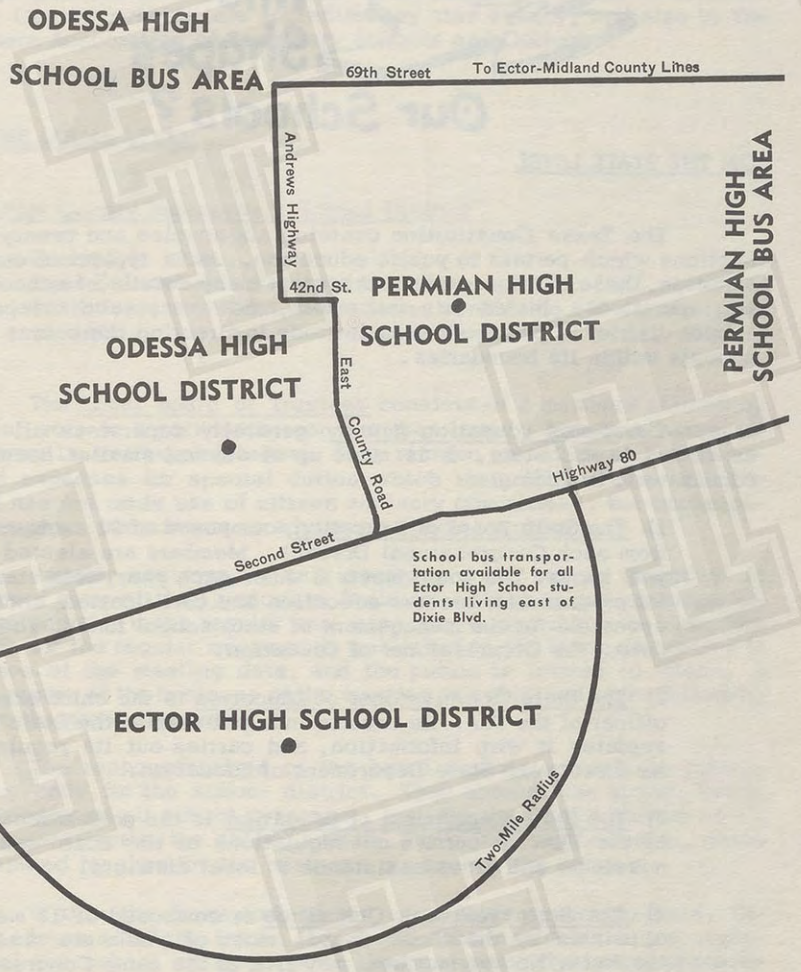


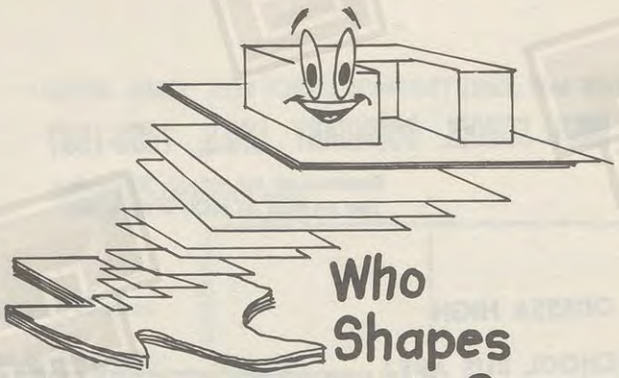
ODESSA JUNIOR HIGH SCHOOL BOUNDARY LINES, 1966-1967



HIGH SCHOOL BOUNDARY LINES, 1966-1967

Boundaries are not optional. All boundary lines run along the middle of the streets.





Who Shapes Our Schools?

ON THE STATE LEVEL

The Texas Constitution contains six articles and twenty-eight sections which pertain to public education. As is typical of our constitution, these sections spell out a great many details of school system operation. Inside this framework, however, each independent school district is permitted some latitude in directing the course of the schools within its boundaries.

The Texas Education Agency generally supervises all public education in the state. It is made up of several smaller boards and committees, including:

1) The State Board of Education, composed of 21 members, one from each Congressional District. Members are elected for 6-year terms. The Board meets 6 times each year, sets standards for programs for teacher education and certification, and is responsible for the management of state school funds. They also select the Commissioner of Education.

2) The State Commissioner of Education is the chief executive officer of the TEA. He recommends policies to the State Board, supplies it with information, and carries out its regulations. He directs the State Department of Education.

3) The State Department of Education is the professional staff of the TEA. It carries out regulations of the Board and Commissioner and gives assistance to local districts.

4) The State Textbook Committee is composed of 15 members appointed by the State Board, most of whom are classroom teachers. No two members may live in the same Congressional District. It is the specific duty of this committee to review and recommend textbooks. The Commissioner and the State Board may remove books from this recommended list, but may not add to it. Five textbooks for each subject are selected, and

the local schools may choose from this list those textbooks which it will use. A public hearing is held by the State Board of Education before the books are adopted to give individuals or groups an opportunity to protest any selection.

The Texas Education Agency is responsible for establishing principles and standards for accrediting schools. The 1949 Gilmer-Aiken Laws set minimum standards of organization and operation which school districts must meet in order to be eligible for state assistance. Ector County schools are accredited by this agency, and also by the Southern Association of Secondary Schools and Colleges.

ON THE LOCAL LEVEL

The Ector County Independent School District

Created in 1921.
First County-wide district in the State.
Tenth largest district in the State, containing 907 square miles of area.

The Local Board of Trustees consists of 7 members elected by popular vote on a politically non-partisan basis. Members serve for six years in overlapping terms. They receive no salaries, but are allowed expenses for special duties which their office requires. The Board has not made use of citizen advisory committees, but occasionally employs consultants to advise on special problems.

Regular meetings are held monthly, on the second Thursday, in the board room of the Curriculum Building. Many called meetings are held in addition to the regular one, generally during the noon hour. The agenda for the regular meetings is published in the local newspaper in advance of the meeting date, and the public is invited to attend. A news report of the business of the meeting is published on the following day in the same newspaper.

The responsibilities of the board include acting as a policy-making body for the school district. They approve the hiring, firing, and transfer of all school personnel, and are the final authority on all decisions affecting the school system. They approve the budget, which is prepared for them by the business manager of the schools.

Within the framework of the state laws governing them, the board adopts a budget, levies taxes, and contracts debts in the operation of the school system. State laws governing the use of proceeds from bond issues specify that funds may be disbursed only for the purpose for which said bonds were issued. For example, if bonds were issued for use in the area of physical education, then they must be used for physical education purposes. The financial records are audited twice yearly by a local firm of auditors.

School District Employees include:

Administrative - 10
Consultant and Supervisory - 10
Principals and Guidance Counselors - 57
Clerical - 71
Health - 8
Teachers - 1177
Transportation - 79
Custodial and Plant Maintenance - 133
Cafeteria - 224 (many cafeteria employees work only 2-3 hours per day which accounts for the large total number employed.)

The Local Superintendent of Schools is the administrative head of the system. He is hired by, and directly responsible to, the School Board. He has the responsibility of submitting lists of prospective teachers to the Board for their consideration, and to recommend hiring, firing or transfer of employees. Assisted by the directors of various services, and departmental heads, he oversees the carrying out of the entire school program, as directed by the School Board.

Although there is no set standard of qualifications for the person filling this position, the local School Board has adopted a policy of requiring a Master's degree as minimum education, and prefers a Doctorate. The person selected must have both classroom teaching and administrative experience at the primary and secondary levels. He must be certified by the Texas Education Agency and endorsed by the State Superintendent. His salary (at present, $22,500) and his term of employment (which may legally be from 1 to 5 years) are set by the local School Board.

The Administrative Staff totals 9 persons, in addition to the Superintendent, and includes the business manager, attendance officer, personnel director, purchasing agent, building and grounds administrators, and the tax collector. These persons are responsible for the fiscal and physical management of the school district, and are accountable to the Superintendent and the School Board.

The Consultants and Supervisors of the various departments and services number 10 persons. These work directly with the teaching program of the system, helping to shape its policies and acting in an advisory capacity to the teaching staff.

Principals are recommended for their office by the superintendent and hired by the School Board. The appointment is based primarily upon the number of years of successful teaching experience. Principals must be certified by the Texas Education Agency. They are the administrative officer of the school assigned them, and are responsible for the supervision and evaluation of the program in that school. Teachers are directly responsible to them.

There are 32 principals and 9 assistants in the school district. Present salaries range:

from $ 8,948.75 to $10,828.75 for elementary schools
$ 8,528.75 to $ 9,628.75 for assistants-junior high
$11,268.75 for all junior high principals
$11,068.75 for all high school assistants
$12,418.75 for all high school principals

Teachers are interviewed by the Director of Personnel, who makes recommendations to the Superintendent and School Board regarding their employment. The School Board is the final voice on the hiring of all teachers.

A Bachelor's degree is the minimum educational requirement for teachers in the Ector system. They must also hold a teacher's certificate issued by the State Board of Examiners for Teacher Education. A certified teacher from another state may usually qualify for Texas certification by taking Texas history and government required courses. No one more than 51 years of age is eligible for starting employment. Consideration is given to previous experience, although beginning teachers are accepted. A review of grades earned in college, references from teachers and supervisors, and moral and ethical conduct is made. No racial or denominational restrictions are considered. Contracts are renewed annually, but teachers are considered to be re-hired for the new year unless notified otherwise. Dismissal is made when "due cause" is shown.

Salary schedule for classroom teachers:

	Minimum	Maximum	State Minimum
Bachelors	$5,100.00	$7,287.50	$4,014.00
Masters	5,500.00	8,212.50	4,239.00
Masters plus 30 hours	6,000.00	8,712.50	4,239.00
Doctors	6,500.00	9,212.50	4,239.00

Although these salaries are generally based on education plus years of teaching experience, the Board reserves the right to give recognition for meritorious achievement, and to adjust the salary accordingly.

The Ector County schools employ 620 elementary teachers and 557 secondary teachers, a total of 1177. In 1956-57, the total number of teachers was 945.

A minimum of 18 to 24 hours, depending upon the subject, is set by the state in order to qualify a teacher to instruct in a particular field on the secondary level whether or not it is his major field of education. There is no requirement that teachers continue to study after receiving their degree, but the salary schedule gives incentive for further education.

Married women are favorably considered by the School Board for employment, being considered stable. In the event of pregnancy, they are required to resign at least 5 months prior to the expected confinement, but in any case are not permitted to wear maternity clothing in the classroom. The annual rate of teacher turnover in Ector schools is about 11%, with the chief cause being the family responsibilities of married women.

Substitute teachers are required to have a minimum of 60 hours of college work, with no special structure of educational courses specified. These are hired on a day-to-day basis as needed, and are paid $15.00 per day. If the regular teacher is absent due to illness, the substitute is paid from school funds. If the regular teacher is absent for other reasons, his pay is docked. Persons wishing to work as substitute teachers must fill out a new application each year. The present list of available substitutes has 165 names.

THE SCHOOL AND THE COMMUNITY

There are 23,965 registered voters in Ector County. Of these, approximately 17,970 are property holders, eligible to vote in school bond elections. In the most recent bond election (November, 1966), only 7,121 persons, less than half the eligible number, voted.

School facilities are used in recreation programs during the summer months, and buildings are used frequently for community functions, although school activities have priority when reservations are being made. A fee which covers rental and custodial services is charged for the use of buildings, and an additional amount is charged if air conditioning facilities are used.

Parent-Teacher Clubs have become popular in many Odessa schools. These are entirely local and do not affiliate with any national organization. Some schools have active chapters of the Parent-Teacher Association. With but few exceptions from individual teachers and principals (which is difficult to avoid in a system employing such a large number of people) school personnel are willing and anxious to cooperate with parents, and with community organizations who work toward the improvement of our school system.

Business-Education Day is a program sponsored by the local Chamber of Commerce in which a visitation exchange of teachers and business people in the community occurs. The program has been most successful in securing the participation of a large number of business establishments who enter into this information and idea exchange with the teachers.

Many service and civic organizations locally sponsor special programs and awards for students, and "booster clubs" of parents and interested citizens support the athletic teams and the bands in the various schools.

Private and Parochial Schools in Odessa include 1 private school for kindergarten through 5th grade, 3 private schools for kindergarten through 2nd grade, and 4 parochial or church supported schools for kindergarten through 6th grade. The total enrollment of all these schools is approximately 675 students.

A STATEMENT OF PHILOSOPHY

Schools were created by society for the fulfillment of the education of youth. This responsibility is shared by the community in all phases of an individual's growth. Each pupil should be accepted into the educational processes as he is. He should be provided with opportunities and resources to enable him to achieve to the maximum of his capacity. He should be guided in understanding himself and his responsibility in a democratic society. The individual child's best interest should always be the basic consideration in any policy or action of the school.

Floyd Manry

Superintendent of Schools

What Your Schools Offer Your Children

CURRICULUM

Curriculum studies are a continuing process in the school system and the curriculum is evaluated constantly, based on research, community interests, new instructional materials, evaluations by the professional staff at all grade levels, parental suggestions, business suggestions, and current college requirements.

In the elementary grades (first through sixth), curriculum is developed stressing those subject areas which are related to life situations, and great attention is given to the growth characteristics and concerns of the children which each grade level serves.

In the junior and senior high school years (grades seven through twelve) the student receives training and education that helps prepare for college, a vocation, and for living in a complex society.

The Ector County secondary schools emphasize the academic skills; however, since few students are actually certain of the profession, vocation, or trade they may enter, the schools provide two graduation plans: the academic preparation plan and the general preparation plan. Approximately fifty-four percent of Ector County's high school students follow the academic preparation plan which is recommended for students who will enter colleges having restrictive requirements. Forty-six percent follow the general preparation plan which allows them to enter most colleges. Some students follow this general preparation plan in order to take more elective courses. Others do so in order to take advanced courses in mathematics and science, rather than courses in foreign languages.

The elementary school pupil is assigned to a class which is self-contained, and which follows a schedule set up by the principal. Beginning in the junior high school, the pupil has an increasing amount of choice in selecting his courses and determining his class schedule. Typical daily schedules for grades 1 through 6 and course offerings for grades 7 through 12 are as follows:

Elementary Curriculum

Elementary school pupils have one period each of: Reading,

Language, Arithmetic, Spelling, Handwriting, Social Studies, Science, Health & Safety, and Art. Citizenship is stressed throughout the program.

Pupils also receive physical education in the form of games, physical fitness exercises, and recreation emphasizing running.

Music is taught by means of singing, rhythmic activities, listening and playing of instruments.

Library periods are scheduled for each class in all grades a minimum of once a week.

Seventh and Eighth Grade Course Offerings

Seventh grade pupils have one period each of:

English
Reading, Spelling and Work Study Skills
Mathematics
Social Studies
Physical Education

Elective courses available to the seventh grade pupil consist of: Art, Crafts, Science, Speech, Homemaking (Girls), Choir, Band and Orchestra.

Eighth grade pupils have one period each of:

English
Reading and Spelling
Mathematics
Social Studies
Physical Education

Elective courses available to the eighth grade pupil consist of: Art, Crafts, Homemaking, Band, Orchestra, Choir, Science, Speech, Spanish and General Shop.

Ninth through Twelfth Grade Course Offerings

For graduation from the Ector County high schools, sixteen units in the basic areas and four units in Physical Education, Band, Chorus, and Health are required. Before entering the ninth grade the student selects one of the two graduation plans offered, as follows:

GENERAL PREPARATION PLAN

English	3 credits
Mathematics	2 credits
Science (Laboratory Courses)	2 credits
Social Studies	2-1/2 credits
Health	1/2 credit
Physical Education, Band, Orchestra or Chorus	3-1/2 credits
Electives (Any basic course not counted as a part of the required sixteen units)	6-1/2 credits
TOTAL	20 credits

ACADEMIC PREPARATION PLAN

English	4 credits
Mathematics	3 credits
Algebra - 2	
Geometry - 1	
Science	2 credits
Biology - 1	
Chemistry - 1	
Physics - 1	
Social Studies	2-1/2 credits
World History - 1	
American History - 1	
Government - 1/2	
Foreign Language	2 credits
French - 2	
Latin - 2	
Spanish - 2	
Health	1/2 credit
Physical Education, Band, Orchestra or Chorus	3-1/2 credits
Electives (Any basic course not counted as a part of the required sixteen units)	2-1/2 credits
TOTAL	20 credits

The following is a list of the courses offered by the Ector County high schools which are accredited by the Texas Education Agency:

Art
Business Education:
- Bookkeeping
- Business Arithmetic
- Business Law
- Salesmanship
- Stenography
- Typewriting

Distributive Education
English
History & Social Studies:
- American
- Economics
- Government
- Latin American
- Texas
- World
- World Geography

Homemaking
Ind. Coop. Training
Journalism
Languages:
- French
- Latin
- Spanish

Mathematics:
- Algebra
- Analytic Geometry
- Consumer Mathematics
- Elementary Analysis
- Geometry
- Related Mathematics
- Trigonometry

Music:
- History
- Orientation
- Theory

Physical & Health Education
Sciences:
- Applied Science
- Biology
- Chemistry
- General Science
- Physics

Speech

No one school offers all the courses listed above. A listing of all

courses offered at the various grade levels may be found in the booklet "Course Offerings and Graduation Requirements", which may be obtained from the junior and senior high school principals.

Driver education is offered in the 9th grades at junior high schools, but is restricted to a limited number of students. It is also offered in the tenth grade in all senior high schools.

Physical Education is required by state law. In the first and second grades, approximately 20 minutes per day is devoted to this activity; in grades three through six, 30 minutes per day is allotted. In the secondary schools, PE class periods are 55 minutes a day, five days per week. Only those students actively engaged in the athletic, band or choir programs and those with physical limitations due to handicaps or illness are excepted.

Vocational training in the form of Distributive Education (merchandising and retail distribution) and Industrial Cooperative Training (various trades), is available to junior and senior students. Students in these programs attend school half a day for academic courses and work the other half.

SYSTEM OF GRADING

Students in all twelve grades receive report cards every nine weeks. They are rated: A for Excellent Achievement, B for Good Achievement, C for Fair Achievement, D for Poor Achievement, and F for Failure.

TIME REQUIRED FOR SCHOOL YEAR AND SCHOOL DAY

The state requires that students in Texas attend school a minimum of 175 days yearly. The Ector County school year for 1966-67 is 177 days.

Students in the first and second grades attend school from 9:00 a.m. to 3:00 p.m.; students in the third through sixth grades attend school from 9:00 a.m. to 4:00 p.m. Junior high and senior high school students attend school from 8:45 a.m. to 4:00 p.m.

EDUCATION FOR EXCEPTIONAL CHILDREN

To meet the educational needs of children with various types of handicaps, the Ector County school system has initiated seven specific programs in its Special Education Department. These are classes for the blind and partially sighted, the deaf and hard of hearing, the orthopedically handicapped, the minimally brain injured, the educable mentally retarded, the trainable mentally retarded, the speech problems. An additional service is the teacher of the homebound. This service is extended to those students who, because of illness or other reason, are unable to attend their regular classes for short periods of time. Classes taught and their locations are shown below:

Class Type	Location	Number of Classes
Blind and Partially Sighted	Ireland Elementary	1
Deaf and Hard of Hearing	Sam Houston Elementary	1
	Crockett Junior High	1
Orthopedically Handicapped	Sam Houston Elementary	2
Minimally Brain Injured	Sam Houston Elementary	1
Trainable Mentally Retarded	Opportunity Center	3
Educable Mentally Retarded	Austin Elementary	1
	Carver Elementary	2
	Dowling Elementary	1
	Fannin Elementary	2
	Hays Elementary	1
	Travis Elementary	1
	Zavala Elementary	2
	Bonham Junior High	1
	Bowie Junior High	1
	Ector Junior-Senior High	2
Combination-Deaf-Educable Mentally Retarded	Carver Elementary	1
Homebound	Curriculum Building	1
Speech Therapy	All elementary schools	5 therapists

A minimum of eight students is required in order to form a class, and no more than fourteen students are included in any one class. Classes for the trainable mentally retarded, held at the Opportunity Center, came into being through the efforts of the Junior Service League, in cooperation with the school system. Classes for the educable mentally retarded include vocational rehabilitation programs for students 16 years of age and above. Under this program, the student is employed locally, and works at his job one-half of each day. During the other half of the day he attends classes at school. He earns a high school diploma, based primarily upon his accomplishment of acceptable work in the eyes of his employer. Prior to entry into the high school, 13 through 15 year old students attend pre-vocational classes at Bowie, Bonham, and Ector Junior High Schools, where a determination is made as to what field the student will enter. Total student enrollment in all

special education classes, except speech therapy and homebound students, is 278. The vocational education program is one of the fastest growing in the special education field, and the local program has been very successful in training and placing students in local, useful employment.

Admission to a class in special education is determined by parent-teacher conferences, medical recommendations, and psychological reports. Parental approval is necessary for admission. Parents are kept informed of the progress of the student through letters and conferences. No actual grading is done, but an indication of the level of work being accomplished is given.

The speech therapy program has more than 600 students enrolled. This is a heavy class load for the five therapists in the system, as a normal case load is considered to be about 60 students per teacher. Primary cause of the overload is the shortage of speech therapists. It is probable that more will be employed if qualified applicants can be found. The five therapists conduct classes in all elementary schools, visiting different classes on alternate days of the week. Under the present arrangement, a class is conducted in each school twice per week.

SPECIAL SERVICES

Some of the other services provided by the Ector County school system are:

Counseling

There are no counselors in elementary schools. Odessa teachers are expected to give their pupils individual guidance in their personal adjustment to school in addition to academic instruction. Junior and senior high schools have one or more counselors who are responsible for directing the counseling and guidance program, counseling with parents and pupils, assisting in group testing and interpreting test results, and in presenting orientation programs and scheduling of pupils.

Cumulative records are kept for each pupil throughout his high school career. These records indicate test results, health data, grades, and comments by school personnel who have worked with the pupils on special problems. Counselors and guidance personnel work closely with the many public agencies of the community.

Summer School

A school session of six weeks' duration is offered each summer, meeting six days a week from 7:00 a.m. until 12:00. Possible course offerings and summer school preference sheets are usually made available to students in April. No summer school is offered at the elementary level.

Health Service

There are seven nurses employed in the school system. A pre-school health clinic is held each year, followed by routine examinations of all children in grades one through seven. Teeth are checked, as well

as eyes and hearing. The nurses render first aid when needed, and give special instructions on health matters, such as dental hygiene, proper food and sleep habits, and anatomy. Parents are advised when pupils are found to be in need of medical attention.

Cafeteria

All schools have lunchrooms or cafeterias which are self-supporting. Each cafeteria is supervised by a manager who is responsible to the school superintendent or business manager. Each cafeteria also has a head supervisor of personnel. Federal aid is received for the milk program only, with reimbursement at the rate of 2 or 3¢ per half pint of milk.

Libraries

There is a central library in each school which makes available a wide variety of up-to-date materials such as books, filmstrips, pamphlets, pictures, maps, globes, records, tapes, and periodicals.

Oral-Language School

Non-English speaking children are handicapped when entering school in the fall. Special classes are held each summer to assist these children. In the summer of 1966, a total of 205 children participated. Children are taught to speak and understand the basic English vocabulary before entering school. This program enables the teacher to more readily place the child according to his ability and is highly valued by principals and teachers.

Audio-Visual Program

The Audio-Visual Program is coordinated through the Director of Audio-Visual Services. Each school has one person responsible for this program. The Director of Audio-Visual Education and Public Information gives newspaper, television and radio releases and coordinates such programs with the West Texas Cooperative Audio-Visual Services. These services are provided and used by teacher request.

Vocational and Industrial Education

Distributive and Industrial Education is offered with the cooperation of the business and professional men and women of Ector County. Distributive Education provides the student with experience while attending school in the field of distribution (sales and connected areas). Industrial Education is offered to those students interested in industry. Students in this program generally attend regular classes 1/2 day, and spend the remainder of the day in their vocational or industrial fields.

Bus Service

Bus service is provided for pupils who reside two miles or more by the nearest public road from the school they attend and who live either outside the city limits or two or more miles from a city transportation system. Buses are operated by licensed, bonded drivers, who are required to pass a physical examination each year. Bus service is also provided for the inter-school athletic program. Special arrangements are made for other school functions.

Some Facts & Figures About Our Schools

ENROLLMENT - PAST AND PRESENT

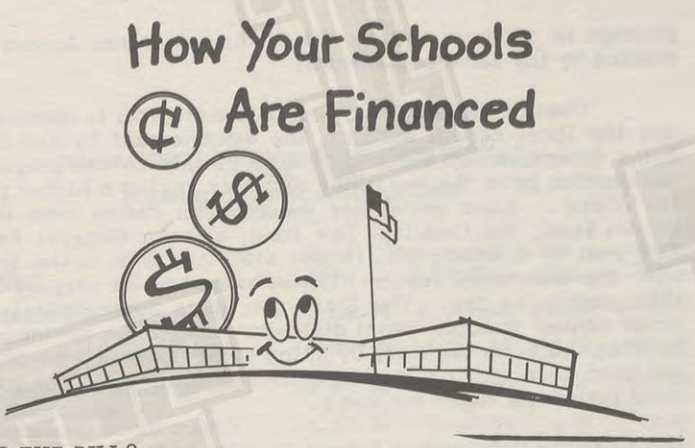
YEAR	TOTAL ENROLLMENT	YEAR	TOTAL ENROLLMENT
1945-1946	4,700	1962-1963	22,346
1949-1950	6,550	1963-1964	22,839
1953-1954	10,500	1964-1965	23,707
1957-1958	18,100	1965-1966	24,305
1960-1961	21,269	*1966-1967	24,689
1961-1962	21,967		

*(Enrollment 2/17/67)

PUPIL-TEACHER RATIO

SCHOOL	ENROLLMENT (2/17/67)	REGULAR TEACHERS	PUPIL-TEACHER RATIO
Alamo	563	22	25.6
Austin	840	32	26.3
Burleson	590	23	25.7
Burnet	1,044	39	26.8
Cameron	753	30	25.1
Carver	462	19	24.3
Dowling	642	24	26.8
Fannin	334	12	27.8
Goldsmith	165	7	23.6
Goliad	484	20	24.2
Gonzales	916	33	27.8
Hays	531	22	24.1
Ireland	622	24	25.9
Lamar	589	23	25.6
Milam	515	22	23.4
Pease	564	21	26.9
Reagan	682	26	26.2
Ross	487	19	25.6
Rusk	346	15	23.1
Sam Houston	539	20	27.0
San Jacinto	731	27	27.1
Travis	630	25	25.2
Zavala	606	24	25.3
ELEMENTARY TOTAL	13,672	529	25.8
Blackshear	608	31	19.6
Bonham	1,100	50	22.0
Bowie	951	41	23.2
Crockett	1,346	60	22.4
Hood	977	45	21.7
Nimitz	810	36	22.5
JUNIOR HIGH TOTAL	5,792	263	22.0
Ector (Junior and Senior High)	1,312	70	18.7
Odessa	1,892	98	19.3
Permian	2,021	100	20.2
SENIOR HIGH TOTAL	5,225	268	19.5

NOTE: The above figures do not include special education classes.



WHO PAYS THE BILL?

The citizen, of course, both directly and indirectly. The following is an explanation of the sources of revenue from the State, and from the local school district.

In 1854, the Texas Legislature approved a measure entitled "An Act to Establish a System of Schools", which founded the present Permanent School Fund by setting aside two million dollars of state funds, and by adding Railroad Land Grants to those already set apart in the State Constitution of 1845. This Permanent School Fund has been increased by oil and gas royalties, and presently totals in excess of one-half billion dollars. Investment of this money is the responsibility of the State Board of Education, and the interest on the investment is part of the money which actually finances the public schools of Texas today, through the Available School Fund.

Available School Fund money must be used for free textbooks for all public school children, and the remaining funds are distributed to local school districts according to their scholastic population. The Ector County schools receive $81.60 from this fund for each student listed in the school census.

Monies for the Available School Fund come from:

Interest from investment of Permanent School Fund.
1/4 of revenue from state occupation taxes.
State ad valorem tax not to exceed 35¢ per $100 valuation.
1/4 of the net revenue from the motor fuel tax.

Minimum Foundation Program

This program was established in 1949 as the Gilmer-Aiken Act to provide statewide minimum standards for public education in Texas. It provides money for state aid to all school districts by equalizing their income, allotted on the basis of A.D.A. This program raised teachers' salaries to a minimum standard, limited the size of classes, provided better trained teachers, and made available such special services as nurses, librarians, special teachers, supervisors and counselors to districts which did not have them before that time. This

program is administered by the Texas Education Agency, which was created by the same Legislature.

Cost of the Minimum Foundation Program is shared by the state and the local school district, the amount paid by the local district being determined by a formula based on income and property values in the district (with the wealthier districts paying a higher percentage of the costs). State money for the program comes from the Available School Fund, the Omnibus Tax Fund, and the General Revenue Fund. The cost is divided, 80% to the state and 20% to the local district, with the individual school district assessments varying according to their ability to pay. The State now pays approximately 32% of the Ector school budget. Most districts exceed the minimum standards, as does the Ector district, by using local tax sources. No State funds are used for acquiring land or school buildings. Ector voters approve bond issues for these purposes.

Ector County Independent School District Budget

The total budget for Ector schools during the 1965-66 school year was $12,953,021.00. The estimated budget for 1966-67 is $13,377,643.56.

The following is the source of the income for this budget:

State Funds	$ 4,330,819	32.3 %
Local Funds:		
School Tax	$ 8,881,310	66.3 %
Other Receipts	$ 183,175	1.4 %
	$13,395,304	100.0 %

The proposed budget for 1966-67 shows the following expenditures:

Administration, Attendance, and Health Services	$ 417,982.55	3.12%
Instruction:		
Regular Teachers' Salaries	$ 7,598,650.90	56.80%
All Other Instruction Costs	$ 1,759,513.86	13.15%
Pupil Transportation	$ 247,171.25	1.85%
Plant Operation & Maintenance	$ 1,128,743.93	8.44%
Fixed Charges (Insurance, etc.)	$ 34,938.19	.26%
Capital Outlay	$ 232,259.45	1.74%
Debt Service	$ 1,958,383.43	14.64%
	$13,377,643.56	100.00%

The cost per pupil, based upon average daily attendance, has risen steadily over the past 16 years, as shown in the following table:

Year	Cost Per Pupil	Year	Cost Per Pupil
1951-52	$262.05	1962-63	$411.07
1954-55	$310.44	1963-64	$410.62
1959-60	$383.07	1964-65	$430.74
1960-61	$405.46	1965-66	$462.41
1961-62	$407.83	1966-67	$487.34 (Estimated)

The following table is a comparison of the school taxes paid in Ector School District, with those paid in other districts in Texas.

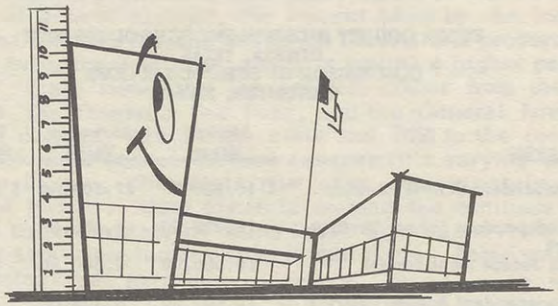
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS
COMPARISON OF SCHOOL TAX COST
NOVEMBER, 1966

School District	Market Value	Assessed Value	Tax Rate	Tax Cost
Austin Independent School District Austin	$ 10,000.00	$7,500.00	$ 1.33	$ 99.75
Lubbock Independent School District Lubbock	10,000.00	6,666.67	1.50	100.00
San Angelo Independent School District, San Angelo	10,000.00	6,500.00	1.47	95.55
Amarillo Independent School District Amarillo	10,000.00	5,500.00	1.31	72.05
Corpus Christi Independent School District, Corpus Christi	10,000.00	5,400.00	1.42	76.68
Wichita Falls Independent School District, Wichita Falls	10,000.00	5,000.00	1.61	80.50
Pasadena Independent School District Pasadena	10,000.00	5,000.00	1.79	89.50
El Paso Independent School District El Paso	10,000.00	5,500.00	1.50	82.50
Midland Independent School District Midland	10,000.00	6,000.00	1.70	102.00
Ector County Independent School District, Odessa	10,000.00	3,500.00	1.91	66.85
Port Arthur Independent School District, Port Arthur	10,000.00	6,000.00	1.65	99.00
Waco Independent School District Waco	10,000.00	5,200.00	1.82	94.64
Abilene Independent School District Abilene	10,000.00	5,500.00	1.36	74.80
Big Spring Independent School District Big Spring	10,000.00	6,000.00	1.70	102.00
Pampa Independent School District Pampa	10,000.00	4,000.00	1.65	66.00
Plainview Independent School District Plainview	10,000.00	5,000.00	1.76	88.00

It is apparent that the actual amount of taxes paid to the Ector County Independent School District by Ector County residents is appreciably smaller than that paid in many school districts in the state.

In addition to the $1.91 paid to the school district, Ector County taxpayers render $0.16 to Odessa College. This amount raises the total school and college tax paid on property valued at $10,000 to $72.45, still less than many districts pay to the school district alone.

The School Board sets the rate of taxation each year at the time of the adoption of the budget. Of the $1.91, $1.485 is for maintenance and operation, and $0.425 is for debt service. Total value of properties assessed for school taxation in 1966-67 is $472,504,210.00.



How Can You Evaluate Your Schools?

One way to evaluate the effectiveness of the school system is to consider the grades made in colleges by graduates of the Ector County schools. These grades are not solely reflective of the teaching system, as each individual student is influenced by his home and family, friends, likes and dislikes, and these affect his grades, perhaps almost as much as his classroom experience affects them. College records, however, are one yardstick by which we can measure to some extent the quality of the teaching staff and methods in our school system.

The administrative staff of the Ector County schools prepares a detailed survey of the college records of Odessa graduates. Copies of this survey are available to anyone who may wish to see them. The following are excerpts from the survey of 1964 and 1965 graduates.

	Blackshear		Ector		Odessa High		Permian	
	1964	1965	1964	1965	1964	1965	1964	1965
Graduates	36	56	100	119	362	538	385	525
Graduates Going to College	23	38	38	42	283	427	302	383
College Grades Received	14	6	34	42	193	275	203	383

GRADE DISTRIBUTION AND PERCENTAGES
First Semester College Grades

	A		B		F	
	1964	1965	1964	1965	1964	1965
ENGLISH:						
Blackshear				5	7	1
Ector	1	1	8	9	6	7
Odessa	19	21	62	94	14	34
Permian	9	20	59	107	19	28
Total	29	42	129	215	46	70
%	7.1	6.5	31.5	33.0	11.2	10.8
MATHEMATICS:						
Blackshear					7	
Ector	2	5	4	2	7	7
Odessa	22	31	30	32	14	17
Permian	25	44	32	53	32	18
Total	49	80	66	87	60	42
%	17.0	20.0	22.9	21.8	20.8	10.5
SCIENCE:						
Blackshear					1	1
Ector	1	2		11	5	5
Odessa	16	19	33	36	21	25
Permian	21	14	33	50	12	27
Total	38	35	66	97	39	58
%	11.9	8.3	20.7	22.9	12.2	13.7
SOCIAL STUDIES:						
Blackshear				1	4	
Ector		1		1	5	4
Odessa	5	10	16	31	12	25
Permian	9	14	20	41	15	21
Total	14	25	36	74	36	50
%	6.7	6.3	18.5	36.8	17.6	12.5
FOREIGN LANGUAGE:						
Blackshear					1	1
Ector	2		2	2	1	
Odessa	13	8	12	12	4	2
Permian	7	16	19	15	3	16
Total	22	24	33	29	9	19
%	22.2	22.0	33.3	26.6	9.1	17.4

GRADE DISTRIBUTION AND PERCENTAGES

TOTAL BASIC AREAS
(English, Mathematics, Science, Foreign Language, Social Studies)

First Semester College Grades	A		B		C		D		F	
	1964	1965	1964	1965	1964	1965	1964	1965	1964	1965
Blackshear				6	4	3	9	4	20	3
Ector	6	9	14	25	35	37	15	26	24	23
Odessa	75	79	153	205	208	318	78	132	61	102
Permian	71	124	163	266	250	388	89	129	81	100
Total	152	212	330	502	497	746	191	291	186	229
%	11.2	10.7	24.3	25.4	36.7	37.7	14.1	14.7	13.7	11.6

% Passing -- 1964 - 86.3 -- 1965 - 88.4

% Failing -- 1964 - 9.1 -- 1965 - 17.4

TOTAL ALL OTHER SUBJECTS
(Business Administration, Education Courses, Engineering Courses, Data Processing, Speech-Drama, Philosophy, Psychology, Anthropology, Home Economics, Technology Courses, Religion)

First Semester College Grades	A		B		C		D		F	
	1964	1965	1964	1965	1964	1965	1964	1965	1964	1965
Blackshear	15	3	14	3	10	1	7		7	
Ector	22	22	14	36	17	69	5	35	4	35
Odessa	164	257	79	120	104	121	25	33	19	21
Permian	29	329	57	295	52	262	22	49	25	30
Total	230	611	164	454	183	453	59	117	55	86
%	33.3	35.5	23.7	26.4	26.5	26.3	8.5	6.8	8.0	5.0

% Passing -- 1964 - 92.0 -- 1965 - 95.0

% Failing -- 1964 - 8.0 -- 1965 - 5.0

TOTAL BASIC AND ALL OTHER SUBJECT AREAS

First Semester College Grades	A		B		C		D		F	
	1964	1965	1964	1965	1964	1965	1964	1965	1964	1965
Blackshear	15	3	14	9	14	4	16	4	27	3
Ector	28	31	28	61	52	106	20	61	28	58
Odessa	239	336	232	325	312	439	103	165	80	124
Permian	100	453	220	561	302	650	111	178	106	130
Total	382	823	494	956	680	1199	250	408	241	315
%	18.7	22.2	24.1	25.8	33.2	32.4	12.2	11.0	11.8	8.5

% Passing -- 1964 - 88.2 -- 1965 - 91.5

% Failing -- 1964 - 11.8 -- 1965 - 8.5

No discussion of schools proceeds far without the question, "Just how good are our schools?" The answer is important: to parents, colleges, taxpayers, and employers. Much as we need a clear answer to this question, we must accept the fact that no simple and absolutely accurate answer is available.

To begin with, what do we mean by "good schools"? Good at preparing young people for college? Good at training young people for jobs as high school graduates? Good at instilling the ideals of good citizenship? Good for the gifted student, or for the average student, or for the mentally or physically handicapped student? There is a variety of ways in which schools can be "good" and a school system may well be doing a superior job in one program and a less than adequate job in another area. Over-all judgments can be misleading.

The interested citizen can ask a number of questions about his school system, and so learn more about it. We have offered some questions here; you will undoubtedly have others. The answers to some are easily obtained. Other answers will require considerable time and effort by the citizen.

SOME QUESTIONS YOU MIGHT ASK

1) Does the school system have a remedial reading program starting at the first grade and continuing through high school?

2) Are high school students with superior academic abilities encouraged to take the more difficult courses? Are Honors Classes available to all students who can qualify for this program?

3) Does the vocational program prepare pupils for fields of work for which there is local demand? Do some of our secondary schools need more vocational courses?

4) Are enough textbooks and reference materials available for pupil use?

5) Are teachers consulted about ways to improve the school program?

6) Are there procedures for school officials to evaluate the educational program?

7) What are the bases for dismissal of inadequate teachers?

8) Do teachers teach only in fields for which they are primarily trained?

9) Is the total work load of each teacher small enough to leave time for creative preparation of class materials?

10) Do beginning and maximum salaries for teachers compare favorably with salaries for other college graduates in the community?

11) Do the schools have an effective guidance counseling system?

12) Are School Board meetings open to the public, and are citizens informed as to time and place of meetings?

13) Do the Board of Education and School Administration encourage community interest in education?

14) Could the Summer School Program be expanded to offer more courses for enrichment and ventures into areas for which the regular school year does not allow time?

HOW YOU MAY HELP

Visit your schools . . . study their programs.

Attend School Board meetings -- 2nd Thursday -- 7:30 P.M.

Curriculum Building

804 North Lee Street

Support candidates of your choice in school board elections.

Express yourself as a citizen and taxpayer.

The Odessa League of Women Voters expresses its appreciation to the many teachers and administrators of the Ector County Independent School District whose assistance and cooperation made this report possible.

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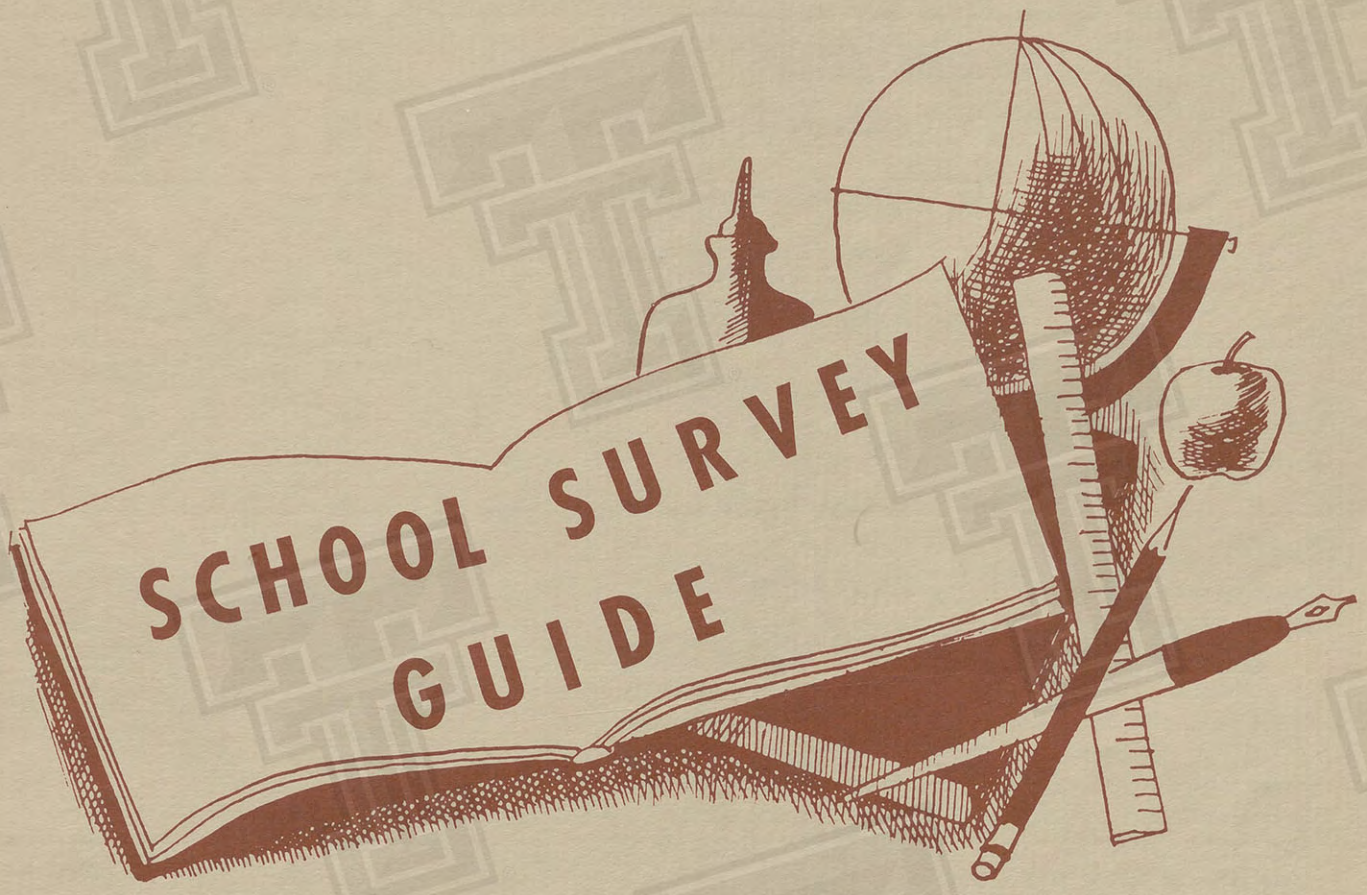

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INTRODUCTION

The purpose of this School Survey Guide is to assist local Leagues in carrying out a study of the organization, operation, and financing, as well as the educational program, of a local school system. Although the questions are fairly comprehensive, they are not necessarily all-inclusive. Administrative procedure and the terminology used to describe school administration vary widely from state to state. For example, in some regions "school committee" and in others "school directors" is used to describe what in this survey is termed "local school board." The local authority for education also rests with different bodies in different localities and is differently defined. This Guide, then, should be adapted by the local League Board to fit the character, operation, and needs of each school system. The local Board will also wish to review the Guide carefully to decide how much of it or which parts of it will best facilitate the League's purpose in undertaking a school survey.

The Guide is divided into two parts: school system and school program.

The first part, relating to school system, deals with administration, teaching staff, plant, financing. These matters have long been of concern to local Leagues. Many studies and surveys of state and local school systems have been made by Leagues; much constructive school legislation has been supported and undesirable legislation opposed. In the past several years, interest in and concern for our schools and the quality of the education provided by them have mounted throughout the country, and the consequent demand for an up-to-date League School Survey Guide is now being met.

The second part deals with school program, and is the first Guide in the broad field of curriculum that the League of Women Voters of the United States has put out for the use of the local Leagues. With the increase of general interest in public education, many Leagues have wished to inform themselves as to the scope and content of the program offered by their school systems. The national Board recognizes that the League has a real contribution to make in the field of education, but it strongly recommends that Leagues not undertake a study of educational program until they have made a thorough study of the framework of the school system, the means by which a program of education is carried out. Moreover, good cooperative relations with local school authorities will have been established through the prior study of the school system. Even then the study of school program should be undertaken only with the knowledge and understanding of the school administration and the local school board, for the cooperation of local school personnel is essential to the functioning of the League survey committee. League study of school curriculum should have as a major purpose the furthering of communication between citizens and school personnel and the strengthening of public understanding of school objectives and needs.

Before members select a Current Agenda item on school program, they should be aware of certain limitations placed upon the scope of the study by virtue of the nature of the League as a nonprofessional organization. League interest should be concerned with the objectives, standards, and quality of the school program. Such matters of pedagogy as the selection and content of textbooks,

teaching techniques and systems which are constantly evolving, and precisely at what grades and in what form certain subjects are best offered are for the attention and decision of professional educators. A League may conclude from its study that it wishes to recommend a strengthening of the foreign-language program or an enriched mathematics or science program or of reading instruction, but it should not attempt to decide when language instruction is best introduced or exactly what system of teaching of reading or of mathematics and science should be used.

As an introduction to the study of the local school system, a section on state education laws has been included. This is done in order to stress the importance of starting with the state law on education as basic to the survey. By reviewing state education law and its administration, many of the answers to questions such as school attendance will be found. A study of state law and state educational agencies and their relationship to the local school authority will provide a fundamental background necessary for interviews with local school officials, and will help clarify at an early stage in the survey the distinction that sometimes exists between "state law" as it reads and as it is implemented or interpreted by local school authorities.

Many Leagues have found it helpful to begin the written summary of their surveys with a brief highlighting of the evolution of their school systems, i.e., a description of the first school in the community and how the system has grown to present size. Other Leagues have begun with a brief description of the community setting in which the school system operates, i.e., its salient geographic, governmental, social, and economic characteristics. As this is optional, no specific questions are included in the Guide.

It should be pointed out that school systems are organized on different patterns throughout the country. Some systems may be organized on an eight-grade elementary and four-grade secondary basis, some on a 6-2-4 or 6-6 basis, others on a 6-3-3 basis with separate junior high school facilities. It may be necessary to adapt and regroup the questions on educational program to conform to a particular school organizational pattern.

It will be apparent that some of the questions on school program overlap questions on school system, and that certain questions appear in more than one chapter. This repetition, which has been held to a minimum, should help to clarify the points of contact between the two studies and to illustrate the interrelationship of all parts of the school system.

HOW TO DO A SCHOOL SURVEY

Purpose:

A School Survey Current Agenda item provides an opportunity for Leagues to study their schools and to encourage citizen interest and participation in this phase of local government. The initial object is to assemble the facts about the public school system which the community controls and operates. It is strongly recommended that the material which the survey committee assembles be made available to League members and to the community in at least mimeographed form, or, if it is printed, that it be presented in a compact, readable, objective way.

It is important that any reference to the philosophy or goals of education be made by direct quotation. There exist many varying expressions of the philosophy, goals, and techniques of modern education, and Leagues will become familiar with many of these during the course of their study. Certain sources will soon be found to express a particular point of view or philosophy, while others will present a more over-all or general exposition of objectives and educational standards. For this reason care should be taken to cite sources or educational authorities precisely and always in quotations. A list of selected references will be found at the end of this Guide.

Organization:

As with all major undertakings of the League, a school survey item requires careful, cooperative planning by all members of the League Board as to the general plan and scope and content of the survey. How much womanpower is needed to do the survey? How many members can be drawn into the work? What timing goals should be set for the various stages of the survey? Does the budget contain adequate provision for typing, mimeographing, or printing? How shall the results of the survey be presented to the membership? How can the findings be shared with other groups and with the community in general? How shall the survey be publicized?

Conscientious use of the School Survey Guide may well produce more material than can be utilized for public consumption. Periodic membership discussion of the factual data will help the committee to draw together the basic points they will wish to highlight in published form. Several Leagues have solved their writing and editing problems by selecting only what is essential for a condensed report to be published for the general public and supplementing this with detailed reports for League membership. On the basis of membership discussion certain conclusions can legitimately be drawn as to the adequacy or inadequacy of the school system and program, what achievements or features of the school system are outstanding, and whether there are problems or specific areas that will require special emphasis for future action.

The chairman of the survey should be a member of the Board. She submits to the Board, for approval or revision, a plan for doing the survey based on the broad general plan previously outlined by the Board. The chairman keeps the Board up-to-date and from time to time asks for guidance on next steps. She will

wish to select, with Board approval, a small steering committee to organize and coordinate the work of the survey. The actual collection of material and the writing of each section should be assigned to subcommittees which should also be responsible for verification of facts with the proper school authorities. In addition, an editorial committee may be selected to combine chapters in final form, to edit for uniform style, balance, and objectivity, and to assist in the verification of facts. Additional committees for art and layout, publication, finance, promotion, sale, and distribution may be necessary if the study is to be published.

Procedure:

The success of the survey depends to a great extent on good public relations with local school authorities. To this end, it is recommended that initial appointments be made with the president of the local school board and with the superintendent of schools, to explain the project and to enlist their cooperation in arranging interviews with school administrative and teaching staffs. It is important to assure them that the survey will be factual and that they will have the opportunity to check the manuscript for accuracy. It is also good policy to ask their advice as to what should be included and as to use of the survey. In requesting interviews with school personnel, every effort should be made to avoid disrupting the work of the school and the schedules of the school staff.

It is wise for interviewers to go in pairs as a double check on the statements made by the interviewee.

Duplication of interviews should be avoided. A careful study of state and local laws and relevant state and local standards should be made before each interview is scheduled. It cannot be overemphasized that the purpose of the survey questionnaire is to elicit factual information. There are many different theories on what should be taught and how it should be taught and when. Much of this will be of interest to the committee, and it is well for League members working on the survey to be aware of these specialized points of view, but evaluation of teaching techniques and discussions of special philosophies and theories have no place in interviews with teaching personnel.

State League Boards and the national office of the League are available for consultation on local Program items, and local Leagues should not hesitate to ask them for guidance and assistance in the planning and the execution of a school survey.

THE SCHOOL SYSTEM

I. State-Local Relations

1. What are the provisions on education in your state Constitution?

2. What statutory provisions in your state relate to the operation and administration of public schools? Are there any acts of your state legislature which apply solely to your school district?

3. What state boards and/or agencies are concerned with public school education in your state?

4. What are the functions of the state department of education? What is its relationship to your local school authority? Is there a state superintendent of public instruction? If so, what are his duties?

5. Does your state department of education have a system of commissioning or accrediting schools? If so, what are the functions of the commission? How is the commissioner selected and what are his duties? Are there assistant commissioners? If so, how are they selected and what are their duties?

6. Are there state standards on school district organization? If so, what are they? Who sets them?

II. Your School District

1. How are school districts organized in your state?

2. What are the legal boundaries of your district?

3. What is the size (geographical, number of pupils) of your school district?

4. Is reorganization an issue in your school district?

5. Who has the authority to initiate school redistricting in your state? Does it require voter approval?

6. What, if any, studies have been made within the last year by your state school authority on school district reorganization or consolidation? By your local school authority?

7. Is there an "intermediate unit" (an agency through which several districts share consultant and other services) in which your school district can participate?

III. Local Board of Education

1. How is your local school board chosen? If by appointment, who has the appointing power? If by election, is the election on a politically non-partisan basis? How are candidates nominated?

2. Are there legal requirements, either local or state, for school board members?

3. How many members are on your school board? How long has each served? Does each attend meetings regularly? What is the term of office? Are terms overlapping?

4. Do your school board members receive salaries or other remuneration for their services?

5. How is the board organized? How is the president or chairman chosen? Does the board have standing committees? If so, what are they? Are there citizen advisory committees? Do the board and/or the citizen advisory committees call on professional consultants?

6. How often does the board meet? Where?

7. What are the duties and powers of your board?

8. Does your school board have written policies? If so, what are they?

9. What fiscal powers does the board have? Adoption of budget? Levying taxes? Contracting debts?

10. In what ways does the board report to the public? Does the board publish, in advance, the agenda for board meetings? Does the board issue an invitation for interested citizens to attend? Does it publish minutes of school board meetings?

11. What is the school board's relationship to local government administration in connection with financing of schools, prevention of juvenile delinquency, recreation programs, library and health services, adult education?

12. Does the school board make long-range studies and plans?

13. What is the local school board's relationship to the state department of education?

IV. Administrative Staff

1. How is your local superintendent of schools chosen? On the basis of what educational and administrative qualifications? Are there state certification requirements? What are they? Must he be a resident of the town or city or state in order to be appointed?

2. What is the term of office? Salary?

3. What are the chief duties and responsibilities of the superintendent? Is responsibility for carrying out the local school program centered in the superintendent? Does he appoint all teachers and other school employees?

4. What is his relation to the local board of education?

5. What are the qualifications and duties of assistant superintendents? What is their relationship to the superintendent? To principals?

6. What are the state and local requirements for both primary and secondary principals? For supervisors?

7. How are the principals, supervisors, consultants chosen? What are their salaries? How many do you have in your school system?

8. What are the duties and responsibilities of principals? Supervisors? Consultants?

9. What is their relationship to the teaching staff?

10. Does the school board employ a business manager? Is he responsible to the superintendent or to the school board? What are his duties?

V. Teaching Staff

1. How many teachers do you have in your school system? In elementary schools? In secondary schools? How does this total compare with five years ago? Ten years ago?

2. Who selects and hires your teachers? On what basis are they selected? By what procedure?

3. What are the state requirements for certification of teachers? Does your community have additional specific requirements as to training? Experience? How many teachers hold emergency certificates and how often have they been renewed?

4. On what basis are substitute teachers engaged? On what basis are they paid? Are there state and/or local requirements on qualifications of substitute teachers? How many are employed at the present time in your school system?

5. After teachers are employed, does the school system review and evaluate teacher effectiveness and performance? How is this done?

6. Does your school board recognize the value of continued study for teachers? If so, how? Is there a requirement for continuing education at an accredited school?

7. What is your school board's policy or practice with regard to married women teachers?

8. Do you have a tenure law for teachers? After how many years do they achieve tenure? What does your state tenure law provide? Are contracts awarded annually? What proportion of the teachers is on tenure? What are the provisions for dismissal? What is the annual rate of turnover of the teaching staff? What are the main reasons for turnover? What is the average length of service?

9. What is the average class size per teacher (in elementary and in secondary schools)? Number of classes per day per teacher? Number of different subjects taught per teacher? Total clock hours per teacher? What responsibilities in addition to classroom teaching do your teachers carry - administrative? clerical? recreational? extracurricular? Is teacher work load supervised? By whom?

10. Does your school system employ special assignment teachers? "Lay readers?" Uncertified teacher aides?

11. What is the local salary schedule for teachers? Is it based on experience? Merit? Education? Sex? Grade taught? Extra duties? What salary increases have there been in the past five years? Is there a state salary schedule? How does the schedule in your district compare to the state schedule?

12. How do teachers' salaries in your community compare with those in other communities in your area? With those in private schools? With other professions?

13. What provisions are made for teachers who retire? What is the compulsory retirement age? Earliest optional retirement age? Is there provision for disability retirement?

14. Is there provision for including teachers in the development of educational policy?

15. What teachers organizations are there?

VI. The Pupil

1. How many children of school age are in your school district? What proportion is this of your total population? What proportion attends public school? What proportion attends private and parochial schools?

2. What is the number of pupils, by grades and schools, in your school system?

3. How does your total school-age population compare with five years ago? Ten years ago? What are the estimates for elementary and secondary enrollment for the next five years? Ten years?

4. Are there age, certificate, or test requirements for admission to school?

5. Does the state have a minimum school year? What is it? What is the length of your school year? How is it determined?

6. Are there school attendance laws? Are there exceptions? If so, what are they?

7. How are school attendance laws enforced? Is there a study of the causes of absence of pupils? If so, what are the chief causes of nonattendance?

8. What is the dropout rate in your school district? Has any study been made as to the chief causes of dropouts?

9. Are there provisions by which pupils can attend schools in another district? What are they?

VII. School Plant and Facilities

The School Building:

1. How many school buildings are in your school district?

2. Are there state building requirements? What are they?

3. How old is each school building? Are there buildings or classrooms that are substandard by state law or local standards?

4. Is there enough classroom space for all pupils without scheduling double shifts? Are rooms being used for purposes other than those for which they were designed? Are individual classrooms crowded?

5. Are there assembly rooms? Home rooms? Multi-purpose rooms? Special instruction rooms? Lunchrooms? Libraries? Laboratories? Gymnasiums? Vocational shops? Domestic science rooms? Art rooms? Music rooms? Are there parking facilities for automobiles and bicycles?

6. Do all classrooms meet state or local standards for heating, lighting, ventilation?

7. Who is responsible for building and maintenance supervision?

8. What safety provisions are there? Are the buildings fireproof? When was the building last inspected for health and safety? Are there state or

local regulations on numbers of toilet rooms, showers, drinking fountains? Are these facilities well located, sanitary? Is there safe drinking water? A first-aid room?

9. What is the cleaning and painting schedule for each school?

10. How are funds for maintenance of buildings allocated? By whom are they administered? Is there a long-range plan for maintenance?

11. What studies are underway to determine future building needs? Is the school building program based on projected needs? Who is responsible for the building program and future planning? Are the services of an architect available to the school system?

12. Is long-range school planning coordinated with city or county planning as to best land use, safety features, etc.?

13. Are new buildings being planned to provide for possible use of new curriculum and teaching developments (closed circuit television, team teaching, etc.)?

14. Who is responsible for the selection of building sites, erection of buildings? For letting of contracts for school buildings? Are contracts awarded on the basis of competitive bidding?

15. How is new building construction financed?

School Grounds:

1. Are there state requirements for the number of acres of school grounds? Are they based on enrollment and type of school (elementary or high school)? If so, does your school meet these standards?

2. What size are the grounds for each school?

3. Is use of the school grounds planned for children of various age levels? What play equipment is provided?

4. Are they open to children when school is not in session?

5. What supervision is provided during school hours? After school hours? Is ground maintenance service provided?

Equipment and Supplies:

1. Who in the school system is responsible for the selection, purchase, and care of equipment and supplies? Are they bought on the basis of competitive bidding? Is there centralized purchase of supplies in your school district?

2. Are individual desks or chairs and tables supplied in the classroom? Are they adjustable? Movable?

3. What equipment is provided for physical education? Laboratories? Vocational training? Art and music? Foreign-language teaching?

4. Is provision made in the annual school budget for buying new and repairing old equipment?

5. Who has charge of selecting and buying supplies? Are competitive bids sought and contracts awarded?

6. Are textbooks supplied to the pupils?

7. Which supplies are provided by schools? Paper towels, soap? Writing materials, etc.?

8. Are any kinds of equipment or supplies ever provided by PTA groups? Is the local school budget affected by this action?

9. Are there any fees charged to the pupil by the school system for use of equipment, supplies, or textbooks?

Special Facilities:

1. What health services and instruction are provided?

2. What nursing and medical services are provided? Are children given regular physical examinations? Is there provision for following up diagnoses with corrective treatment? Are the services of a dentist available?

3. Are teachers and school employees required to take physical examinations? If so, how often?

4. Are the services of a psychologist available? Special consultant for speech therapy? Social Service worker?

5. Do schools have lunchrooms or cafeterias? How are they financed, managed, supervised? Who plans the meals? Is the lunch in the federal school lunch program?

6. What kinds of recreational facilities are provided by the school system? Free play? Supervised play? What sport programs are there?

7. What precautions are taken for the safety of children? Are fire drills held? Are student or other street patrols provided at opening and closing of school sessions? Are teachers assigned to playgrounds during noon hours and recesses?

8. To what extent is transportation of school children regulated by state or local law? If bus transportation is provided, who provides it? Do school buses meet legal standards? How often are they inspected? What are qualifications for bus drivers? Are traffic laws strictly enforced in school areas?

VIII. School Finance

Federal - State - Local Relations:

1. What is the total revenue for public schools in your state? What proportion of this is from federal, state, and local funds?

2. What proportion of the state budget is distributed to local school districts?

3. How much did your school district receive from the state for all school purposes last year? Specify amounts received from sources such as state "foundation program"; basic or minimum aid; by reimbursements on transportation, vocational education, federal school lunch program, mentally or physically handicapped child, etc. How are the amounts your district receives from the state determined?

4. What was your school district's total budget for last year? What proportion was from local sources, state sources, federal sources?

5. Are loans available from the state for school construction? Under what conditions? Has your school district borrowed from these funds?

6. Does your local school system participate in the National Defense Education Act? If so, under what titles? How much money was received last year? Were the matching funds on a state or local level?

Local School Budget:

1. What is the total operating budget for your schools? How much - in amount and by percentage - goes to: administration, instruction, operation and maintenance, services, fixed charges, insurance, repairs and replacements, capital outlay, debt service?

2. What are local tax sources? What proportion of the tax dollar in your school district is spent for schools? What is the amount of taxable property per pupil in your school district?

3. What was the average per pupil expenditure in your community last year? How does this compare with other localities in your state?

4. By what procedure is the school budget drawn up? Publicized? Discussed? Adopted?

5. Who is responsible for school accounting and auditing?

6. Does the local school board have unlimited fiscal power under state laws? What control, if any, do other officials of your local government have over the school budget and financing of schools? What control, if any, does the state have?

7. Are there any studies being made by your school system on possible school costs which can be cut or held constant without sacrificing quality of school program?

8. Have any studies been made which relate the present tax base in your school district to projected school needs?

9. Is it possible to secure additional funds for schools from local sources of revenue? By what means? By raising property tax rates? By reassessment of property? By imposing new taxes? By borrowing? Other means? Are restrictions placed by the state on local taxing or borrowing powers? If so, what are they? Are these statutory or constitutional limitations?

IX. School and Community

1. How many registered voters are there in your school district? How many voted at the last school board election? On the last school bond issue?

2. How many citizen observers, on an average, attend school board meetings? How many, on an average, attend school budget hearings?

3. How does your local school authority keep the public informed about school programs and policies? Does it furnish an annual report?

4. What is the relationship between the school board (local school administration) and local government administration in the financing of schools, prevention of juvenile delinquency, recreational programs, library and health services, etc.?

5. Are school buildings and grounds used for community purposes? What restrictions are placed on their use? By whom?

6. What is the relationship of the school to community organizations:

   PTA
   Adult School
   Citizens committees
   Other local organizations

7. What other schools (private, parochial) are in your school district? Give locations, enrollment. How many children in your school district attend these schools?

THE SCHOOL PROGRAM

I. General

1. Is there a statement of the basic goals of the school system available to the public?

2. What are the state laws relating to curriculum?

3. How do your schools stand in relation to state curriculum requirements? Who determines the curriculum of your school system? Is there curriculum coordination among administrators, teachers, school boards, other lay and professional persons? How is coordination handled?

4. Is there coordination of instruction between the elementary and secondary schools?

5. What is the local school authority's policy regarding systematic curriculum evaluation? Are any curriculum studies in progress? Does your school system have general or special curriculum guides available to teachers? Have there been proposals to change emphasis of curriculum? From what source? How are suggested changes handled?

6. What means (surveys, questionnaires) does your school board use to determine if curriculum meets the particular needs of your community area?

7. What provisions, if any, are made for the education of each child according to ability and rate of development?

8. Is provision made for meeting the varied development rates of children? The average? The gifted child? The mentally retarded? Is there home instruction for the physically handicapped?

9. Is experimentation being carried out in your school system in any of the following directions: team teaching, ungraded primaries, large-group instruction, opportunity for self-instruction, opportunity for independent study, educational television?

10. What is the length of the school year? How is it determined? What is the length of the school day?

11. What is the school policy on textbooks? Are they provided free? Who selects them? What provision is made for keeping them up-to-date? Are textbooks shared, or does each child have his own?

12. What percentage of the school budget is allocated for instructional material? Teachers' salaries?

13. How are the elementary and secondary schools organized by grades in your school systems?

II. Elementary School

1. What are the objectives of the elementary school in your local school district? Is a printed statement of these objectives available to the public?

2. Is there a public kindergarten program? What is its scope and purpose?

3. What subjects are offered in the elementary grades? Are there courses in art? Music? If foreign-language instruction is offered, at what grade does it commence?

4. What is the physical education program?

5. What are the sizes of classes? Is there ability grouping within classes? Within subjects? What is pupil-teacher ratio?

6. Is there clear identification of subjects which a teacher is required to teach? Qualified to teach?

7. Are there uniform minimum requirements for material to be covered in all classes of each grade?

8. Is there training for citizenship? If so, in what ways?

9. Is provision made for speech training? Correction of speech difficulties?

10. Is there a remedial reading program?

11. How does the school report to parents on pupil progress?

12. What system of promotion is used?

13. What is the policy on development of study habits? On discipline? On homework?

14. Is provision made for curriculum evaluation? By whom?

III. Secondary School

1. What are the objectives of the secondary school? Is a printed statement of these objectives available to the public? Does the teaching staff have latitude in carrying out these objectives?

2. What subjects are offered, by grades? Is there one or are there several courses of study? Is there a core program? Block scheduling?

3. Is there an "honors program"? What percentage of the students qualify for an honors program?

4. What is the proportion of "required" to "elective" subjects? At what grade are elective subjects first offered?

5. What is the foreign-language program? Is there a minimum foreign-language requirement for graduation?

6. What are the state requirements for high school graduation? How does your school compare with these requirements?

7. What are the sizes of classes? Is there ability grouping within classes? Within subjects? What is pupil-teacher ratio?

8. Is there clear identification of subjects which a teacher is required to teach? Qualified to teach?

9. Is the school program arranged to meet the needs of students who will go to college and for those who will not? How is this done?

10. Is there a vocational education program in your local school system? How are students selected for admission to this program? How are the courses kept up-to-date in terms of job opportunities and requirements?

11. What is the physical education program? Competitive sports program?

12. Is training for citizenship given? In what courses? In what class activities?

13. What is the pupil activity program? Are extracurricular activities integrated with the program of studies? How is this done?

14. How is discipline handled? Are there written regulations governing pupil discipline?

15. Is there provision for development of speech skills? For correction of speech difficulties?

16. Is there a "reading program"? If so, what is its purpose and scope?

17. What is the policy regarding homework or out-of-school assignments?

18. How is pupil progress reported to parents?

19. What is school practice on promotion? Acceleration?

20. What percentage of students from grades 7 to 12 fail? What are the criteria for passing in school?

21. What percentage of students leave school before graduation? What are the reasons for leaving school?

22. Is provision made for student participation in planning courses and activities?

23. Is provision made for evaluation and revision of curriculum? By whom? How often?

IV. Special Programs

1. What kinds of library services are provided in the elementary schools? In secondary schools? Are there cooperative arrangements for sharing library resources among schools? With the public library? Is there periodic evaluation of library and reference resources?

2. What audio-visual equipment does your school system own or have access to? What use is made of audio-visual aids?

3. Does your school system have a guidance program? What are the objectives of the program? Does your school system use specialists in the guidance program?

4. What members of the school personnel have specific responsibility in the guidance program?

5. At what grade level does the guidance program begin?

6. What form of counseling is offered? What is the pupil-counselor ratio? How are pupil-counselor interviews scheduled? What school personnel is used in counseling?

7. What is the role of the parent in the guidance program? How do parents, students, and guidance counselors cooperate?

8. Is an organized "testing program" used in your school system? If so, how is it administered? By whom? What use is made of test data?

9. Are cumulative records in your school system kept on pupils? What use is made of them?

10. Is there a summer school in the school program? What is its purpose and scope?

11. Is there a follow-up of what graduates do after high school? In occupations? In higher education? In community services?

V. Adult Education

1. Is there an adult education program in your community? What courses of study are offered?

2. How is the cost of the adult education program met?

3. What public school facilities are available for such courses?

4. Who administers the adult education program in your community?

GENERAL REFERENCE SOURCES

The Office of Education of the U.S. Department of Health, Education, and Welfare, Washington 25, D.C. An excellent source for publications which set forth standards and statistics, e.g., Provisions Governing Membership on Local School Boards, Standards for School Transportation Systems, Organizing Districts for Better Schools, Biennial Survey of Local School Statistics, and for information on federal aid to education and the operation of the National Defense Education Act.

List of Publications of Office of Education, 1937 - 1959. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. 50 cents.

Annual Publications Catalog, Office of Education. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. 25 cents.

The National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington 6, D.C. This organization is concerned with education in all its aspects and publishes each year a large number of general surveys and special studies. Selected reference lists and research memos are also available free in single copies from the Research Division of the NEA upon request for information on specific subjects.

Annual Publications Catalog, National Education Association, 1201 Sixteenth Street, Washington 6, D.C. Free

The National Congress of Parents and Teachers, 700 Rush Street, Chicago, Illinois. This is the national organization of the state and local PTAs in the fifty states. It publishes a variety of material on public school education.

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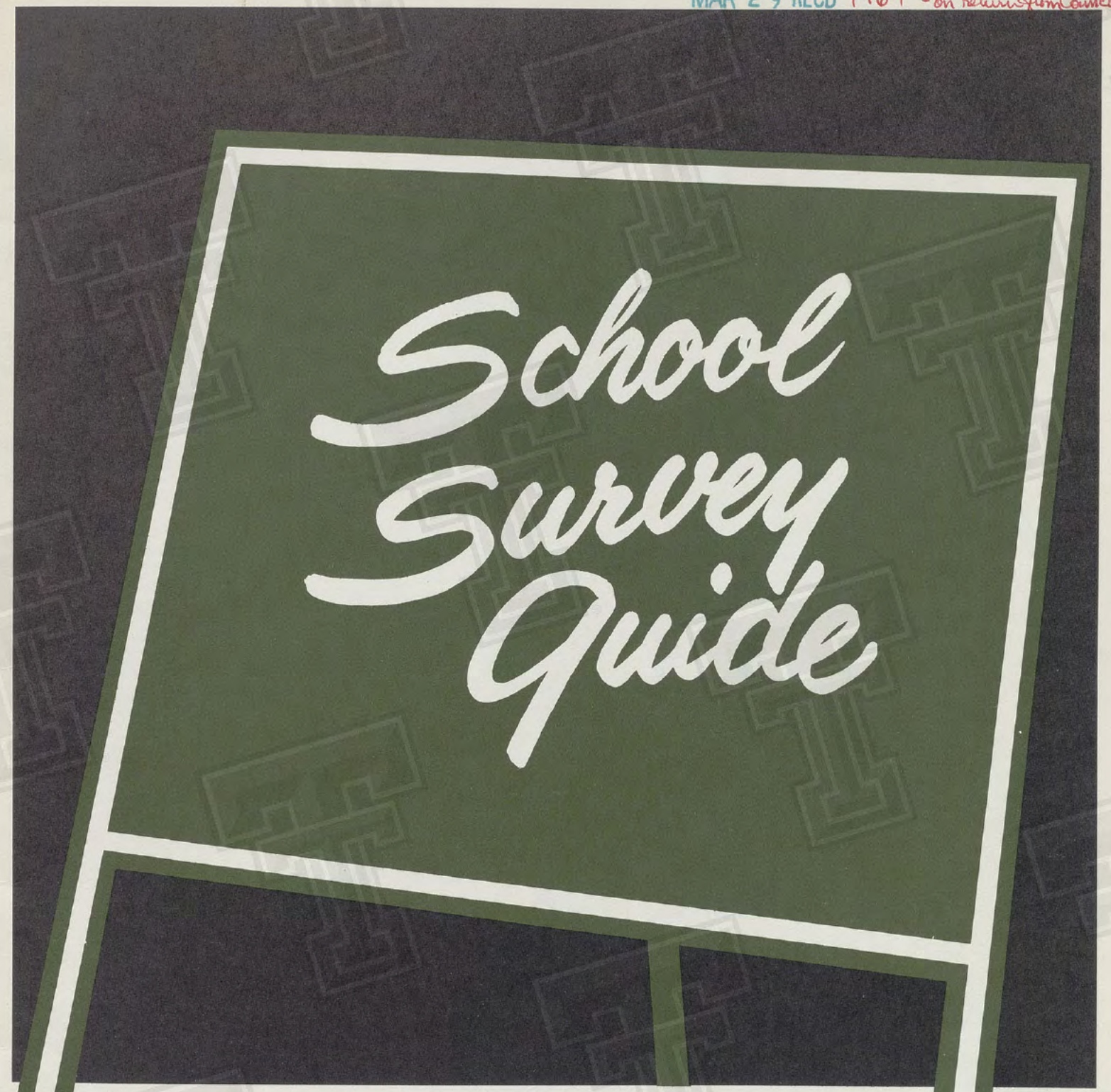

League of Women Voters of the United States

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INTRODUCTION

The purpose of this *School Survey Guide* is to assist local Leagues in carrying out a comprehensive study of the organization, operation and financing, as well as the educational program, of a local school system. To this end emphasis has been placed upon the fundamental questions of public education, i.e., how is your school system instituted, what are its goals, how does it operate, what are its problems, how effectively is it doing its job. At the same time, however, certain recent trends in educational theory and practice have been taken into account. The decade of the nineteen sixties has seen mounting interest in and concern for our schools and the quality of education provided to every child. This revised school survey guide includes a new section on compensatory education programs. It also includes an expanded section on school-community relations which explores the contemporary issues of school decentralization, community control of schools and the concept of "the community school." The accountability of the school system is touched upon in an expanded section dealing with program budgeting in the schools. A major purpose of League study is furthering communication between citizens and school personnel and strengthening public understanding of school objectives and needs. The knowledge and understanding of the school administration and local school board and the cooperation of school personnel is exceedingly important to the success of the project.

Before getting under way with the survey, appointments should be made with the president of the local school board and the superintendent of schools. The project should be explained to them and their cooperation enlisted in arranging interviews with school administrative and teaching staffs. It is important to assure them that the survey will be factual and that they will have the opportunity to check the resulting manuscript for accuracy. They may have suggestions to make to the survey committee members.

The guide is divided into two parts: school system and school program. The first part deals with administration, teaching staff, plant, financing, etc. The facts gathered provide information on the legal framework governing the system and the means at the disposal of school board and school administrators to carry out the goals of the school system. The second part deals with goals and scope and content of the school program. Effective citizen action depends on the information provided in both sections.

As an introduction to the study of the local school system, a section on state education laws has been included to stress the importance of starting with the state law on education as basic to the survey. By reviewing state education law and its administration, many of the questions on the survey can be answered. A study of state and local laws and state educational agencies and their relationship to the local school authority will provide a fundamental background necessary for interviews with local school officials.

A small steering committee organizes and coordinates the work of the survey. The actual collection of material and writing of each section should be assigned to subcommittees who are also responsible for verification of facts with the proper school authorities. Interviewers should go in pairs to double check the statements made by interviewees. Every effort should be made to avoid disrupting the work of the school and the schedules of the school staff. At all times interviewers should keep in mind that the survey is a fact-finding project.

Many Leagues have found it helpful to begin the written summary of their surveys with a brief highlighting of the evolution of their school system, i.e., a description of the first school in the community and how the system has grown to present size. Other Leagues have begun the summary with a brief description of the community setting in which the school system operates, i.e., its salient geographic, governmental, social and economic characteristics. As the approval is optional, no specific questions are included in the guide.

School systems are organized on different patterns throughout the country. Some systems may be organized on an eight-grade elementary and four-grade secondary basis, some on a 6-6 basis, others on a 6-2-4 or 6-3-3 basis with separate junior high school facilities. It may be necessary to adapt and regroup the questions on educational program to conform to a particular school organizational pattern. Another variable is the administrative procedure and the terminology used to describe school administration. For example, in some regions "school committee" and in others "school directors" is used to describe what in this survey is termed "local school board." This guide, then, should be adapted by the local League board to fit the character, operation and needs of each school system.

Some of the questions on school program overlap questions on school system, and certain questions appear in more than one chapter. This repetition, which has been held to a minimum, should help to clarify the points of contact between the two studies and illustrate the interrelationship of all parts of the school system.

The material which the survey committee assembles should be made available to League members and to the community in mimeographed or printed form. Conscientious use of the *School Survey Guide* may produce more material than can be utilized for public consumption. Periodic membership discussion of the factual data helps the committee draw together the basic points it will highlight in published form. Several Leagues have solved their writing and editing problems by selecting only what is essential for a compact, readable, objective report published for the general public and supplementing this with detailed, equally objective reports for League membership.

On the basis of membership discussion, certain conclusions can legitimately be drawn about the adequacy or inadequacy of the school system and program, what achievements or features of the school system are outstanding and whether there are problems or specific areas that require special emphasis for future action.

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THE SCHOOL SYSTEM

I. STATE-LOCAL RELATIONS

1. What are the provisions on education in your state constitution?

2. What statutory provisions in your state relate to the operation and administration of public schools? Are there any acts of your state legislature which apply solely to your school district?

3. How are education measures introduced in the legislature? What committees are concerned?

4. What state boards and/or agencies are concerned with public school education in your state?

5. What are the functions of the state department of education? What is its relationship to your local school authority? Is there a state superintendent of public instruction? If so, what are his duties? Is he elected or appointed?

6. Does your state department of education have a system of commissioning or accrediting schools? If so, what is the composition and what are the functions of the commission? What are the criteria for accreditation?

7. Is there any state control of selection of textbooks in the local school system? If so, in what way?

8. Are there state standards on school district organization? If so, what are they? Who sets them? How often and by whom are standards reviewed?

9. Is there a state planning committee on public education? Does it undertake long-range planning? Has it published written guidelines or recommendations? What is its relationship to the state board of education?

10. Is there an "educational coalition" at the state level, i.e. a cooperating council of organizations whose purpose is the advancement of education legislation? If so, which organizations belong? Is it constituted on a formal or informal basis? Temporary or permanent? What is its primary focus? How is it financed?

11. Does the state receive funds from Title V of the Elementary and Secondary Educational Act of 1965 for strengthening the leadership and research resources in state educational agencies? If so, which agencies receive funds? How much? For what specific programs were the funds used?

II. THE SCHOOL DISTRICT

1. How are school districts determined in your state?

2. What are the legal boundaries of your districts?

3. What size (geographical, number of pupils) is your school district? What changes have taken place in the district in the last 15 years, e.g., population shifts, racial shifts?

4. What are the socio-economic characteristics of the district? Racial and ethnic composition?

5. Is reorganization an issue in your school district?

6. Who has the authority to initiate school redistricting in your state? Does it require voter approval?

7. What, if any, studies have been made within the last year by your state school authority on school district reorganization or consolidation? On optimum size of districts? Has the local school authority made any such studies?

8. Does the state government have a master plan for reorganizing school districts? Is a reorganization plan under way at the present time?

9. Is there an "intermediate unit" in which your school district can participate? If so, how large is it? How is it administered? What are the scope and range of services it administers?

10. Is there a county unit involving the local school district?

11. What degree of autonomy has your school district in fiscal matters?

III. LOCAL BOARD OF EDUCATION

1. How is your local school board chosen? If by appointment, who has the appointing power? How are candidates selected? If by election, is the election on a politically nonpartisan basis? How are candidates nominated?

2. Are there legal requirements, either local or state, for school board members?

3. How many members are on your school board? Does each attend meetings regularly? What is the term of office? Are terms overlapping? How long has each served? What is the vocational composition of the board, e.g., business elements, professional, etc.?

4. Do your school board members receive salaries or other remuneration for their services? On the average, how much time do members spend on school board business? If they receive salaries, how much? Are members reimbursed for expenses incurred while on official business?

5. How is the board organized? How is the president or chairman chosen? Does the board have standing committees? If so, what are they? Does the board call on professional consultants?

6. Is there a citizens advisory committee for the school? Who appointed it? What are the criteria for selection? What is its relation to the board? What is its main purpose and focus? Does the board promote the findings of the committee? Does it take responsibility for implementing recommendations of the committee?

7. How often does the board meet? Where? Does it hold executive sessions in addition to public sessions? If so, is official business transacted during executive sessions?

8. What are the duties and powers of your board?

9. Does your school board have written policies? How are policies formulated for the district? Are the policies easily accessible to the public?

10. What is the policy of the school board on racial balance in the school system? Is there a published statement of the board's policy or of board guidelines on racial balance and equal educational opportunity for each child in the school system?

11. Has a study been authorized by the board to evaluate various ways of achieving racial balance and equal educational opportunity for all students in the school district? How is the study being implemented?

12. What fiscal powers does the board have? Adoption of budget? Levying taxes? Contracting debts?

13. In what ways does the board report to the public? Does the board publish, in advance, the agenda for board meetings? Does the board issue an invitation for interested citizens to attend? Does it publish minutes of school board meetings? Are meetings ever held in the evening when the public can most easily attend? Are meetings ever held in local neighborhoods?

14. What is the school board's relationship to local government administration in connection with financing of schools, prevention of juvenile delinquency, recreation programs, library and health services, adult education, poverty program?

15. Does the school board make long-range studies and plans? Does the board employ a planning officer full time or part time?

16. Does the board employ a research and/or evaluation staff?

17. What is the local school board's relationship to the state department of education? To the county board, if any? To the intermediate unit board, if any?

IV. ADMINISTRATIVE STAFF

1. What is the administrative structure of the school system? Is there a central office? Are there functional divisions? How does the administrative organization function in terms of chain of command and coordination?

2. How is your local superintendent of schools selected? On the basis of what educational and administrative qualifications? Are there state certification requirements? What are they? Are there residency requirements? What are they?

3. What is the term of office? Salary? How does this salary compare with other districts in the state? With the national average?

4. What are the chief duties and responsibilities of the superintendent? Is responsibility for carrying out the local school program centered in the superintendent? Does he recommend to the board the appointment of all teachers and other school employees?

5. What is his relation to the local board of education? Is he its executive officer? Voting member?

6. What are the qualifications and duties of deputy or assistant superintendents? Of other professionals having district-wide jurisdiction? What is their relationship to the superintendent? To principals? How are they chosen? How are vacancies advertised?

7. What are the state and local requirements for both elementary and secondary principals?

8. How are the principals, supervisors and other administrative officers chosen? What are their salaries? How many do you have in your school system? How long have they been in the system? How many have been teachers? How many come from the local community?

9. What percentage of school administrators are white? Black? Other minorities?

10. What are the duties and responsibilities of principals? Consultants? Curriculum administrators or supervisors?

11. What is their relationship to the teaching staff?

12. Are any administrative personnel engaged in active teaching?

13. What promotion procedures are used for school administrators and school officers? Are the procedures clearly enunciated? Is there a list of candidates eligible for promotion? If so, how is it drawn up? How is it maintained? If not, what type of rating or ranking system is used?

14. Does the school board employ a business manager? Is he responsible to the superintendent or to the school board? What are his duties?

V. TEACHING STAFF

1. How many teachers are there in the school system? In elementary schools? In secondary schools? How does this total compare with five years ago? How does the change in staff size compare with the change in enrollment? With change in the educational program?

2. What are the state requirements for certification of teachers? How many teachers hold emergency certificates or substandard certificates and how often have they been renewed? Do certification requirements allow the school system to recruit qualified part time teachers to augment the present teaching staff? If so, on what basis?

3. Does your community have additional specific training requirements? Experience requirements? Are any tests (e.g., verbal skills) required of new teachers? Who selects and hires teachers? Are there additional criteria for hiring?

4. What is the racial and ethnic composition of the teachers employed in the system? How does it compare with five years ago? Ten years ago? Are the same recruitment efforts made for all racial groups? Are Negro teachers and teachers from other minority groups assigned to schools predominantly of their racial group? What percentage of black teachers and teachers of other groups are assigned to schools of predominantly white enrollment?

5. On what basis are substitute teachers engaged? On what basis are they paid? Are there state and/or local requirements on qualifications of substitute teachers? How many are employed at the present time in your school system? What is the salary differential between regular and substitute teachers?

6. After teachers are employed, does the school system review and evaluate their effectiveness and performance? How often is it done? What method of evaluation is employed? Are there written reports of teacher evaluation? Do students participate?

7. Are teachers encouraged to take advantage of in-service and continuing educational opportunities and training? If so, how? Is any pay differential offered to encourage professional growth and understanding of new techniques and educational innovations?

8. Do you have a tenure law for teachers? After how many years do they achieve tenure? What does your state tenure law provide? Are contracts awarded annually? What proportion of the teachers is on tenure? What are the provisions for dismissal? What is the annual rate of turnover of the teaching staff? What are the main reasons for turnover? What is the average length of service? How many teachers leave the system annually as compared to five years ago?

9. How many teachers leave the system before the school year is out? For what reasons?

10. What is the organizational pattern of the teaching staff? Are there special teachers' committees for such things as policy making, evaluation, counseling?

11. What is the average class size per teacher (in elementary and in secondary schools)? Number of classes per day per teacher? Number of different subjects taught per teacher? Total clock hours per teacher? What responsibilities in addition to classroom teaching do your teachers carry – administrative? clerical? recreational? extracurricular? Is teacher work load evaluated? By whom? How often?

12. How many teachers are teaching in more than one field? How many teachers are teaching outside their major or minor areas?

13. Does your school system employ paraprofessionals? Noncertified teacher aides? Others? How many? What are their duties? How are their activities coordinated with the teachers' schedules? What is the ratio of teacher aides to teachers? Are citizen volunteers used as aides? Urban service corps?

14. What is the local salary schedule for teachers? Is it based on experience? Merit? Education? Sex? Grade taught? Extra duties? What salary increases have there been in the past five years? Is there a state salary schedule? How does the schedule in your district compare to the state schedule? When was it last raised? Who determines salary schedule?

15. What proportion of the local school budget is allocated to teachers' salaries?

16. How do teachers' salaries in your community compare with those in other communities in your area? With those in private schools? With other professions?

17. What provisions are made for teachers' retirement? What is the compulsory retirement age? Earliest optional retirement age? Is there provision for disability retirement?

18. What provisions are made to include the teaching staff in curriculum planning and development?

19. To whom and by what procedure do teachers present their grievances?

20. What teachers' organizations are there? What are their major functions? Is there an organization with power to negotiate contractual arrangements? If so, what are procedures for resolving issues?

VI. THE PUPIL

1. How many children of school age are in your school district? What proportion is this to your total population? What proportion attends public school? What proportion attends private and parochial schools?

2. Has a survey been made of the socio-economic characteristics of pupils of each school in your district?

3. What is the total number of pupils, by grades and schools, in your school system? What is the breakdown of white, Negro and other minority group pupils by individual schools? What changes have there been in the ratios in the last ten years within the individual schools?

4. How does your total school-age population compare with five years ago? Ten years ago? What are the estimates for elementary and secondary enrollment for the next five years? Ten years?

5. What are the age, certificate and test requirements for admission to school?

6. Does the state have a minimum school year? What is it? What is the length of your school year? How is it determined?

7. Are there school attendance laws? Are there exceptions? If so, what are they?

8. How are school attendance laws enforced? Have the causes of absences been studied? If so, what are the chief causes of nonattendance?

9. What is the annual dropout rate in your school district? Has any study been made on the chief causes of dropouts? What is the racial composition of the dropouts?

10. Are buses used as a means of school transportation in your district? If so, what specific regulations relate to busing?

11. Are there provisions by which pupils can attend schools in another district? What are they? Is busing used as a method of shifting pupils in your district? If so, for what purposes?

VII. SCHOOL PLANT AND FACILITIES

School Building:

1. How many school buildings are in your school district? Where are they located? Has a study been made on location of schools in relation to overcrowding and under-utilization? Are ratio of pupils per classroom in all schools comparable? How often are school boundaries reviewed? Have any school boundaries recently been revised? On what basis are boundaries revised? Is there open enrollment?

2. Are there state building requirements? What are they? Do they require revision or updating to allow for new types of construction and arrangements?

3. How old is each school building? Are there buildings or classrooms that are substandard by state law or local standards?

4. Is there enough classroom and building space for all pupils without scheduling double shifts? Are rooms being used for purposes other than those for which they were designed? Are individual classrooms crowded?

5. In which schools are there assembly rooms? Home rooms? Multi-purpose rooms? Resource rooms or special instruction rooms? Lunchrooms? Libraries? Science laboratories? Gymnasiums? Lecture-theatre rooms? Vocational shops? Domestic science rooms? Art rooms? Music rooms? Rooms for the use of teachers? Are there parking facilities for automobiles and bicycles?

6. Do all classrooms meet state or local standards for heating, lighting, ventilation?

7. Has the school system made a study of or issued guidelines on optimum school size and classroom capacity? If guidelines have been established, which schools meet the requirements and which do not?

8. Has there recently been a school facilities survey by a qualified consultant?

9. Who is responsible for building and maintenance supervision?

10. What is the cleaning and painting schedule for each school?

11. How are funds for maintenance of buildings allocated? By whom are they administered? Is there a long-range plan for maintenance? Is school damage other than normal wear and tear a factor in maintenance costs?

12. What safety provisions are there? Are the buildings fireproof? When were buildings last inspected for health and safety? Are there state or local regulations on numbers of toilet rooms, showers, drinking fountains? Are these facilities well located, sanitary? Is there safe drinking water? First-aid rooms?

13. What studies are under way to determine future building needs? Is the school building program based on projected needs? Is there a capital planning program? Are new buildings and site locations planned with sufficient flexibility to allow for innovations in educational activities?

14. Who is responsible for the building program and future planning? Are the services of an architect available to the school system? Are ideas of teachers sought in the planning of schools?

15. Is long-range school planning coordinated with city or county planning commissions and park boards as to best land use, safety features, etc.?

16. Are new buildings being planned to provide for possible use of curriculum and teaching developments, such as closed circuit television, team teaching, ungraded classes, etc.?

17. In new school planning and site acquisition is consideration being given to dispersal of nonwhite enrollment through redistricting or school-park complexes? Is the racial composition of the various areas in the city taken into consideration in planning new school sites?

18. Who is responsible for the selection of building sites, erection of buildings? For letting of contracts for school buildings? Are contracts awarded on the basis of competitive bidding?

19. How is new building construction financed?

School Grounds:

1. Are there state requirements for the number of acres of school grounds? Are they based on enrollment and type of school (elementary or high school)? If so, does your school meet these standards? Has the local school authority made a study of minimal site standards?

2. What size are the grounds for each school? Is there adequate playground space?

3. Is use of the school grounds planned for children of various age levels? What play equipment is provided? Are there playground toilets? What supervision is provided during school hours?

4. Are they open to children when school is not in session? What supervision is provided?

5. Is grounds maintenance service provided?

Equipment and Supplies:

1. Who in the school system is responsible for the selection, purchase and care of equipment and supplies? Are they bought on the basis of competitive bidding? What method of purchasing is used? Has any recent study been made on new methods of purchasing? On whether essential supplies are reaching schools when needed?

2. Is money allotted to individual schools for purchase of textbooks and instructional materials? If so, how does the system operate?

3. Are individual desks or chairs and tables supplied in the classroom? Are they adjustable? Movable?

4. What equipment is provided for physical education? Laboratories? Vocational training? Business and commercial courses? Art and music? Foreign-language teaching?

5. Is provision made in the annual school budget for buying new and repairing old equipment?

6. Who has charge of selecting and buying supplies? Are competitive bids sought and contracts awarded?

7. Are textbooks and other instructional materials supplied to the pupils? Are there ample supplies to equip each student in each school? Are they in stock at the start of the year? Is provision made to supply texts and instructional material to students who enroll during the year?

8. Which supplies are provided by schools? Paper towels, soap? Writing materials, etc.?

9. Are any kinds of equipment or supplies ever provided by PTA groups? Is the local school budget affected by this action?

10. Are there any fees charged to the pupil by the school system for use of equipment, supplies or textbooks?

Special Facilities and Services:

1. What kinds of library services are provided in the elementary schools? In secondary schools? Are there cooperative arrangements for sharing library resources among schools? With the public library? Is there periodic evaluation of library and reference resources? By whom is this done? Who is responsible for ordering books?

2. What is the annual amount spent on library books? What is library book-pupil ratio? What library staff is there and what training does it have? What is librarian-student ratio? What space is allocated to libraries? Do the facilities meet the standards set by the American Library Association? Does your school system receive any funds for library facilities under Title II of the Elementary and Secondary Education Act of 1965?

3. What audio-visual equipment does your school system own or have access to? What use is made of audio-visual aids? What electronic teaching aids are in use?

4. What health services and instruction are provided?

5. What nursing and medical services are provided? Are children given regular physical examinations? Is there provision for following up diagnoses with corrective treatment? Are the services of a dentist available?

6. Are teachers and school employees required to take physical examinations? If so, how often?

7. Are the services of a psychologist available? Special consultant for speech therapy? Social service worker? Human relations counselor?

8. Do schools have lunchrooms or cafeterias? How are they financed, managed, supervised? Who plans the meals? Is the lunch in the federal school lunch program?

9. What kinds of recreational facilities are provided by the school system? Free play? Supervised play? What sport programs are there? Are school playgrounds used in any year round program?

10. What precautions are taken for the safety of children? Are fire drills held? Are students or other street patrols provided at opening and closing of school sessions? Are adults assigned to playground supervision duty during noon hours and recesses?

11. To what extent is transportation of school children regulated by state or local law? If bus transportation is provided, who provides it? Do school buses meet legal standards? How often are they inspected? What are qualifications for bus drivers? Are traffic laws strictly enforced in school areas?

VIII. SCHOOL FINANCE

Federal-State-Local Relations:

1. What is the total expenditure for public schools in your state? What proportion of this is from state funds? How much from local funds? How much from federal funds?

2. What proportion of the state budget is distributed to local school districts?

3. How much did your school district receive from the state for all school purposes last year? Specify amounts received from sources such as state "foundation program;" basic or minimum aid; by reimbursement on transportation, vocational education, federal school lunch program, mentally or physically handicapped child, etc. On what basis are funds allocated in each instance?

4. What percentage of the school budget comes from local sources? State sources? Federal sources?

5. Is state aid to your school system increasing or decreasing?

6. Is the basic state aid formula for the funding of your school system in any way related or tied in to the needs of a compensatory educational program in your school district?

7. Are loans available from the state for school construction? Under what conditions? Has your school district borrowed from these funds?

8. Does your local school system participate in the National Defense Education Act? How much money was received last year? Were the matching funds on a state or local level involved? How much?

9. Has the school system met the necessary qualifications to receive funds under the Federal Elementary and Secondary Education Act of 1965? If so, under which titles does it receive funds? How much does it receive under each title?

10. Does the school system participate in any of these other Federal programs?

    Section 12 of the National Foundation on the Arts and the Humanities Act of 1965?
    Economic Opportunity Act of 1964?
    Educational Television Facilities Program (P.L. 87-447)?
    Section 203(j) and (k) of the Federal Property and Administrative Services Act of 1949?
    Vocational Education Act of 1963?
    Library Services and Construction Act?
    Manpower Development and Training Act of 1962?
    School Assistance to Federally Affected Areas (P.L. 81-815)?
    Higher Education Act of 1965 (Title V - National Teacher Corps; Education Professions Development Act)?
    Vocational Education Act of 1968?

    How much money was received last year from each source? Were matching funds on a state or local level involved? If so, how much?

11. Is there anyone in the administration of the school system whose responsibility it is to organize guidelines and oversee full utilization of all available federal funding programs?

Local Revenue and Expenditures for Schools:

1. What is the total operating budget for your schools? How much – in amount and by percentage – goes to: administration, instruction, operation and maintenance, services, fixed charges, insurance, repairs and replacements, capital outlay, debt service?

2. What are local tax sources? What proportion of the tax dollar in your school district is spent for schools? What is the amount of taxable property per pupil in your school district? What percentage of the cost of public education is derived from the property tax?

3. Have any studies been made which relate the present tax base in your school district to projected school needs?

4. Is it possible to secure additional funds for schools from local sources of revenue? By what means? By raising property tax rates? By reassessment of property? By imposing new taxes? By borrowing? Other means? Are restrictions placed by the state on local taxing or borrowing powers? If so, what are they? Are these statutory or constitutional limitations?

5. What was per pupil expenditure in your community last year? How does this compare to five years ago? How does this compare with other localities in your state? With the national average?

6. If figures are available on expenditure per pupil for each school within the district, what are they for each school?

School Fiscal Management:

1. What type of budget process does your school system use? Is it a traditional line item budget or does it show what your district spends by program items and activities?

2. If it is a program-oriented budget, does it incorporate an outline or statement of educational policy? Does it show allocation of resources? Does it contain a statement of specific educational objectives?

3. Is there budget planning for a period beyond one year? Does the plan outline educational priorities?

4. Are there separate budgets by individual schools or are all schools under one budget?

5. How is the school system budget publicized? Discussed? Finally adopted?

6. Who is responsible for school accounting and auditing? How is the accounting and financial reporting system synchronized to the budget process?

7. Does the local school board have unlimited fiscal power under state laws? What control, if any, do other officials of your local government have over the school budget and financing of schools? What control, if any, does the state have?

8. Are studies being made by your school system on possible school costs which can be cut or held constant without sacrificing quality of school program? Are studies made of least cost alternatives?

IX. SCHOOL AND COMMUNITY

1. If your school board is elected, how many voted at the last school board election? On the last school bond issue?

2. What is the record of public support on school bond issues over the last ten years? What is the millage vote for school support record in the last ten years? When was the last vote on a millage increase?

3. If the school board holds open meetings, how many citizen observers, on an average, attend meetings? How many, on an average, attend school budget hearings?

4. How does your local school authority keep the public informed about school programs and policies? Does it furnish an annual report?

5. Are there citizens' advisory committees for the schools? Are they official or unofficial? How are they constituted? If official, who appointed them? Are they permanent or temporary? What are their purposes? Is school personnel invited to communicate anonymously with these committees? Is general public opinion solicited?

6. What is the relationship between the school board (local school administration) and local government administration in the financing of schools, prevention of juvenile delinquency, recreational programs, library and health services, etc.?

7. Are school buildings and grounds used for community purposes? Are restrictions placed on their use? If so, by whom?

8. Is there a "community school" in operation; that is, are schools used for parent education after regular school hours? If so, what services are offered to communities adjacent to the schools? Are there, for example, educational, cultural, recreational programs? Is any tutorial assistance provided after school hours? Are any social services offered in cooperation with other local government agencies?

9. What is the relationship of the school to the PTA? Adult school? Citizens' groups? Other local organizations?

10. Does the school administration consult parents and the community in general on policy questions affecting the school system? Does it make an effort to discuss problems with parents and parent organizations?

11. Is any use made of parent aid in the schools? If so, in what ways?

12. What other schools (private, parochial) are in your school district? Give locations, enrollment. How many children in your school district attend these schools? Do any cooperative programs exist among them and the public school system? Any sharing of facilities?

Decentralization and Community Control:

1. Is administrative school decentralization an issue in your school district? If so, who is initiating it? Who in the community opposes it?

2. Is community control of the schools an issue? If so, from what sources is pressure for control coming? Is the pressure related to the proper functioning of the school system? Is it related to the quality of education?

3. Is the school system making a study of community participation and decentralization? If so, who is making the study? Are teachers being drawn in on the planning? If there is a teachers' union, or association, how is it being consulted? Are parents' views being sought? If so, how? Is any student representation involved in the planning? In what ways is community opinion on decentralization being sought?

4. Are there actual projects or administrative arrangements designed to facilitate decentralization in effect in the school system? Are these funded by the local school system? By the state? Through federal funding projects? Are formal or informal arrangements involving the community an integral part of these projects?

THE SCHOOL PROGRAM

I. GENERAL

1. Is there a statement of basic goals of the school system available to the public? If so, who was responsible for drawing up the statement? When were the goals defined? Have these goals ever been re-evaluated or redefined?

2. Are all your schools accredited? If not, which ones are not accredited?

3. What are the state laws relating to curriculum?

4. How do your schools stand in relation to state curriculum requirements?

5. Who determines the curriculum of your school system? Have there been proposals to change emphasis of curriculum? From what source? How are suggested changes handled?

6. Is there curriculum coordination among administrators, teachers, school boards, other lay and professional persons? How is coordination handled? Is there coordination of instruction between the elementary and secondary schools?

7. What is the local school authority's policy regarding systematic curriculum evaluation? Are any evaluation studies in progress? Does your school system make curriculum guides available to teachers?

8. What is the actual organizational structure for curriculum planning and change?

9. Is provision made in time and resources for participation of the teaching staff in curriculum planning?

10. What means does your school board use to determine whether the curriculum meets the particular needs of your community area?

11. What provisions are made for the education of each child according to his particular needs and capabilities?

12. Are students given a role in planning the extracurricular activities of the schools? Is there provision for student participation in curriculum evaluation and planning?

13. What enrichment programs are offered in the elementary school? In the secondary school? Are there field trips? Special drama, art, music or social studies projects? Others? Are the same programs offered in every school in the system?

14. Is there a human relations program in the schools? Are there in-service teacher and administrative personnel training programs in the field of human relations? Are textbooks being reviewed with the human relations program in mind?

15. Is experimentation being carried out in your school system in any of the following directions: team teaching, ungraded primaries or secondary schools, large-group instruction, flexible scheduling, opportunity for self-instruction, opportunity for independent study, educational television, use of instructional materials centers, programmed or computer-assisted instruction? Other?

16. In what way is continuing professional preparation of teachers fostered? Does the system have a year-round training program for teaching and administrative staff? If so, what types of training are provided? Is participation required? How is the program coordinated with curriculum planning and development?

17. What is the school policy on the purchase of instructional material including textbooks? Are they provided free? Who selects them? What procedures exist to prevent the use of obsolete materials? Is the supply and array of instructional materials adequate for the size of the student population? Are paperback texts being used? Are "non-text" materials coming into use?

18. What percentage of the school budget is allocated for instructional material and resources?

19. What is the length of the school year? How is it determined? What is the length of the school day? What is the length of a class period or session?

20. What system of grade organization is utilized by your school district?

II. ELEMENTARY SCHOOL

1. What are the objectives of the elementary school in your local school district? Is a printed statement of these objectives available to the public?

2. Is there a pre-primary educational program? What is its scope and purpose? What percentage of children in the school system attend?

3. What subjects are offered in the elementary grades? Are there courses in art? Music? Is there a foreign language program that extends through grade levels? At what grade does it commence?

4. Are specialized teachers available for languages, mathematics, and science as well as art, music? If so, how is coordination handled between the classroom teacher and the specialized teachers?

5. What is the physical education program?

6. What are the sizes of classes? What is pupil-teacher ratio or what is the work load each teacher carries? How are students grouped among and within classes? What efforts are made in individual instruction? Is there significant variation in class size or teacher-pupil ratio among the elementary schools? If so, for what reasons?

7. Is there clear identification of subjects which a teacher is qualified to teach?

8. Are there uniform minimum requirements for material to be taught in all classes of each grade?

9. What provision is there for citizenship education and training?

10. Are there any courses which have as a purpose promoting better understanding between races and the study of ethnic contributions of all groups? At what grade levels are such courses introduced?

11. Is provision made for speech training? Correction of speech difficulties?

12. Is there a planned reading program which extends through grade levels? How are pupils grouped for reading instruction? Are reading scores on standardized tests regularly reported to parents?

13. How does the school report to parents on pupil progress? Do pupils share in the evaluation of their own work and progress?

14. What system of promotion is used?

15. What is the policy on development of study habits? On discipline? On homework?

16. Is provision made for curriculum evaluation? By whom? On what basis?

III. SECONDARY SCHOOL

1. What are the objectives of the secondary school? Is a printed statement of these objectives available to the public? Does the teaching staff have latitude in carrying out these objectives?

2. What are the state requirements for high school graduation? How does your school compare with these requirements?

3. What course offerings make up the educational program? What courses are required of a student? What special courses are offered for particular segments of the student population? What is the proportion of "required" to "elective" courses? Are the same courses available in every secondary school for those who wish them?

4. Is the school program arranged to meet the needs of students who will go to college and for those who will not? How is this done? What percentage of student population is taking a college preparatory program? What percentage of black students is taking a college preparatory course?

5. Is there an "honors program"? What percentage of the students qualifies for an "honors program"?

6. What foreign languages are provided? Is there a four-year foreign language program? For each foreign language offered, how many years of study are available?

7. At what level are students grouped by subject rather than by class?

8. How are class sizes arranged? What is the usual or normal size of classes in each school? Is there a significant variation in class size or teacher-pupil ratio among the secondary schools? If so, for what reasons?

9. Is there ability grouping within classes? Within subjects? If so, how is it done? Are there special provisions for slow-learning students?

10. Is there clear identification of subjects which a teacher is qualified to teach?

11. Is there a vocational education program in your local school system? A commercial curriculum? What is the content of these programs? How are students selected for admission to these programs? How are the courses kept up to date in terms of job opportunities and requirements?

12. What is the physical education program? What athletic sports are offered?

13. How is citizenship education handled? In what courses? In what class activities?

14. What is the student activity program? Are extracurricular activities integrated with the program of studies? If so, how is this done?

15. How is discipline handled? Are there written regulations concerning a code for student behavior? What policies and procedures exist to foster the development of self-discipline?

16. Are there special remedial programs in such areas as reading and speech?

17. How is student performance reported to parents? Do students participate in evaluation of their own progress and performance?

18. What is school practice on promotion? Acceleration? What percentage of students from grades 7 to 12 fail? What are the criteria for passing in school?

19. What percentage of students leaves school before graduation? What are the reasons for leaving school?

20. Is provision made for student participation in planning courses and activities? In evaluation and revision of curriculum?

IV. PUPIL PERSONNEL SERVICES AND SPECIAL PROGRAMS

1. Does your school system have a comprehensive guidance and counseling program? What are the objectives of the program? What is the total personnel involved in the program?

2. What members of the school personnel have specific responsibility in the guidance program? Does your school system use specialists in the program?

3. At what grade level does the guidance program begin?

4. Is there coordination between the guidance program and community social, psychological and health services?

5. Is the guidance program primarily remedial or is it designed to facilitate preventive, developmental and educational diagnoses?

6. What form of counseling is offered? What is the pupil-counselor ratio? How are pupil-counselor interviews scheduled? What school personnel is used in counseling? Are counselors required to have teaching experience? Are counselors used in curriculum planning and development? Are counselors given special training in human relations?

7. Does the guidance program include counseling on education after high school?

8. What is the role of the parent in the guidance program? How do parents, students and guidance counselors cooperate?

9. Is an organized testing program including tests of readiness, intelligence and achievement used in the school system? How is it administered? At what grade are achievement tests started? How often are tests given? What use is made of test data? Are results utilized for special studies? Are reports and interpretations readily available to counselors?

10. How do the achievement ratings in your schools compare with the national norm? Were there any marked differences on test ratings among the various schools? Is there evidence of any trends in test ratings in the same schools over a period of years?

11. Are cumulative student records kept in your school system? What use is made of them? Do they include test interpretation data?

12. Is there a diagnostic clinic for reading ability and reading deficiencies? How is it staffed? At what age does screening of children for reading difficulties begin? Are specialists used? Are there remedial reading centers in each school?

13. What programs are offered in the area of special education, such as trainable mentally retarded, educable mentally retarded, slow learners, emotionally disturbed, minimally brain injured, speech and hearing handicapped, homebound? How many students are enrolled in special classes? How many teachers are there? Is there a full-time psychologist? How are the children tested? Is enrollment in special classes optional? What space and facilities are available for these purposes? Are facilities used after school hours and during the summer months for these programs?

14. Does your school system receive funds under Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 for specialized guidance services, tutoring programs, etc.? If so, how much?

15. Is there a summer school in the school program? What is its purpose and scope?

16. Is there a follow-up of what graduates do after high school? In occupations? In higher education? In community services?

17. What is the annual dropout rate in the school system? Has a study been made on the causes of dropouts? The socio-economic and racial backgrounds of dropouts?

18. Is counseling available to returning graduates or dropouts to help with job referrals or advice about additional training?

V. ADULT EDUCATION

1. Is there an adult education program in your community? What courses of study are offered? How many are enrolled in the program? What is the minimum age for enrollment? Are high school equivalency examinations offered? Is there a charge for the examination?

2. How is the cost of the adult education program met?

3. What public school facilities are available for such courses?

4. Who administers the adult education program in your community?

5. Are diagnostic tests, remedial practice exercises, guidance and counseling services provided in the adult education program?

VI. COMPENSATORY EDUCATION PROGRAM

1. Has a survey been made in your school district of disadvantaged children who would benefit from a compensatory education program?

2. If so, how many disadvantaged children are in the school district as defined under Title I of ESEA?

3. How are these children distributed among the school population of each elementary school within the school district? What is the racial and ethnic composition of the total of disadvantaged children?

4. Is a compensatory education program in operation in your school system? How is it funded? How are funds and services focused? What is the scope of the program? How many specific projects are in operation? How many children (and adults) are covered?

5. Under what titles of ESEA of 1965 does the program derive funds for operation? How much money was received under these titles the first year of the program? Subsequent years?

6. Do funds come from other federal funding acts to supplement ESEA funds? For example, is there integration of the program with the Vocational Education Act? Are any funds from the Higher Education Act being used to develop more effective teacher techniques in compensatory programs? In coordination with the Economic Opportunity Act (EOA), is there a Job Corps reading and mathematics project? A Neighborhood Youth Corps program? Are there specific educational and remedial projects associated with a Community Action Program? After school programs under Title II(a) of the EOA?

7. Is there coordination in actual or planned programs between the compensatory education program and the model cities program? If so, in what way?

8. What preschool program exists for disadvantaged children in the community? If there is a Headstart or Get Set program, how is it funded? How many children does it cover? How is it related to the activities of the regular kindergarten program?

9. Is your locality benefitting from any funds that the state receives under Title VI of ESEA for handicapped children?

10. Is the school system participating in other specific compensatory programs which are administered by the state from funds it receives directly from federal funding acts for education? If so, in what specific ways does your school system share in these grants?

11. In total, how much money did the school system receive from all sources for a compensatory education program in the first year of the program? Subsequent years?

12. Does the state educational agency render assistance to your school system in developing and implementing compensatory education projects to meet the requirements for funds under ESEA?

13. What is the per pupil expenditure for the regular student? What is the per pupil expenditure for the disadvantaged child?

Administration and Evaluation of the Program:

1. How is your compensatory educational program administered? Is it set up within the present school administrative organization? If a separate administrative structure has been developed, how is it coordinated with the existing school administrative structure? What is the size of the staff, full time or part time, which administers the program?

2. How are the priority needs and the scope of a compensatory program determined? Was a survey made of pupil achievement in the school system? What specific test data was involved in determining need? In what way was the "low income" factor of participants determined? Was there consultation with teachers in setting up the program? With parents? With other local government agencies? With nonpublic school officials?

3. Is there a local advisory committee set up to oversee the planning, operation and appraisal of the program? What is its composition? Who exercised the authority to appoint members? What are its functions? What is the relationship of the committee to neighborhood associations and other citizen organizations in the community?

4. Is there an officer in the local school system who is responsible for keeping up to date on all pertinent information on developmental and administrative requirements of federal funding programs? What is his title?

5 Is periodic evaluation a component of the program? By what means is progress assessed? How often are the program and its projects evaluated? By whom?

Program Goals:

1. Where is primary emphasis placed in the compensatory program? For example, is it on improvement of reading and other basic skills?

2. Is the program concentrated on the neediest children? Are all the needs of a child met? Is a child in only one program?

3. Are free lunches provided under the program? Free breakfasts? Is there day care? Are health problems diagnosed and treated? Is there individualized instruction? Are paraprofessionals used? How many? What do they do? What is their pay?

4. What in-service training in connection with the program is conducted for teachers? Have attempts been made to change, where necessary, teacher attitudes toward disadvantaged children? How?

5. Have any teaching staff development projects of the compensatory education program been coordinated with the teaching program and teaching load of the normal school system educational program?

6. Have there been any projects funded under Title I of ESEA which have been sufficiently successful so that funds can be freed for other projects and program activities? If so, which ones?

7. What books and other instructional material and equipment have been purchased? How much is still in use? Are they used solely for disadvantaged children?

8. Is the compensatory program showing appreciable or measurable results? If so, what are the gains? For example, have reading skills of the participating children improved? How often are tests given in reading skills?

9. Are special projects of the compensatory program coordinated with the normal curriculum of the elementary and secondary schools? If so, how? Are disadvantaged children segregated as a result of the program?

10. Are Negro, Mexican-American, Indian history and culture considered in school materials and class studies? In teaching approaches?

11. Has there been any effect on curriculum changes and curriculum development and planning in the school system as a result of the compensatory education program? If so, in what ways?

GENERAL REFERENCE SOURCES

Center for Urban Education
The Library, 105 Madison Avenue, New York, N.Y. 10016

Excellent source of material on the special problems relating to urban schools such as decentralization, needs of disadvantaged children. Publication list upon request.

Council on Chief State School Officers
1201-16th Street, N.W., Washington, D.C. 20036

A professional organization which issues papers and guidelines on responsibilities of state school administrators in relation to such matters as teacher training, school health services. Publication list upon request.

National Committee for Children and Youth
1145-19th Street, N.W., Washington, D.C. 20036

Studies on drop outs, vocational training and many other areas relating to problems of youth. Publication list on request.

National Committee for Support of the Public Schools
1424-16th Street, N.W., Washington, D.C. 20036

A national center for citizen leaders who are working at state and local levels to improve American public schools. Its national office publishes fact sheets and special reports dealing particularly with school fiscal matters, citizen responsibility in public education and urban education. Publication list upon request.

The National Education Association of the United States
1201-16th Street, N.W., Washington, D.C. 20036

This organization is concerned with professional education and publishes each year a large number of general surveys and studies. Among some of its thirty specialized departments and affiliates, all of which publish special reports, are the American Association of School Librarians, American Association of School Administrators, Educational Research Service, National Association of Elementary and of Secondary School Principals, Center for the Study of Instruction, Department of Elementary Kindergarten and Nursery Education.

Annual *Publications Catalog* free. Lists all publications of divisions and affiliated organizations.

For the address of state education associations, consult your state League of Women Voters or the state department of education.

National School Boards Association
1233 Central Street, Evanston, Ill. 60201

An organization set up primarily to provide school board members with professional information on how to develop written policies, selecting a superintendent of schools, etc. Publication list upon request.

Office of Education of the U.S. Department of Health, Education and Welfare
Washington, D.C. 20202

An excellent source for publications which set forth guidelines, standards and statistics in all areas of education. It is the primary source for information on a compensatory education program.

Current *Publications Catalog,* Office of Education. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 45 cents.

The catalog identifies all Office of Education publications and is periodically revised. Surveys and studies provide data, for example, on in-service training, school district organization, all federal funding programs, vocational and adult education.

SELECTED READINGS*

Burkhead, Jesse: *State and Local Taxes for Public Education,* 1963, Syracuse, N.Y., Syracuse University Press.

Cervantes, Lucus F.: *The Drop Out: Causes and Cures,* 1965, Ann Arbor, Mich., University of Michigan Press.

Clark, Kenneth: *Dark Ghetto,* 1965, New York, Harper & Row.

An analysis of why ghetto children fail in school.

Coleman, James S.: *Equality of Educational Opportunity,* 1966, Washington, D.C., U.S. Government Printing Office.

Called "the most important piece of educational research in years." It amasses nationwide data on the segregation in schools and its affect on education.

Committee for Economic Development: *Innovation in Education: New Directions for the American School,* 1968, 477 Madison Avenue, New York, N.Y. 10022 ($1.00).

A summary of goals and opportunities, costs and benefits of new approaches in education.

Committee on Educational Finance, National Education Association: *Planning for Educational Development in a Planning, Programming, Budgetary Statement,* 1968, 1201-16th Street, N.W., Washington, D.C. 20036 ($1.00).

A sophisticated but lucid explanation of what a PPB System is and what it can do to improve educational programs.

Crain, Robert L.: *The Politics of School Desegregation,* 1968, National Opinion Research Center Monograph on Social Research No. 14, Chicago, Ill., Aldine Press.

Educational Facilities Laboratories: *The School House in the City,* 1966, New York.

Short examples of what cities are doing architecturally to match school facilities to modern educational needs.

Fischer, John H.: *The School Park,* 1967, Washington, D.C., U.S. Government Printing Office.

A report on urban education and segregation prepared for the U.S. Commission on Civil Rights.

Harnack, Robert S.: *The Teacher: Decision Maker and Curriculum Planner,* 1968, Scranton, Pa., International Textbook Co.

An analysis and evaluation of the Coleman Report on the problem of equality of educational opportunity.

Harvard Educational Review, *Special Issue on Equal Educational Opportunity*, Volume 38, Number 1, Winter 1968, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138 ($3.25).

Miller, S.M.; Saleem, Betty L., and Herrington, B.: *School Drop Outs,* 1964, 136 pp., Syracuse, Syracuse University, Youth Development Center.

A commentary and annotated bibliography.

*Used in preparation of *School Survey Guide*

Morphet, Edgar L. and Ryan, Charles O.: *Designing Education for the Future,* No. 3 – Planning and Effecting Needed Changes in Education, 1967, New York, paper cover, Citation Press ($2.00).

National Education Association, Educational Research Service: *Local School Boards, Status and Practices,* No. 6, 1967, (219-06242) ($1.50).

National Committee for Support of the Public Schools: *Fact Sheets:*

No. 10 The Changing Politics of Educational Coalitions.
No. 9 The Reorganization of Local School Districts.
No. 8 Broadening the Base of State Support.
No. 7 Toward Reform of Property Taxation.
No. 6 A Key to Quality Education – The School Library.

Available from the committee, 1424-16th Street, N.W., Washington, D.C. 20036 (25¢ each).

National Committee for Support of the Public Schools: *Conference Report on The Struggle for Power in the Public Schools,* and *Conference Report on Teaching in America,* ($1.00 each).

National Committee for Support of the Public Schools: *Financing Public Schools.*

Available from the committee, 1424-16th Street, N.W., Washington, D.C. 20036 ($1.25).

Netzer, Dick: *Economics of the Property Tax,* 1965, Washington, D.C., The Brookings Institution.

Norton, John F.: *What Everyone Should Know About Financing Our Schools,* 1966, Washington, D.C., National Education Association.

Office of Education, Division of Compensatory Education: *Profiles in Quality Education:* 150 Outstanding Title I, USEA Projects, 1968, Washington, Superintendent of Documents, Catalog No. FS 5.237.37018, U.S. Government Printing Office ($1.25).

Office of Education: *Profile of the Elementary and Secondary School Act of 1965,* 1967, Washington, D.C., 20402, U.S. Government Printing Office, Division of Public Documents, Catalog No. FS.5.220 20088-A (15¢).

Passow, A. Harry – Editor: *Education in Depressed Areas,* 1963, New York, Bureau of Publications, Teachers College.

Papers presented in 1962 by leaders in the field of education on ideas, research and programs in operation in depressed areas.

Passow, A. Harry – Study Director: *Toward Better Schools,* published as a public service by D. C. Citizens for Better Public Education, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

A summary of the findings and recommendations of the school system of the District of Columbia.

Rappaport, Donald: *New Approaches in Public Education,* a reprint from the Winter 1967 edition of the Price Waterhouse Review. Free in single copies from National Committee for the Support of the Public Schools, 1424-16th Street, N.W., Washington, D.C. 20036.

A description of the problems and some possible solutions in the financial management of school systems.

Reise, Albert J., Jr. – Editor: *School in a Changing Society,* 1965, New York, The Free Press.

Roney, Ruth Anne: *The Doubleday Guide to Federal Aid Programs:* 1967-68 – Elementary and Secondary Schools and School Libraries, 1967, Garden City, N.Y., Doubleday & Company, Inc.

Smith, Hyrum M.: *Guidance Service in Elementary Schools: A National Survey,* 1966, Washington, D.C., National Education Association (55¢).

Spears, Harold: *Curriculum Planning Through In-Service Programs,* 1957, Englewood Cliffs, N. J., Prentice Hall, Inc.

Saturday Review of Literature: *Education in the Ghetto – A Search for Solutions,* symposium prepared under auspices of the Committee for Economic Development, January 11, 1969.

University of the State of New York and The State Education Department: *Annotated Bibliography on Educating the Disadvantaged Child,* October 1968, New York, University of the State of New York.

Comprehensive bibliography on all aspects of compensatory education programs.

U.S. Commission on Civil Rights, *Racial Isolation in the Public Schools,* Volume I, 1968, Washington, D.C., U. S. Government Printing Office ($1.00).

League of Women Voters
of the United States

JUN 20 RECD

Memorandum

[redacted]

This is going on
Duplicate Presidents Mailing

June 12, 1969

TO: Local and State League Presidents
FROM: National Office
RE: New School Survey Guide flyer, Do You Know Your Schools?

By now, your League should have received the new School Survey Guide and found it an invaluable tool in helping with the big job of analyzing your community's schools. If you've examined the Guide, you know that it shows you how to do careful and thorough research aimed at finding out

How your School Board is chosen

How your schools are financed

Who determines your schools' curriculum

What state and local laws affect your schools

What the criteria are for hiring teachers

Now...just off the press...is a flyer about the Guide entitled Do You Know Your Schools? Whether or not your League is doing a school survey, chances are that some group in your community is. You can help them by mailing them this flyer... If you like, aim it at a specific group you know is studying schools...Better still, mail some to every group who might be concerned with schools, including

* civic groups
* human relations groups
* citizen education groups
* Boards of Education
* PTA's and other parent and/or teacher groups
* civil rights groups

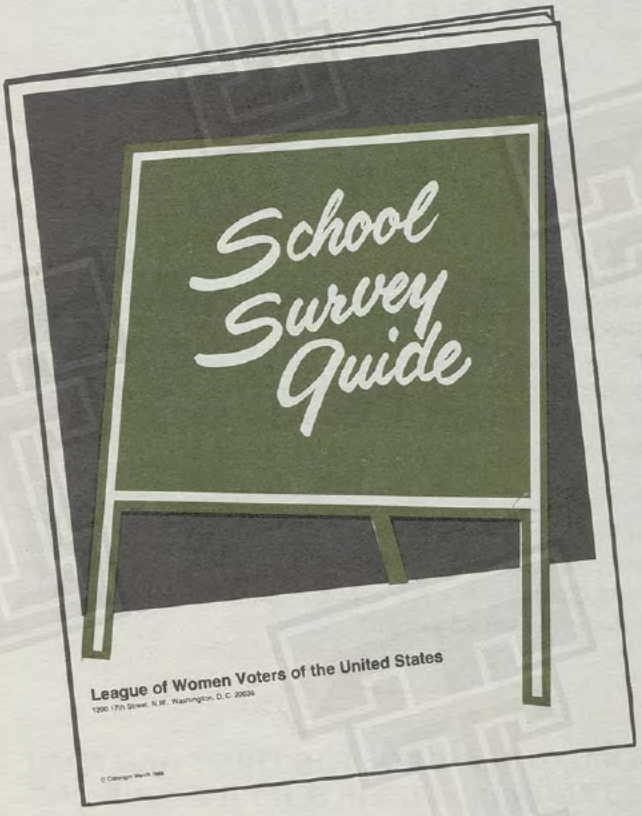
In addition to describing the School Survey Guide, the flyer contains endorsements of the Guide by leading educators. It also includes an order blank and a list of other related League publications.

The flyers are only 75 cents for 100. Enhance your League's prestige by distributing them soon to your community's concerned organizations.

A sample is enclosed.

JUN 20 RECD

do you KNOW your SCHOOLS?



League of Women Voters
of the United States

1200 - 17th Street, N.W.
Washington, D.C. 20036

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ALL ORDERS MUST BE PREPAID

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Quantity	Title	Cost

Date_____ Total Cost:_____

(Dept. 61)

Enclosed $_____ ☐ check ☐ money order ☐ cash

- HOW IS YOUR SCHOOL BOARD CHOSEN?
- HOW ARE YOUR SCHOOLS FINANCED?
- WHO DETERMINES THE CURRICULUM?
- WHAT STATE AND LOCAL LAWS AFFECT YOUR SCHOOLS?
- WHAT ARE THE CRITERIA FOR HIRING YOUR TEACHERS?

Getting the answers to these important questions about how your schools operate is the subject of **SCHOOL SURVEY GUIDE,** a new publication of the League of Women Voters of the U.S. It was written to help citizens' groups carry out a comprehensive study of the educational program, financing, and administration of a local school system.

This timely guide includes expanded sections of new areas of public concern . . . school decentralization, community control of schools and compensatory education. It suggests what questions to ask and whom to interview when making a study of a school system.

A VALUABLE GUIDE FOR THOSE WHO WANT TO KNOW HOW THEIR SCHOOLS WORK AND HOW THEY CAN BE IMPROVED –

Price:
$1.00 per copy. Quantity discounts on request.
See order form back of this flyer.

"The League of Women Voters' **SCHOOL SURVEY GUIDE**-because it so comprehensive-should enable any citizens group to come to a fine understanding of their local school system."

CATHERINE LYON
Education Policy Planner
The School District of Philadelphia
Board of Education

"Interest in education is not enough. To be effective in promoting quality education, citizens must also be well informed. It is here that the League of Women Voters' **SCHOOL SURVEY GUIDE** makes a useful contribution.

"Following the suggestions provided in the **GUIDE,** concerned citizens will soon be knowledgeable in such complicated aspects of education as finance, politics and organizational structure."

GERALD E. SROUFE
Executive Director
National Committee for Support of the Public Schools
Washington, D.C.

ALSO – **FOR THOSE WHO SEEK TO UNDERSTAND SCHOOL-COMMUNITY RELATIONSHIPS IN THE CONTEXT OF** *TODAY:*

THE SCHOOL AND THE COMMUNITY – by Preston R. Wilcox
League of Women Voters Education Fund Newsletter
March 1969 Issue – 50 cents
Order from: The League of Women Voters **EDUCATION FUND**
1730 M Street, N. W., Washington, D. C. 20036

Other League publications of special interest:

Crisis: The Condition of the American City – A penetrating analysis of our big cities today. – $1.00.

Needed: Six Million Homes – Focuses on the need for low and moderate income housing . . . what government programs are available to your community – 25 cents – 10 copies for $1.75.

So You'd Like to Do Something About Water Pollution? – A handy guide for the average citizen who wants to do something about water pollution. – 20 cents.

Is Politics Your Job?– A discussion on the importance of voting, how political parties operate and why politics is everybody's business – 50 cents.

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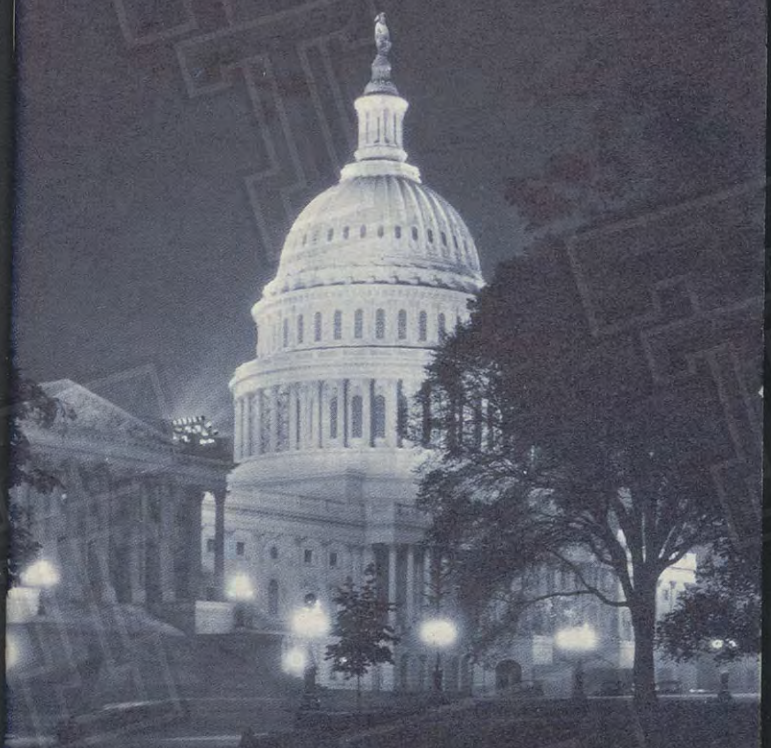
When You Write to Washington



A Guide for Member Action

including

Congressional Directory

1969-1970

League of Women Voters
Of The United States

LEAGUE OF WOMEN VOTERS
OF THE UNITED STATES

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League of Women Voters of the United States
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INTRODUCTION

League members in all 50 states have first-hand experience at lobbying at city councils and state legislatures in support of the League's local and state legislative goals. Unfortunately, Congress is not so readily accessible. Except for League members living near the nation's capital, opportunities for face-to-face lobbying on national program legislative goals are limited— but the pen is close at hand. This pamphlet is designed to help members make effective use of the pen.

The following pages include suggested ways to write more effective letters, tips on when and how to write, and some sample "good" approaches to letter writing. Also included is a list of congressional delegations by state and major committee assignments.

WHY WRITE YOUR CONGRESSMAN?

"If you are wondering whether or not it is really worthwhile to communicate your views to your own senator or representative in Congress, consider this fact: Others who disagree with you are doing so constantly . . .

"Your congressman is one person to whom your opinion definitely is important. With exceptions so rare that they are hardly worth mentioning, members of . . . Congress positively do read their mail. Moreover, they are interested in its contents. The mood and tenor of the daily mail from home is a recurrent topic of conversation among members when they gather in the cloakrooms in the rear of the House and Senate Chambers or around the coffee cups in the dining rooms of the Capitol." [1]

The mail is obviously of great importance to senators and representatives in determining thoughtful constituent opinion. During the long congressional sessions most congressmen do not get home as often as they would like and they depend on constituents' letters as a major way of "taking the pulse" back home. As a League member you can be part of that "pulse."

You may ask, "Does my letter really make a difference?" Your voice, like your vote, does count. While one letter may not accomplish your goal, your opinion added to that of many others is influential. As one League member said, "It sometimes seems fabulous to me to think there are women all over the country digging away, discussing, studying, contributing what they know." Your voice, along with others in your community and the thousands of League members around the country working for common goals, can make a difference.

It would be a sad day on Capitol Hill if the mail bags stopped coming.

[1] *You and Your Congressman* by Congressman Jim Wright.

WHEN TO WRITE

Whatever your writing technique, the most important thing is to take pen in hand, write and get your letter or note off to Washington. A short, simple letter or telegram [2] stating your views can be of great value — both in stating your commitment to a goal and in adding to the voices speaking on your side of the issue.

Each member must use her own personal judgment on when and how best to influence her senators and representative. There are certain times when letters are more effective. Early in the session letters are useful because they notify congressmen what issues are important to their constituents. If you write early, your letter may be the one that helps a congressman make up his mind.

The time to write members of a committee is when legislation is pending before the committee. Another key time comes when a bill is about to come before the full Senate or House. The letters should go to both senators or your representative, whichever is the case.

There are other times when it is appropriate to write to the President and/or a cabinet officer. Such letters are usually most effective if they are written when the executive branch is making policy decisions or drafting legislation.

The League Action Service (see page 27) informs Leagues when, in the national board's judgment, the time has come for concerted action on pending legislation. This makes letter-writing especially easy as the publications include information on the status of legislation and background on the issue.

[2] You can send a 15-word telegram called a Public Opinion Message (P.O.M.), to the President, Vice President or congressman from anywhere in the United States for only $1.00. Your name and address are not counted as part of the message unless there are additional signers. The same rate applies to wires sent to your governor and state legislators.

WRITING MORE EFFECTIVE LETTERS

Know the Issues

You will already know some things about a particular issue when you decide to write. But you may wish to seek additional information to back up your point of view. Whether you are supporting or opposing a piece of legislation, clear reasonable letters expressing your personal opinion will get priority treatment on the Hill, particular if they arrive in congressional offices early in the legislative process.

There are many sources of information on the issues readily available to every League member. THE NATIONAL VOTER carries articles on the national program plus the regular Federal Spotlight column on legislative action. Frequently, state Voters and local bulletins carry articles on the national program and alerts to action, and many local Leagues have developed telephone chains which are activated when a *Time for Action* arrives from the national office. In addition, members can subscribe to the League Action Service (see page 27), designed to help them keep current on both the substance of League program and what is happening on Capitol Hill.

Current League positions are explained in *1968-70 National Program: Study and Action* (see page 27). Another excellent source of information is your local national program item chairman in each program field. And, of course, one of the best ways to keep current on national program is to serve on one of your local League's national program committees.

Know Your Congressmen

The more you know about your congressman and the legislative process, the easier it is to write letters and tailor them effectively. There are many sources of information about your senators and representative.

One good source is usually your local newspaper. If the paper prints voting records, clip these, along with other stories on your congressmen. You might also wish to ask your

local League office if a file is kept on your congressional delegation. If your local League does not currently have anyone assigned to keep the files up to date, you might volunteer to do so. It's a good way to learn more about your Washington delegation.

Many congressmen publish newsletters to keep constituents current on their activities. Write to your senators and representative asking to be added to their mailing lists. Items in a congressman's newsletter frequently provide an excellent source of ideas for comment.

You should also know on what committees your congressmen serve. Are your senators or representative chairmen of a committee or subcommittee? (Committee assignments are listed in the back of this publication.) If you don't know on what subcommittees your senators and representative serve, write and ask for this information. Most congressmen specialize in legislation which comes under the jurisdiction of their committees.

Of course, the best way to get to know your congressmen is through personal or political contact during their campaigns. (Only League board members are restricted from political activities.) If you congressmen know you, one phone call or letter from you about a piece of legislation may carry more weight than many letters from unknown citizens. But if the congressman has already made up his mind, even a personal letter will do little to change it. However, congressmen have changed their positions when enough letters from their districts or states made them realize they were out of step.

The first letter can be the beginning of a long and fruitful relationship with your elected representative. It can bring you satisfaction of first-hand involvement in the political process. Even if you and your congressmen never agree, they are your elected representatives and should know what their constituents think.

Know the Legislative Process

A piece of legislation can go through as many as 25 steps before it is enacted and funds are

appropriated to carry out the legislation's intent. (The League publication *You and Your National Government,* including *How a Bill Becomes a Law,* outlines the legislative process.) Understanding the difference between authorization process and the appropriation process is essential. Any legislation which requires federal funding must go through both processes. If an authorization bill is passed but no funds are approved, the authorization bill is meaningless. Or, if only limited funds are appropriated, a program can be so restricted it really can't get off the ground.

Since major decisions on legislation are usually made in committee, an understanding of the committee system is vital to effective lobbying. There are 19 Senate committees, 22 House committees and nine joint committees. These committees break down into over 250 subcommittees.

Due to space limitations, it is impossible to list the subcommittees in this pamphlet. However, the significance of the subcommittees should not be overlooked; in many cases, the basic legislation is written by the subcommittee before it is submitted to the full committee.

For example, the appropriations bill for Labor, HEW and related agencies first goes to a House appropriations subcommittee. The eight members of the subcommittee handle the second largest appropriations bill (only the Defense Department bill is larger) in Congress. Since all appropriations bills originate in the House, these eight men have substantial influence on what federal funds are appropriated for programs of primary importance to the League — i.e., money for education, manpower and poverty programs.

RECOMMENDED APPROACHES TO LETTER WRITING

It's easy to write a good letter when your congressman agrees with you and you know him well enough to call him by his first name:

Dear Bill,

I was delighted to see in the morning paper that you have announced your support for legislation authorizing funds for the second replenishment of the International Development Association. I certainly agree with you that IDA's loans are urgently needed by the poorer nations which cannot afford hard development loans.

It is always useful to relate local needs to national legislation. If you have first-hand knowledge of what is happening in your community, include comments in your letter:

I strongly urge you to support the full funding for sewage treatment facility construction which is now pending before your appropriations subcommittee. The need for federal grants is imperative here in Falls City, where no one is far from beach, lake or canal. Our rivers are receiving the effluence of North Beach, Thomason Beach and the Clark River. The condition of Lake Middlesex is worsening. These instances of pollution must be stopped. Federal incentives seem to provide the most reasonable hope of remedying these shocking conditions . . .

It is helpful to indicate your familiarity with the congressman's past actions on an issue, particularly if you are trying to change his mind:

I know you opposed Senate approval of ratification of the Nuclear Nonproliferation Treaty last year, but I think the situation has changed since then . . .

If you find an editorial or article in a local paper you might include it:

Enclosed is last Wednesday's Local Star *editorial on our local community action agency. I have been following the work of our CAA for the past two years, and this editorial confirms my observations of the effective work being done here in Katalone . . .*

If you have recently met your congressman or heard him speak at a local meeting it is useful to relate to this experience:

It was a pleasure to meet you at the King County Republican dinner. Your comments on the present federal job training programs were helpful. As mentioned, I've been serving on a local committee to work with businessmen to find jobs for the hard-core unemployed.

I was amazed to learn about the closing of 59 Job Corps centers, including our state's. The proposed "mini" urban skill centers seem another feasible way to train the unemployed and underemployed, but isn't it unrealistic to close the centers before available replacement? I hope you will do all possible to prevent closing the centers, especially the Palma Job Corps Center.

DO'S AND DON'TS OF LETTER WRITING

The Fundamental Do's

DO address your congressman properly.

DO write legibly (handwritten letters are fine if they are readable).

DO be brief and to the point; discuss only one issue in each letter; identify a bill by number or title if possible.

DO use your own words and your own stationery.

DO be sure to include your address and sign your name legibly. If your name could be either masculine or feminine, identify your sex. If you have family, business or political connections related to the issue, explain it. It may serve as identification when your point of view is considered.

DO be courteous and reasonable.

DO feel free to write if you have a question or problem dealing with procedures of government departments. Congressional offices can often help you cut through red tape or give you advice that will save you time and wasted effort.

DO write when your congressman does something of which you approve. Congressmen hear mostly from constituents who oppose their actions. A barrage of criticism gives them a one-sided picture of their constituencies. (A note of appreciation will make your congressman remember you favorably the next time you write.)

DO include pertinent editorials from local papers.

DO write early in in the session before a bill has been introduced if you have ideas about an issue you would like to see incorporated in legislation. If you are "lobbying" for or against a bill, and your congressman is a member of the committee to which it has been referred, write when the committee begins hearings. If your

congressman is not a member of the committee handling the bill, write him just before the bill comes to the floor for debate and vote.

DO write the chairman or members of a committee holding hearings on legislation in which you are interested. Remember, however, that you have more influence with senators from your state and representative from your district than with other members of Congress.

The Fundamental Don'ts

DON'T sign and send a form or mimeograph letter.

DON'T begin on the righteous note of "as a citizen and taxpayer." Your congressman assumes you are not an alien, and he knows we all pay taxes.

DON'T apologize for writing and taking his time. If you letter is short and expresses your opinion, he is glad to give you a hearing.

DON'T say "I hope this gets by your secretary." This only irritates the office staff.

DON'T be rude or threatening. It will get you nowhere.

DON'T be vague. Some letters received in congressional offices are couched in such general terms that it leaves the congressman and his staff wondering what the writer had in mind.

DON'T just because you disagree politically with your congressman, ignore him and write to one from another district. Congressional courtesy calls for the recipient of such a letter to forward it to the congressman from the district involved.

DON'T send a carbon copy to your second senator or representative when you have addressed the letter to the first senator. Write each one individually; it's the courteous thing to do.

CORRECT SALUTATION AND CLOSING FOR LETTERS TO OFFICIALS

President

The President
The White House
[redacted]

Dear Mr. President:

Very respectfully yours,

Vice President

The Vice President
The White House
[redacted]

Dear Mr. Vice President:

Sincerely yours,

Senator

The Honorable Philip A. Hart
United States Senate
[redacted]

Dear Senator Hart:

Sincerely yours,

Representative

The Honorable Silvio O. Conte
House of Representatives
[redacted]

Dear Mr. Conte:

Sincerely yours,

Member of the Cabinet

The Honorable William P. Rogers
The Secretary of State
[redacted]

Dear Mr. Secretary:

Sincerely yours,

Cabinet Officers

Agriculture	Clifford M. Hardin
Attorney General	John N. Mitchell
Commerce	Maurice H. Stans
Defense	Melvin R. Laird
HEW	Robert H. Finch
HUD	George Romney
Interior	Walter J. Hickel
Labor	George P. Schultz
Postmaster General	Winton M. Blount
State	William P. Rogers
Transportation	John A. Volpe
Treasury	David M. Kennedy
U.N. Ambassador	Charles W. Yost

Congressional Party Leaders

SENATE

President of the Senate
Spiro T. Agnew (Vice President)

President Pro-Tempore
Richard B. Russell (D., Ga.)

Majority Leader Mike Mansfield (D., Mont.)

Majority Whip Edward M. Kennedy (D., Mass.)

Minority Leader
Everett McKinley Dirksen (R., Ill.)

Minority Whip Hugh Scott (R., Pa.)

HOUSE OF REPRESENTATIVES

Speaker John W. McCormack (D., Mass.)

Majority Leader Carl Albert (D., Okla.)

Majority Whip Hale Boggs (D., La.)

Minority Leader Gerald R. Ford (R., Mich.)

Minority Whip Leslie C. Arends (R., Ill.)

NAMES OF MEMBERS OF THE UNITED STATES SENATE AND HOUSE OF REPRESENTATIVES ARRANGED BY STATES AND CONGRESSIONAL DISTRICTS

(Democrats in roman; Republicans in *italics.*)

ALABAMA

Senators:
John Sparkman
James B. Allen

House of Representatives:

	Congressional District
Jack Edwards	1
William L. Dickinson	2
George Andrews	3
Bill Nichols	4
Walter Flowers	5
John Buchanan	6
Tom Bevill	7
Robert E. Jones, Jr.	8

ALASKA

Senators:
Mike Gravel
Theodore F. Stevens

House of Representatives:

Howard W. Pollock	AL

ARIZONA

Senators:
Paul J. Fannin
Barry Goldwater

House of Representatives:

John J. Rhodes	1
Morris K. Udall	2
Sam Steiger	3

ARKANSAS

Senators:
John L. McClellan
J. W. Fulbright

House of Representatives:

Bill Alexander	1
Wilbur D. Mills	2
John Paul Hammerschmidt	3
David Pryor	4

CALIFORNIA

Senators:
George Murphy
Alan Cranston

House of Representatives:

Don H. Clausen	1
Harold T. Johnson	2
John E. Moss	3
Robert L. Leggett	4
Phillip Burton	5
William S. Mailliard	6
Jeffery Cohelan	7
George P. Miller	8
Don Edwards	9
Charles S. Gubser	10
Paul N. McCloskey, Jr.	11
Burt L. Talcott	12
Charles M. Teague	13
Jerome R. Waldie	14
John J. McFall	15
B. F. Sisk	16
Glenn M. Anderson	17
Robert B. Mathias	18
Chet Holifield	19
H. Allen Smith	20
Augustus F. Hawkins	21
James C. Corman	22
Del Clawson	23
Glenard P. Lipscomb	24
Charles E. Wiggins	25
Thomas M. Rees	26
Barry Goldwater, Jr.	27
Alphonzo Bell	28
George E. Brown, Jr.	29
Edward R. Roybal	30
Charles H. Wilson	31
Craig Hosmer	32
Jerry L. Pettis	33
Richard T. Hanna	34
James B. Utt	35
Bob Wilson	36
Lionel Van Deerlin	37
John V. Tunney	38

COLORADO

Senators:
Gordon Allott
Peter H. Dominick

House of Representatives:

Byron G. Rogers	1
Donald G. Brotzman	2
Frank E. Evans	3
Wayne N. Aspinall	4

CONNECTICUT

Senators:
Thomas J. Dodd
Abraham A. Ribicoff

House of Representatives:

Emilio Q. Daddario	1
William L. St. Onge	2
Robert N. Giaimo	3
Lowell P. Weicker, Jr.	4
John S. Monagan	5
Thomas J. Meskill	6

DELAWARE

Senators:
John J. Williams
J. Caleb Boggs

House of Representatives:

William V. Roth, Jr.	AL

FLORIDA

Senators:
Spessard L. Holland
Edward J. Gurney

House of Representatives:

Robert L. F. Sikes	1
Don Fuqua	2
Charles E. Bennett	3
Bill Chappell, Jr.	4
Louis Frey, Jr.	5
Sam Gibbons	6
James A. Haley	7

	Congressional District
William C. Cramer	8
Paul G. Rogers	9
J. Herbert Burke	10
Claude Pepper	11
Dante B. Fascell	12

GEORGIA

Senators:

Richard B. Russell
Herman E. Talmadge

House of Representatives:

G. Elliott Hagan	1
Maston O'Neal	2
Jack Brinkley	3
Benjamin B. Blackburn	4
Fletcher Thompson	5
John J. Flynt, Jr.	6
John W. Davis	7
W. S. Stuckey	8
Phil M. Landrum	9
Robert G. Stephens, Jr.	10

HAWAII

Senators:

Hiram L. Fong
Daniel K. Inouye

House of Representatives:

Spark M. Matsunaga	AL
Patsy T. Mink	AL

IDAHO

Senators:

Frank Church
Len B. Jordan

House of Representatives:

James A. McClure	1
Orval Hansen	2

ILLINOIS

Senators:

Everett M. Dirksen
Charles H. Percy

House of Representatives:

William L. Dawson	1
Abner J. Mikva	2
William T. Murphy	3
Edward J. Derwinski	4
John C. Kluczynski	5
Daniel J. Ronan	6
Frank Annunzio	7
Dan Rostenkowski	8
Sidney R. Yates	9
Harold R. Collier	10
Roman C. Pucinski	11
Robert McClory	12
	13
John N. Erlenborn	14
Charlotte T. Reid	15
John B. Anderson	16
Leslie C. Arends	17
Robert H. Michel	18
Tom Railsback	19
Paul Findley	20
Kenneth J. Gray	21
William L. Springer	22
George E. Shipley	23
Melvin Price	24

INDIANA

Senators:

Vance Hartke
Birch E. Bayh

	Congressional District
House of Representatives:	
Ray J. Madden	1
Earl F. Landgrebe	2
John Brademas	3
E. Ross Adair	4
Richard L. Roudebush	5
William G. Bray	6
John T. Myers	7
Roger H. Zion	8
Lee H. Hamilton	9
David W. Dennis	10
Andrew Jacobs, Jr.	11

IOWA

Senators:

Jack Miller
Harold E. Hughes

House of Representatives:

Fred Schwengel	1
John C. Culver	2
H. R. Gross	3
John Kyl	4
Neal Smith	5
Wiley Mayne	6
William J. Scherle	7

KANSAS

Senators:

James B. Pearson
Bob Dole

House of Representatives:

Keith G. Sebelius	1
Chester L. Mize	2
Larry Winn, Jr.	3
Garner E. Shriver	4
Joe Skubitz	5

KENTUCKY

Senators:

John S. Cooper
Marlow W. Cook

House of Representatives:

Frank A. Stubblefield	1
William H. Natcher	2
William O. Cowger	3
M. G. Snyder	4
Tim Lee Carter	5
John C. Watts	6
Carl D. Perkins	7

LOUISIANA

Senators:

Allen J. Ellender
Russell B. Long

House of Representatives:

F. Edward Hébert	1
Hale Boggs	2
Patrick T. Caffery	3
Joe D. Waggonner, Jr.	4
Otto E. Passman	5
John R. Rarick	6
Edwin W. Edwards	7
Speedy O. Long	8

MAINE

Senators:

Margaret Chase Smith
Edmund S. Muskie

House of Representatives:

Peter N. Kyros	1
William D. Hathaway	2

	Congressional District
MARYLAND	
Senators:	
Joseph D. Tydings	
Charles McC. Mathias	
House of Representatives:	
Rogers C. B. Morton	1
Clarence D. Long	2
Edward A. Garmatz	3
George H. Fallon	4
Lawrence J. Hogan	5
J. Glenn Beall, Jr.	6
Samuel N. Friedel	7
Gilbert Gude	8

MASSACHUSETTS

Senators:

Edward M. Kennedy
Edward W. Brooke

House of Representatives:

Silvio O. Conte	1
Edward P. Boland	2
Philip J. Philbin	3
Harold D. Donohue	4
F. Bradford Morse	5
William H. Bates	6
Torbert H. Macdonald	7
Thomas P. O'Neill, Jr.	8
John W. McCormack	9
Margaret M. Heckler	10
James A. Burke	11
Hastings Keith	12

MICHIGAN

Senators:

Philip A. Hart
Robert P. Griffin

House of Representatives:

John Conyers, Jr.	1
Marvin L. Esch	2
Garry Brown	3
Edward Hutchinson	4
Gerald R. Ford	5
Charles E. Chamberlain	6
Donald W. Riegle, Jr.	7
James Harvey	8
Guy Vander Jagt	9
Elford A. Cederberg	10
Philip E. Ruppe	11
James G. O'Hara	12
Charles C. Diggs, Jr.	13
Lucien N. Nedzi	14
William D. Ford	15
John D. Dingell	16
Martha W. Griffiths	17
William S. Broomfield	18
Jack H. McDonald	19

MINNESOTA

Senators:

Eugene J. McCarthy
Walter F. Mondale

House of Representatives:

Albert H. Quie	1
Ancher Nelsen	2
Clark MacGregor	3
Joseph E. Karth	4
Donald M. Fraser	5
John M. Zwach	6
Odin Langen	7
John A. Blatnik	8

	Congressional District
MISSISSIPPI	
Senators:	
James O. Eastland	
John Stennis	
House of Representatives:	
Thomas G. Abernethy	1
Jamie L. Whitten	2
Charles H. Griffin	3
G. V. Montgomery	4
William M. Colmer	5

MISSOURI

Senators:

Stuart Symington
Thomas F. Eagleton

House of Representatives:

William Clay	1
James W. Symington	2
Leanor K. (Mrs. John B.) Sullivan	3
Wm. J. Randall	4
Richard Bolling	5
W. R. Hull, Jr.	6
Durward G. Hall	7
Richard H. Ichord	8
William L. Hungate	9
Bill D. Burlison	10

MONTANA

Senators:

Mike Mansfield
Lee Metcalf

House of Representatives:

Arnold Olsen	1
	2

NEBRASKA

Senators:

Roman L. Hruska
Carl T. Curtis

House of Representatives:

Robert V. Denney	1
Glenn Cunningham	2
Dave Martin	3

NEVADA

Senators:

Alan Bible
Howard W. Cannon

House of Representatives:

Walter S. Baring	AL

NEW HAMPSHIRE

Senators:

Norris Cotton
Thomas J. McIntyre

House of Representatives:

Louis C. Wyman	1
James C. Cleveland	2

NEW JERSEY

Senators:

Clifford P. Case
Harrison A. Williams, Jr.

	Congressional District
House of Representatives:	
John E. Hunt	1
Charles W. Sandman, Jr.	2
James J. Howard	3
Frank Thompson, Jr.	4
Peter H. B. Frelinghuysen	5
William T. Cahill	6
William B. Widnall	7
Charles S. Joelson	8
Henry Helstoski	9
Peter W. Rodino, Jr.	10
Joseph G. Minish	11
Florence P. Dwyer	12
Cornelius E. Gallagher	13
Dominick V. Daniels	14
Edward J. Patten	15

NEW MEXICO

Senators:

Clinton P. Anderson
Joseph M. Montoya

House of Representatives:	
Manuel Lujan, Jr.	1
Ed Foreman	2

NEW YORK

Senators:

Jacob K. Javits
Charles E. Goodell

House of Representatives:	
Otis G. Pike	1
James R. Grover, Jr.	2
Lester L. Wolff	3
John W. Wydler	4
Allard K. Lowenstein	5
Seymour Halpern	6
Joseph P. Addabbo	7
Benjamin S. Rosenthal	8
James J. Delaney	9
Emanuel Celler	10
Frank J. Brasco	11
Shirley Chisholm	12
Bertram L. Podell	13
John J. Rooney	14
Hugh L. Carey	15
John M. Murphy	16
Edward I. Koch	17
Adam C. Powell	18
Leonard Farbstein	19
William F. Ryan	20
James H. Scheuer	21
Jacob H. Gilbert	22
Jonathan B. Bingham	23
Mario Biaggi	24
Richard L. Ottinger	25
Ogden R. Reid	26
Martin B. McKneally	27
Hamilton Fish, Jr.	28
Daniel E. Button	29
Charleton J. King	30
Robert C. McEwen	31
Alexander Pirnie	32
Howard W. Robison	33
James M. Hanley	34
Samuel S. Stratton	35
Frank Horton	36
Barber B. Conable, Jr.	37
James F. Hastings	38
Richard D. McCarthy	39
Henry P. Smith III	40
Thaddeus J. Dulski	41

	Congressional District

NORTH CAROLINA

Senators:

Sam J. Ervin, Jr.
B. Everett Jordan

House of Representatives:	
Walter B. Jones	1
L. H. Fountain	2
David N. Henderson	3
Nick Galifianakis	4
Wilmer Mizell	5
Richardson Preyer	6
Alton Lennon	7
Earl B. Ruth	8
Charles Raper Jonas	9
James T. Broyhill	10
Roy A. Taylor	11

NORTH DAKOTA

Senators:

Milton R. Young
Quentin Burdick

House of Representatives:	
Mark Andrews	1
Thomas S. Kleppe	2

OHIO

Senators:

Stephen M. Young
William B. Saxbe

House of Representatives:	
Robert Taft, Jr.	1
Donald D. Clancy	2
Charles W. Whalen, Jr.	3
William M. McCulloch	4
Delbert L. Latta	5
William H. Harsha	6
Clarence J. Brown, Jr.	7
Jackson E. Betts	8
Thomas L. Ashley	9
Clarence E. Miller	10
J. William Stanton	11
Samuel L. Devine	12
Charles A. Mosher	13
William H. Ayres	14
Chalmers P. Wylie	15
Frank T. Bow	16
John M. Ashbrook	17
Wayne L. Hays	18
Michael J. Kirwan	19
Michael A. Feighan	20
Louis Stokes	21
Charles A. Vanik	22
William E. Minshall	23
Donald E. Lukens	24

OKLAHOMA

Senators:

Fred R. Harris
Henry Bellmon

House of Representatives:	
Page Belcher	1
Ed Edmondson	2
Carl Albert	3
Tom Steed	4
John Jarman	5
John N. Happy Camp	6

OREGON

Senators:

Mark Hatfield
Robert W. Packwood

	Congressional District
House of Representatives:	
Wendell Wyatt	1
Al Ullman	2
Edith Green	3
John R. Dellenback	4

PENNSYLVANIA

Senators:

Hugh Scott
Richard S. Schweiker

House of Representatives:	
William A. Barrett	1
Robert N. C. Nix	2
James A. Byrne	3
Joshua Eilberg	4
William J. Green	5
Gus Yatron	6
Lawrence G. Williams	7
Edward G. Biester, Jr.	8
G. Robert Watkins	9
Joseph M. McDade	10
Daniel J. Flood	11
J. Irving Whalley	12
R. Lawrence Coughlin	13
William S. Moorhead	14
Fred B. Rooney	15
Edwin D. Eshleman	16
Herman T. Schneebeli	17
Robert J. Corbett	18
George A. Goodling	19
Joseph M. Gaydos	20
John H. Dent	21
John P. Saylor	22
Albert W. Johnson	23
Joseph P. Vigorito	24
Frank M. Clark	25
Thomas E. Morgan	26
James G. Fulton	27

RHODE ISLAND

Senators:

John O. Pastore
Claiborne Pell

House of Representatives:	
Fernand J. St Germain	1
Robert O. Tiernan	2

SOUTH CAROLINA

Senators:

Strom Thurmond
Ernest F. Hollings

House of Representatives:	
L. Mendel Rivers	1
Albert W. Watson	2
Wm. Jennings Bryan Dorn	3
James R. Mann	4
Tom S. Gettys	5
John L. McMillan	6

SOUTH DAKOTA

Senators:

Karl E. Mundt
George McGovern

House of Representatives:	
Ben Reifel	1
E. Y. Berry	2

	Congressional District

TENNESSEE

Senators:

Albert Gore
Howard H. Baker, Jr.

House of Representatives:	
James H. Quillen	1
John J. Duncan	2
W. E. Brock	3
Joe L. Evins	4
Richard Fulton	5
William R. Anderson	6
Ray Blanton	7
Edward Jones	8
Dan Kuykendall	9

TEXAS

Senators:

Ralph W. Yarborough
John G. Tower

House of Representatives:	
Wright Patman	1
John Dowdy	2
James M. Collins	3
Ray Roberts	4
Earle Cabell	5
Olin E. Teague	6
George Bush	7
Bob Eckhardt	8
Jack Brooks	9
J. J. Pickle	10
W. R. Poage	11
Jim Wright	12
Graham Purcell	13
John Young	14
Eligio de la Garza	15
Richard White	16
Omar Burleson	17
Robert Price	18
George Mahon	19
Henry B. Gonzalez	20
O. C. Fisher	21
Bob Casey	22
Abraham Kazen, Jr.	23

UTAH

Senators:

Wallace F. Bennett
Frank E. Moss

House of Representatives:	
Laurence J. Burton	1
Sherman P. Lloyd	2

VERMONT

Senators:

George D. Aiken
Winston L. Prouty

House of Representatives:	
Robert T. Stafford	AL

VIRGINIA

Senators:

Harry Flood Byrd, Jr.
William B. Spong, Jr.

House of Representatives:	
Thomas N. Downing	1
G. William Whitehurst	2
David E. Satterfield III	3
Watkins M. Abbitt	4
W. C. Daniel	5
Richard H. Poff	6

	Congressional District
John O. Marsh, Jr.	7
William Lloyd Scott	8
William C. Wampler	9
Joel T. Broyhill	10

WASHINGTON

Senators:

Warren G. Magnuson
Henry M. Jackson

House of Representatives:

Thomas M. Pelly	1
Lloyd Meeds	2
Julia Bulter Hansen	3
Catherine May	4
Thomas S. Foley	5
Floyd V. Hicks	6
Brock Adams	7

WEST VIRGINIA

Senators:

Jennings Randolph
Robert C. Byrd

House of Representatives:

Robert H. Mollohan	1
Harley O. Staggers	2
John M. Slack	3
Ken Hechler	4
James Kee	5

	Congressional District
Henry C. Schadeberg	1
Robert W. Kastenmeier	2
Vernon W. Thomson	3
Clement J. Zablocki	4
Henry S. Reuss	5
William A. Steiger	6
David R. Obey	7
John W. Byrnes	8
Glenn R. Davis	9
Alvin E. O'Konski	10

WISCONSIN

Senators:

William Proxmire
Gaylord Nelson

House of Representatives:

WYOMING

Senators:

Gale W. McGee
Clifford P. Hansen

House of Representatives:

John Wold ..... AL

PUERTO RICO

Resident Commissioner:

Jorge L. Cordova

SENATE COMMITTEES
91st CONGRESS

(Democrats in roman; Republicans in *italic.*)

AERONAUTICAL AND SPACE SCIENCES

Clinton P. Anderson *Chairman*	N.M.
Richard B. Russell	Ga.
Warren G. Magnuson	Wash.
Stuart Symington	Mo.
John C. Stennis	Miss.
Stephen M. Young	Ohio
Thomas J. Dodd	Conn.
Howard W. Cannon	Nev.
Spessard L. Holland	Fla.
Margaret Chase Smith	Me.
Carl T. Curtis	Neb.
Mark O. Hatfield	Ore.
Barry Goldwater	Ariz.
Charles McC. Mathias, Jr.	Md.
William B. Saxbe	Ohio

AGRICULTURE AND FORESTRY

Allen J. Ellender *Chairman*	La.
Spessard L. Holland	Fla.
James O. Eastland	Miss.
Herman E. Talmadge	Ga.
B. Everett Jordan	N.C.
George McGovern	S.D.
James B. Allen	Ala.
George D. Aiken	Vt.
Milton R. Young	N.D.
Jack Miller	Iowa
Carl T. Curtis	Neb.
Marlow W. Cook	Ky.
Robert J. Dole	Kan.

APPROPRIATIONS

Richard B. Russell *Chairman*	Ga.
Allen J. Ellender	La.
John L. McClellan	Ark.
Warren G. Magnuson	Wash.
Spessard L. Holland	Fla.
John C. Stennis	Miss.
John O. Pastore	R.I.
Alan Bible	Nev.
Robert C. Byrd	W. Va.
Gale W. McGee	Wyo.
Mike Mansfield	Mont.
William Proxmire	Wis.
Ralph Yarborough	Tex.
Joseph M. Montoya	N.M.
Milton R. Young	N.D.
Karl E. Mundt	S.D.
Margaret Chase Smith	Me.
Roman L. Hruska	Neb.
Gordon Allott	Colo.
Norris Cotton	N.H.
Clifford P. Case	N.J.
Hiram L. Fong	Hawaii
J. Caleb Boggs	Del.
James B. Pearson	Kan.

ARMED SERVICES

John C. Stennis *Chairman*	Miss.
Richard B. Russell	Ga.
Stuart Symington	Mo.
Henry M. Jackson	Wash.
Sam J. Ervin, Jr.	N.C.
Howard W. Cannon	Nev.
Stephen M. Young	Ohio
Daniel K. Inouye	Hawaii
Thomas J. McIntyre	N.H.
Harry F. Byrd, Jr.	Va.
Margaret Chase Smith	Me.
Strom Thurmond	S.C.
John G. Tower	Tex.
Peter H. Dominick	Colo.
George Murphy	Calif.
Edward W. Brooke	Mass.
Barry Goldwater	Ariz.
Richard S. Schweiker	Pa.

BANKING AND CURRENCY

John Sparkman *Chairman*	Ala.
William Proxmire	Wis.
Harrison A. Williams, Jr.	N.J.
Edmund S. Muskie	Me.
Thomas J. McIntyre	N.H.
Walter F. Mondale	Minn.
Ernest F. Hollings	S.C.
Harold E. Hughes	Iowa
Alan Cranston	Calif.
Wallace F. Bennett	Utah
John G. Tower	Tex.
Edward W. Brooke	Mass.
Charles H. Percy	Ill.
Charles E. Goodell	N.Y.
Robert W. Packwood	Ore.

COMMERCE

Warren G. Magnuson *Chairman*	Wash.
John O. Pastore	R.I.
Vance Hartke	Ind.
Philip A. Hart	Mich.
Howard W. Cannon	Nev.
Russell B. Long	La.
Frank E. Moss	Utah
Ernest F. Hollings	S.C.
Daniel K. Inouye	Hawaii
Joseph D. Tydings	Md.
William B. Spong, Jr.	Va.
Norris Cotton	N.H.
Hugh Scott	Pa.
Winston L. Prouty	Vt.
James B. Pearson	Kan.
Robert P. Griffin	Mich.
Clifford P. Hansen	Wyo.
Howard H. Baker, Jr.	Tenn.
Charles E. Goodell	N.Y.

DISTRICT OF COLUMBIA

Joseph D. Tydings *Chairman*	Md.
Alan Bible	Nev.
William B. Spong, Jr.	Va.
Thomas F. Eagleton	Mo.
Winston L. Prouty	Vt.
Charles E. Goodell	N.Y.
Charles McC. Mathias, Jr.	Md.

FINANCE

Russell B. Long *Chairman*	La.
Clinton P. Anderson	N.M.
Albert Gore	Tenn.
Herman E. Talmadge	Ga.
Eugene J. McCarthy	Minn.
Vance Hartke	Ind.
J. W. Fulbright	Ark.
Abraham Ribicoff	Conn.

Fred R. Harris ..... Okla.
Harry F. Byrd, Jr. ..... Va.
John J. Williams ..... Del.
Wallace F. Bennett ..... Utah
Carl T. Curtis ..... Neb.
Everett McKinley Dirksen ..... Ill.
Jack Miller ..... Iowa
Len B. Jordan ..... Idaho
Paul J. Fannin ..... Ariz.

FOREIGN RELATIONS

J. W. Fulbright
Chairman ..... Ark.
John Sparkman ..... Ala.
Mike Mansfield ..... Mont.
Albert Gore ..... Tenn.
Frank Church ..... Idaho
Stuart Symington ..... Mo.
Thomas J. Dodd ..... Conn.
Claiborne Pell ..... R.I.
Gale W. McGee ..... Wyo.
George D. Aiken ..... Vt.
Karl E. Mundt ..... S.D.
Clifford P. Case ..... N.J.
John Sherman Cooper ..... Ky.
John J. Williams ..... Del.
Jacob K. Javits ..... N.Y.

GOVERNMENT OPERATIONS

John L. McClellan
Chairman ..... Ark.
Henry M. Jackson ..... Wash
Sam J. Ervin, Jr. ..... N.C.
Edmund S. Muskie ..... Me.
Abraham Ribicoff ..... Conn.
Fred R. Harris ..... Okla.
Lee Metcalf ..... Mont.
Eugene J. McCarthy ..... Minn.
James B. Allen ..... Ala
Karl E. Mundt ..... S.D.
Jacob K. Javits ..... N.Y.
Charles H. Percy ..... Ill.
Robert P. Griffin ..... Mich.
Ted Stevens ..... Alaska
Edward J. Gurney ..... Fla.

INTERIOR AND INSULAR AFFAIRS

Henry M. Jackson
Chairman ..... Wash.
Clinton P. Anderson ..... N.M.
Alan Bible ..... Nev.
Frank Church ..... Idaho
Frank E. Moss ..... Utah
Quentin N. Burdick ..... N.D.
George McGovern ..... S.D.
Gaylord Nelson ..... Wis.
Lee Metcalf ..... Mont.
Mike Gravel ..... Alaska
Gordon Allott ..... Colo.
Len B. Jordan ..... Idaho
Paul J. Fannin ..... Ariz.
Clifford P. Hansen ..... Wyo.
Mark O. Hatfield ..... Ore.
Ted Stevens ..... Alaska
Henry Bellmon ..... Okla.

JUDICIARY

James O. Eastland
Chairman ..... Miss.
John L. McClellan ..... Ark.
Sam J. Ervin, Jr. ..... N.C.
Thomas J. Dodd ..... Conn.
Philip A. Hart ..... Mich.
Edward M. Kennedy ..... Mass.
Birch Bayh ..... Ind.
Quentin N. Burdick ..... N.D.
Joseph D. Tydings ..... Md.
Robert C. Byrd ..... W.Va.
Everett McKinley Dirksen .. Ill.
Roman L. Hruska ..... Neb.
Hiram L. Fong ..... Hawaii
Hugh Scott ..... Pa.
Strom Thurmond ..... S.C.
Marlowe W. Cook ..... Ky.
Charles McC. Mathias, Jr. Md.

LABOR AND PUBLIC WELFARE

Ralph Yarborough
Chairman ..... Tex.
Jennings Randolph ..... W.Va.
Harrison A. Williams, Jr. N.J.
Claiborne Pell ..... R.I.
Edward M. Kennedy ..... Mass.
Gaylord Nelson ..... Wis.
Walter F. Mondale ..... Minn.
Thomas F. Eagleton ..... Mo.
Alan Cranston ..... Calif.
Harold E. Hughes ..... Iowa
Jacob K. Javits ..... N.Y.
Winston L. Prouty ..... Vt.
Peter H. Dominick ..... Colo.
George Murphy ..... Calif.
Richard S. Schweiker ..... Pa.
Henry Bellmon ..... Okla.
William B. Saxbe ..... Ohio

POST OFFICE AND CIVIL SERVICE

Gale W. McGee
Chairman ..... Wyo.
Ralph Yarborough ..... Tex.
Jennings Randolph ..... W.Va.
Vance Hartke ..... Ind.
Quentin N. Burdick ..... N.D.
Ernest F. Hollings ..... S.C.
Frank E. Moss ..... Utah
Hiram L. Fong ..... Hawaii
J. Caleb Boggs ..... Del.
Paul J. Fannin ..... Ariz.
Ted Stevens ..... Alaska
Henry Bellmon ..... Okla.

PUBLIC WORKS

Jennings Randolph
Chairman ..... W.Va.
Stephen M. Young ..... Ohio
Edmund S. Muskie ..... Me.
B. Everett Jordan ..... N.C.
Birch Bayh ..... Ind.
Joseph M. Montoya ..... N.M.
William B. Spong, Jr. ..... Va.
Thomas F. Eagleton ..... Mo.
Mike Gravel ..... Alaska
John Sherman Cooper ..... Ky.
J. Caleb Boggs ..... Del.
Howard H. Baker, Jr. .... Tenn.
Robert J. Dole ..... Kan.
Edward J. Gurney ..... Fla.
Robert W. Packwood ..... Ore.

RULES AND ADMINISTRATION

B. Everett Jordan
Chairman ..... N.C.
Howard W. Cannon ..... Nev.
Claiborne Pell ..... R.I.
Robert C. Byrd ..... W.Va.
James B. Allen ..... Ala.
Carl T. Curtis ..... Neb.
John Sherman Cooper ..... Ky.
Hugh Scott ..... Pa.
Strom Thurmond ..... S.C.

SELECT COMMITTEE ON SMALL BUSINESS

Alan Bible
Chairman ..... Nev.
John Sparkman ..... Ala.
Russell B. Long ..... La.
Jennings Randolph ..... W.Va.
Harrison A. Williams, Jr. N.J.
Gaylord Nelson ..... Wis.
Joseph M. Montoya ..... N.M.
Fred R. Harris ..... Okla.
Thomas J. McIntyre ..... N.H.
Mike Gravel ..... Alaska
Jacob K. Javits ..... N.Y.
Peter H. Dominick ..... Colo.
Howard H. Baker, Jr. .... Tenn.
Mark O. Hatfield ..... Ore.
Robert J. Dole ..... Kan.
Marlow W. Cook ..... Ky.
Ted Stevens ..... Alaska

SPECIAL COMMITTEE ON AGING

Harrison A. Williams, Jr.
Chairman ..... N.J.
Alan Bible ..... Nev.
Frank Church ..... Idaho
Jennings Randolph ..... W.Va.
Edmund S. Muskie ..... Me.
Frank E. Moss ..... Utah
Edward M. Kennedy ..... Mass.
Ralph Yarborough ..... Tex.
Stephen Young ..... Ohio
Walter F. Mondale ..... Minn.
Vance Hartke ..... Ind.
Everet M. Dirksen ..... Ill.
Winston L. Prouty ..... Vt.
Hiram L. Fong ..... Hawaii
Jack Miller ..... Iowa
Clifford Hansen ..... Wyo.
George Murphy ..... Calif.
Paul Fannin ..... Ariz.
Edward J. Gurney ..... Fla.
William Saxbe ..... Ohio

HOUSE COMMITTEES
91st CONGRESS

(Democrats in roman; Republicans in *italic*; Resident Commissioner in **bold face.**)

AGRICULTURE

W. R. Poage
Chairman ..... Tex.
John L. McMillan ..... S.C.
Thomas G. Abernathy ..... Miss.
Watkins M. Abbitt ..... Va.
Frank A. Stubblefield ..... Ky.
Graham Purcell ..... Tex.
Maston O'Neal ..... Ga.
Thomas S. Foley ..... Wash.
Eligio de la Garza ..... Tex.
Joseph P. Vigorito ..... Pa.
Walter B. Jones ..... N.C.
G. V. (Sonny)
Montgomery ..... Miss.
B. F. Sisk ..... Calif.
Bill Alexander ..... Ark.
Bill D. Burlison ..... Mo.
Allard K. Lowenstein ..... N.Y.
John R. Rarick ..... La.
Edward Jones ..... Tenn.
Page Belcher ..... Okla.
Charles M. Teague ..... Calif.
Catherine May ..... Wash.
William C. Wampler ..... Va.
George A. Goodling ..... Pa.
Clarence E. Miller ..... Ohio
Robert B. Mathias ..... Calif.
Wiley Mayne ..... Iowa
John Zwach ..... Minn.
Thomas S. Kleppe ..... N.D.
Robert D. Price ..... Tex.
John T. Myers ..... Ind.
Keith G. Sebelius ..... Kan.
Martin B. McKneally ..... N.Y.
Wilmer D. Mizell ..... N.C.
Jorge L. Cordova ..... P.R.

APPROPRIATIONS

George H. Mahon
Chairman ..... Tex.
Michael J. Kirwan ..... Ohio
Jamie L. Whitten ..... Miss.
George W. Andrews ..... Ala.
John J. Rooney ..... N.Y.
Robert L. F. Sikes ..... Fla.
Otto E. Passman ..... La.
Joe L. Evins ..... Tenn.
Edward P. Boland ..... Mass.
William H. Natcher ..... Ky.
Daniel J. Flood ..... Pa.
Tom Steed ..... Okla.
George E. Shipley ..... Ill.
John M. Slack ..... W.Va.
John J. Flynt, Jr. ..... Ga.
Neal Smith ..... Iowa
Robert N. Giaimo ..... Conn.
Julia Butler Hansen ..... Wash.
Charles S. Joelson ..... N.J.
Joseph P. Addabbo ..... N.Y.
John J. McFall ..... Calif.
W. R. Hull, Jr. ..... Mo.
Jeffery Cohelan ..... Calif.
Edward J. Patten ..... N.J.
Clarence D. Long ..... Md.
John O. Marsh, Jr. ..... Va.
Sidney R. Yates ..... Ill.
Bob Casey ..... Tex.
David Pryor ..... Ark.
Frank E. Evans ..... Colo.
Frank T. Bow ..... Ohio
Charles Raper Jonas ..... N.C.
Elford A. Cederberg ..... Mich.
Glenard P. Lipscomb ..... Calif.
John J. Rhodes ..... Ariz.
William E. Minshall ..... Ohio
Robert H. Michel ..... Ill.
Silvio O. Conte ..... Mass.
Odin Langen ..... Minn.
Ben Reifel ..... S.D.
Glenn R. Davis ..... Wis.
Howard W. Robison ..... N.Y.
Garner E. Shriver ..... Kan.
Joseph M. McDade ..... Pa.
Louis C. Wyman ..... N.H.
Burt L. Talcott ..... Calif.
Charlotte T. Reid ..... Ill.
Donald W. Riegle, Jr. ..... Mich.
Wendell Wyatt ..... Ore.
Jack Edwards ..... Ala.

ARMED SERVICES

L. Mendell Rivers
Chairman ..... S.C.
Philip J. Philbin ..... Mass.
F. Edward Hébert ..... La.
Melvin Price ..... Ill.
O. C. Fisher ..... Tex.
Charles E. Bennett ..... Fla.
James A. Byrne ..... Pa.
Samuel A. Stratton ..... N.Y.
Otis G. Pike ..... N.Y.
Richard H. Ichord ..... Mo.
Lucien N. Nedzl ..... Mich.
Alton Lennon ..... N.C.
Wm. J. Randall ..... Mo.
G. Elliott Hagan ..... Ga.
Charles H. Wilson ..... Calif.
Robert L. Leggett ..... Calif.
Floyd V. Hicks ..... Wash.
Speedy O. Long ..... La.
Richard White ..... Tex.
Bill Nichols ..... Ala.
Jack Brinkley ..... Ga.
Robert H. Mollohan ..... W.Va.
W. C. (Dan) Daniel ..... Va.
William H. Bates ..... Mass.
Leslie C. Arends ..... Ill.
Alvin E. O'Konski ..... Wis.
William G. Bray ..... Ind.
Bob Wilson ..... Calif.
Charles S. Gubser ..... Calif.
Alexander Pirnie ..... N.Y.
Durward G. Hall ..... Mo.
Donald D. Clancy ..... Ohio
Robert T. Stafford ..... Vt.
Carleton J. King ..... N.Y.
William L. Dickinson ..... Ala.
Charles W. Whalen, Jr. ..... Ohio
Ed Foreman ..... N.M.
John E. Hunt ..... N.J.
G. William Whitehurst ..... Va.
Robert J. Corbett ..... Pa.
Jorge L. Cordova ..... P.R.

BANKING AND CURRENCY

Wright Patman
Chairman ..... Tex.
William A. Barrett ..... Pa.
Leonor K. (Mrs. John B.)
Sullivan ..... Mo.
Henry S. Reuss ..... Wis.
Thomas L. Ashley ..... Ohio
William S. Moorhead ..... Pa.
Robert G. Stephens, Jr. ..... Ga.
Fernand J. St Germain ..... R.I.
Henry B. Gonzalez ..... Tex.
Joseph G. Minish ..... N.J.

Richard T. Hanna ..... Calif.
Tom S. Gettys ..... S.C.
Frank Annunzio ..... Ill.
Thomas M. Rees ..... Calif.
Nick Galifianakis ..... N.C.
Tom Bevill ..... Ala.
Charles H. Griffin ..... Miss.
James M. Hanley ..... N.Y.
Frank J. Brasco ..... N.Y.
Bill Chappell, Jr. ..... Fla.
William B. Widnall ..... N.J.
Florence P. Dwyer ..... N.J.
Seymour Halpern ..... N.Y.
W. E. (Bill) Brock ..... Tenn.
Del Clawson ..... Calif.
Albert W. Johnson ..... Pa.
J. William Stanton ..... Ohio
Chester L. Mize ..... Kan.
Benjamin B. Blackburn ..... Ga.
Garry E. Brown ..... Mich.
Lawrence G. Williams ..... Pa.
Chalmers P. Wylie ..... Ohio
Margaret M. Heckler ..... Mass.
William O. Cowger ..... Ky.
J. Glenn Beall, Jr. ..... Md.

DISTRICT OF COLUMBIA

John L. McMillan
Chairman ..... S.C.
Thomas G. Abernethy ..... Miss.
William L. Dawson ..... Ill.
John Dowdy ..... Tex.
Charles C. Diggs, Jr. ..... Mich.
G. Elliott Hagan ..... Ga.
Don Fuqua ..... Fla.
Donald M. Fraser ..... Minn.
Brock Adams ..... Wash.
Andrew Jacobs, Jr. ..... Ind.
Peter N. Kyros ..... Me.
William L. Hungate ..... Mo.
Earle Cabell ..... Tex.
Ray Blanton ..... Tenn.
Ancher Nelsen ..... Minn.
William L. Springer ..... Ill.
Alvin E. O'Konski ..... Wis.
William H. Harsha ..... Ohio
Frank Horton ..... N.Y.
Joel T. Broyhill ..... Va.
Larry Winn, Jr. ..... Kan.
Gilbert Gude ..... Md.
Sam Steiger ..... Ariz.
Catherine May ..... Wash.
Lawrence J. Hogan ..... Md.

EDUCATION AND LABOR

Carl D. Perkins
Chairman ..... Ky.
Edith Green ..... Ore.
Frank Thompson, Jr. ..... N.J.
John H. Dent ..... Pa.
Roman C. Pucinski ..... Ill.
Dominick V. Daniels ..... N.J.
John Brademas ..... Ind.
James G. O'Hara ..... Mich.
Hugh L. Carey ..... N.Y.
Augustus F. Hawkins ..... Calif.
William D. Ford ..... Mich.
William D. Hathaway ..... Me.
Patsy T. Mink ..... Hawaii
James H. Scheuer ..... N.Y.
Lloyd Meeds ..... Wash.
Phillip Burton ..... Calif.
Joseph M. Gaydos ..... Pa.
Louis Stokes ..... Ohio
William (Bill) Clay ..... Mo.
Adam C. Powell ..... N.Y.
William H. Ayres ..... Ohio
Albert H. Quie ..... Minn.
John M. Ashbrook ..... Ohio
Alphonzo Bell ..... Calif.
Ogden R. Reid ..... N.Y.
John N. Erlenborn ..... Ill.
William J. Scherle ..... Iowa
John D. Dellenback ..... Ore.
Marvin L. Esch ..... Mich.
Edwin D. Eshleman ..... Pa.
William A. Steiger ..... Wis.
James M. Collins ..... Tex.
Earl F. Landgrebe ..... Ind.
Orval Hansen ..... Idaho
Earl B. Ruth ..... N.C.

FOREIGN AFFAIRS

Thomas E. Morgan
Chairman ..... Pa.
Clement J. Zablocki ..... Wis.
Wayne L. Hays ..... Ohio
L. H. Fountain ..... N.C.
Dante B. Fascell ..... Fla.
Leonard Farbstein ..... N.Y.
Charles C. Diggs, Jr. ..... Mich.
William T. Murphy ..... Ill.
Cornelius E. Gallagher ..... N.J.
Robert N. C. Nix ..... Pa.
John S. Monagan ..... Conn.
Donald M. Fraser ..... Minn.
Benjamin S. Rosenthal ..... N.Y.
Edward R. Roybal ..... Calif.
John C. Culver ..... Iowa
Lee H. Hamilton ..... Ind.
John V. Tunney ..... Calif.
Peter H. B. Frelinghuysen N.J.
Abraham Kazen, Jr. ..... Tex.
Lester L. Wolff ..... N.Y.
Jonathan B. Bingham ..... N.Y.
Gus Yatron ..... Pa.
E. Ross Adair ..... Ind.
William S. Mailliard ..... Calif.
William S. Broomfield ..... Mich.
J. Irving Whalley ..... Pa.
H. R. Gross ..... Iowa
E. Y. Berry ..... S.D.
Edward J. Derwinski ..... Ill.
F. Bradford Morse ..... Mass.
Vernon W. Thomson ..... Wis.
James G. Fulton ..... Pa.
Paul Findley ..... Ill.
John Buchanan ..... Ala.
Robert Taft, Jr. ..... Ohio
Sherman P. Lloyd ..... Utah
J. Herbert Burke ..... Fla.
William V. Roth, Jr. ..... Del.

GOVERNMENT OPERATIONS

William L. Dawson
Chairman ..... Ill.
Chet Holifield ..... Calif.
Jack Brooks ..... Tex.
L. H. Fountain ..... N.C.
John A. Blatnik ..... Minn.
Robert E. Jones ..... Ala.
Edward A. Garmatz ..... Md.
John E. Moss ..... Calif.
Dante B. Fascell ..... Fla.
Henry S. Reuss ..... Wis.
John S. Monagan ..... Conn.
Torbert H. Macdonald ..... Mass.
William S. Moorhead ..... Pa.
Cornelius E. Gallagher ..... N.J.
Wm. J. Randall ..... Mo.
Benjamin S. Rosenthal ..... N.Y.
Jim Wright ..... Tex.
Fernand J. St Germain ..... R.I.
John C. Culver ..... Iowa
Floyd V. Hicks ..... Wash.
Florence P. Dwyer ..... N.J.
Ogden R. Reid ..... N.Y.
Frank Horton ..... N.Y.
Donald Rumsfeld ..... Ill.

John N. Erlenborn ..... Ill.
John W. Wydler ..... N.Y.
Clarence J. Brown, Jr. ..... Ohio
Guy Vander Jagt ..... Mich.
John T. Myers ..... Ind.
William O. Cowger ..... Ky.
Gilbert Gude ..... Md.
Paul N. McCloskey, Jr. .... Calif.
Paul Findley ..... Ill.
John H. Buchanan, Jr. ..... Ala.
Lowell P. Weicker, Jr. .... Conn.

HOUSE ADMINISTRATION

Samuel N. Friedel
Chairman ..... Md.
Wayne L. Hays ..... Ohio
Frank Thompson, Jr. ..... N.J.
Watkins M. Abbitt ..... Va.
Joe D. Waggonner, Jr. ..... La.
John H. Dent ..... Pa.
Lucien N. Nedzi ..... Mich.
John Brademas ..... Ind.
John W. Davis ..... Ga.
Kenneth J. Gray ..... Ill.
Augustus F. Hawkins ..... Calif.
Tom S. Gettys ..... S.C.
Jonathan B. Bingham ..... N.Y.
Bertram L. Podell ..... N.Y.
Glenard P. Lipscomb .... Calif.
Samuel L. Devine ..... Ohio
William L. Dickinson ..... Ala.
James C. Cleveland ..... N.H.
John Kyl ..... Iowa
Fred Schwengel ..... Iowa
Robert C. McEwen ..... N.Y.
James Harvey ..... Mich.
Jerry L. Pettis ..... Calif.
Orval Hansen ..... Idaho

INTERIOR AND INSULAR AFFAIRS

Wayne N. Aspinall
Chairman ..... Colo.
James A. Haley ..... Fla.
Ed. Edmondson ..... Okla.
Walter S. Baring ..... Nev.
Roy A. Taylor ..... N.C.
Harold T. Johnson ..... Calif.
Hugh L. Carey ..... N.Y.
Morris K. Udall ..... Ariz.
Phillip Burton ..... Calif.
John V. Tunney ..... Calif.
Thomas S. Foley ..... Wash.
Robert W. Kastenmeier .... Wis.
James G. O'Hara ..... Mich.
William F. Ryan ..... N.Y.
Patsy T. Mink ..... Hawaii
James Kee ..... W.Va.
Lloyd Meeds ..... Wash.
Abraham Kazen, Jr. ..... Tex.
Bill D. Burlison ..... Mo.
John P. Saylor ..... Pa.
E. Y. Berry ..... S.D.
Craig Hosmer ..... Calif.
Joe Skubitz ..... Kan.
Laurence J. Burton ..... Utah
John Kyl ..... Iowa
Sam Steiger ..... Ariz.
Howard W. Pollock ..... Alaska
James A. McClure ..... Idaho
Don H. Clausen ..... Calif.
Philip E. Ruppe ..... Mich.
John Wold ..... Wyo.
John N. Happy Camp .... Okla.
Manuel Lujan, Jr. ..... N.M.
Jorge L. Cordova ..... P.R.

INTERSTATE AND FOREIGN COMMERCE

Harley O. Staggers
Chairman ..... W.Va.
Samuel N. Friedel ..... Md.
Torbert H. Macdonald .... Mass.
John Jarman ..... Okla.
John E. Moss ..... Calif.
John D. Dingell ..... Mich.
Paul G. Rogers ..... Fla.
Lionel Van Deerlin ..... Calif.
J. J. Pickle ..... Tex.
Fred B. Rooney ..... Pa.
John M. Murphy ..... N.Y.
David E. Satterfield, III ..... Va.
Daniel J. Ronan ..... Ill.
Brock Adams ..... Wash.
Richard L. Ottinger ..... N.Y.
Ray Blanton ..... Tenn.
W. S. (Bill) Stuckey ..... Ga.
Peter N. Kyros ..... Me.
Bob Eckhardt ..... Tex.
Robert O. Tiernan ..... R.I.
Richardson Preyer ..... N.C.
William L. Springer ..... Ill.
Samuel L. Devine ..... Ohio
Ancher Nelson ..... Minn.
Hastings Keith ..... Mass.
Glenn Cunningham ..... Neb.
James T. Broyhill ..... N.C.
James Harvey ..... Mich.
Albert W. Watson ..... S.C.
Tim Lee Carter ..... Ky.
G. Robert Watkins ..... Pa.
Donald G. Brotzman ..... Colo.
Clarence J. Brown, Jr., ... Ohio
Dan Kuykendall ..... Tenn.
Joe Skubitz ..... Kan.
Fletcher Thompson ..... Ga.
James F. Hastings ..... N.Y.

JUDICIARY

Emanuel Celler
Chairman ..... N.Y.
Michael A. Feighan ..... Ohio
Peter W. Rodino, Jr. ..... N.J.
Byron G. Rogers ..... Colo.
Harold D. Donohue ..... Mass.
Jack Brooks ..... Tex.
John Dowdy ..... Tex.
Robert W. Kastenmeier .... Wis.
William L. St. Onge ..... Conn.
Don Edwards ..... Calif.
William L. Hungate ..... Mo.
John Conyers, Jr. ..... Mich.
Andrew Jacobs, Jr. ..... Ind.
Joshua Eilberg ..... Pa.
William F. Ryan ..... N.Y.
Jerome R. Waldie ..... Calif.
Edwin W. Edwards ..... La.
Walter Flowers ..... Ala.
James R. Mann ..... S.C.
Abner J. Mikva ..... Ill.
William M. McCulloch ..... Ohio
Richard H. Poff ..... Va.
William T. Cahill ..... N.J.
Clark MacGregor ..... Minn.
Edward Hutchinson ..... Mich.
Robert McClory ..... Ill.
Henry P. Smith III ..... N.Y.
Thomas J. Meskill ..... Conn.
Charles W. Sandman, Jr. .. N.J.
Thomas F. Railsback ..... Ill.
Edward G. Biester, Jr. ..... Pa.
Charles E. Wiggins ..... Calif.
David W. Dennis ..... Ind.
Hamilton Fish, Jr. ..... N.Y.
R. Lawrence Coughlin ..... Pa.

MERCHANT MARINE AND FISHERIES

Edward A. Garmatz
Chairman ..... Md.
Leonor K. (Mrs. John B.) Sullivan ..... Mo.
Frank M. Clark ..... Pa.
Thomas L. Ashley ..... Ohio
John D. Dingell ..... Mich.
Alton Lennon ..... N.C.
Thomas N. Downing ..... Va.
James A. Byrne ..... Pa.
Paul G. Rogers ..... Fla.
Frank A. Stubblefield ..... Ky.
John M. Murphy ..... N.Y.
William L. St. Onge ..... Conn.
Joseph E. Karth ..... Minn.
William D. Hathaway ..... Me.
Walter B. Jones ..... N.C.
Richard T. Hanna ..... Calif.
Robert L. Leggett ..... Calif.
Michael A. Feighan ..... Ohio
Frank Annunzio ..... Ill.
Speedy O. Long ..... La.
Mario Biaggi ..... N.Y.
William S. Mailliard ..... Calif.
Thomas M. Pelly ..... Wash.
Charles A. Mosher ..... Ohio
James R. Grover, Jr. ..... N.Y.
Hastings Keith ..... Mass.
G. Robert Watkins ..... Pa.
Henry C. Schadeberg ..... Wis.
John R. Dellenback ..... Ore.
Howard W. Pollock ..... Alaska
Philip E. Ruppe ..... Mich.
Daniel E. Button ..... N.Y.
George A. Goodling ..... Pa.
William G. Bray ..... Ind.
Paul N. McCloskey, Jr. .... Calif.
Louis Frey, Jr. ..... Fla.

POST OFFICE AND CIVIL SERVICE

Thaddeus J. Dulski
Chairman ..... N.J.
David N. Henderson ..... N.C.
Arnold Olsen ..... Mont.
Morris K. Udall ..... Ariz.
Dominick V. Daniels ..... N.J.
Robert N. C. Nix ..... Pa.
James M. Hanley ..... N.Y.
Charles H. Wilson ..... Calif.
Jerome R. Waldie ..... Calif.
Richard C. White ..... Tex.
William D. Ford ..... Mich.
Lee H. Hamilton ..... Ind.
Frank J. Brasco ..... N.Y.
Robert O. Tiernan ..... R.I.
Graham Purcell ..... Tex.
Robert J. Corbett ..... Pa.
H. R. Gross ..... Iowa
Glenn Cunningham ..... Neb.
Edward J. Derwinski ..... Ill.
Albert W. Johnson ..... Pa.
Daniel E. Button ..... N.Y.
William L. Scott ..... Va.
James A. McClure ..... Idaho
Thomas J. Meskill ..... Conn.
Donald E. Lukens ..... Ohio
Lawrence J. Hogan ..... Md.

PUBLIC WORKS

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Publications Service. Includes new publications on current topics as well as League information. (Does not include specific League material such as *Leaders' Guides* or *National Board Reports.*) $5.00 annually. Payment in advance or charge to League account.

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You and Your National Government. 1962, #273, 40 pp. Guide to federal governmental processes. 25¢.

How a Bill Becomes a Law. 1963, #287, 8 pp. An excerpt from *You and Your National Government.* 15¢.

Choosing the President. 1968, #301. 96 pp. The step-by-step process of nominating and electing the President of the U.S. $1.00.

NATIONAL PROGRAM 1968-70

ELECTORAL COLLEGE: A study of the Electoral College.

HUMAN RESOURCES: • Support of equality of opportunity for education, employment and housing.

• Evaluation of means to achieve equality of opportunity for housing and of further measures to combat poverty and discrimination.

FOREIGN POLICY: • Evaluation of U.S. relations with the People's Republic of China.

• Support of U.S. policies to

strengthen the peacekeeping and peacebuilding capacties of the U. N. system

promote world trade and development while maintaining a sound U. S. economy.

WATER RESOURCES: Support of national policies and procedures which promote comprehensive long-range planning for conservation and development of water resources and improvement of water quality.

REPRESENTATIVE GOVERNMENT:

• Apportionment: Support of apportionment of both houses of state legislatures substantially on population.

• District of Columbia: Support of self-government and representation in Congress for citizens of the District of Columbia.

TAX RATES AND TREATY MAKING:

• Opposition to constitutional limitations on tax rates.

• Opposition to constitutional changes that would limit the existing powers of the Executive and the Congress over foreign relations.

NOTES

FACTS

League
of Women
Voters
of the
United States

1920

1970

League of Women Voters of the United States
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"The League of Women Voters combines deep motivation and concern for their country with deep concern for the machinery of the democratic process."

JOHN W. GARDNER

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What We Are

The League of Women Voters is a nonpartisan organization whose purpose is to encourage the informed and active participation of all citizens in government and politics. It is open to all women citizens 18 years or older.

How the League Began

The League of Women Voters came into being in 1920, the year woman suffrage was written into the Constitution. It grew out of the National American Woman Suffrage Association, which spearheaded the 72-year drive to get women the vote.

As its first task the League took on teaching the 20 million recently enfranchised women how to carry out their new responsibilities. League emphasis then, as now, focused on the importance of individuals working together to achieve good government responsive to the needs of all citizens.

How the League Is Organized

Like U.S. government, the League of Women Voters functions on three levels: local, state and national. When a woman joins the League in her own community, she also becomes a member of her state League and of the League of Women Voters of the United States. Wherever she lives, she works with other members of her local League on issues important to her own community, to her state and to her country.

The League of Women Voters of the United States has 157,000 members in more than 1,275 local Leagues in all 50 states, the District of Columbia, the Commonwealth of Puerto Rico and the Virgin Islands.

Nonpartisanship

The League, as an organization, neither supports nor opposes candidates running for office, nor does it line up with or against a political party. However, League members, as individuals,

are encouraged to work actively for the candidate or party of their choice. So no doubts may be cast on the League's nonpartisanship, its officers and directors on all three levels refrain from partisan activities while in office.

League's Work Is Twofold

Basically, the League's work is divided into two parts:

1. *Voters Service,* which includes the distribution of nonpartisan information on candidates and issues; campaigns to encourage registration and voting; candidates meetings; courses in practical politics; and field trips to city halls and state legislatures.
2. *League Program,* which includes governmental issues selected by the members for study, decision and action at all three levels—local, state and national.

Voters Service

People who want impartial information on candidates, platforms and issues know they can turn to the League of Women Voters—and get it! In every League community, members stand ready to supply the facts—who is running for office—where and when to register and vote—and what issues are on the ballot.

The League is widely known for its lively candidates meetings, its complete and informative candidates questionnaires, its publicizing of roll call votes and its ability to motivate people to register and vote. To perform these voter services, the League draws on thousands of its members who give their time, skill and energy. As an eminent journalist observed: "You learn more from a League candidates meeting than from all the formal addresses, official platforms, cozy coffees and knowing neighbors' whispers rolled up together."

For the League, voters service is a year-round job. Special materials are targetted to young people, rural and inner-city residents, minorities and new citizens. Members work with neighborhood groups and other organizations helping individuals learn the "ins and outs" of their government, providing information and courses on practical politics, and showing citizens how they can have an effective voice in governmental affairs.

League Program

Guided by its basic principles (see page 8), the League takes a stand on government issues selected by its membership for study, decision and action. These issues make up the League program at all three levels—local, state and national.

Local Program—This frequently includes town or city planning and zoning; public schools and vocational training; assessments, taxes, local financing and budgets; new city charters and/or city-manager government; recreation and parks—to name only a few.

State Program—Through state Leagues, members have been instrumental in strengthening state government and in bringing about, at the state level, constitutional revision, fair apportionment of legislatures and long-needed court reforms. State Leagues seek also to bring an informed public opinion to bear on problems such as education, welfare services, election laws and civil service.

National Program—The League's national program, chosen for a two-year period by delegates to the biennial national convention emerges following 1) months of thoughtful discussion and screening by League members; 2) convention discussion and debate, and 3) a vote by delegates representing the total League membership.

All Levels of Program—With every issue, League members start by learning the facts through study, field trips and small group discussions. When thoroughly informed themselves, they take the facts to the public via publications, news stories, radio and television programs and public meetings. They make their voices heard in city council, state legislature and Congress by lobbying, writing letters, testifying at hearings and interviewing legislators and public officials.

(Continued on page 6)

From Study to Action to Law—The League is proud of the part it has played in the passage of historic legislation. Some victories in which it has shared are:

- in social welfare, the Sheppard-Towner Act (1921) and the Social Security Act (1935)
- in consumer protection, the Food, Drug and Cosmetic Act (1938)
- in foreign economic policy, every renewal of the Trade Agreements Act (beginning in 1937)
- in international cooperation, U.S. ratification of the United Nations Charter (1945) and Nuclear Nonproliferation Treaty (1969)
- in civil rights, the Economic Opportunity Amendments (1967 and 1969)
- in water, the Water Resources Planning Act (1965).

Publications

The League of Women Voters has earned a reputation for carefully researched, informative books, pamphlets and leaflets. These timely and readable publications are widely distributed to members and the general public. Outstanding national publications include: *The Ill-Housed* (1969), co-produced with Urban America, Inc.; *So You'd Like to Do Something About Water Pollution* (1969), a best-seller to students and citizens' groups; *Freedom From Want . . . A Dream Deferred* (1970), an analysis of welfare alternatives; *Where Rivers Meet the Sea* (1970), a study of estuaries; *Who Should Elect the President* (1969); and *Development Aid: Images and Realities* (1969).

Local and state Leagues also publish studies of governmental problems. All new Leagues research and write a *Know Your Local Government* survey. These and other League surveys are often used by other groups and as textbooks in schools.

The League's Two Funds

The League of Women Voters Education Fund carries out a variety of research and education activities. These include: developing objective information on important national issues, sponsoring regional and community seminars on issues such as military spending and land and water use, stimulating techniques for more effective citizen education and participation in government, supporting special inner-city directed projects. The Education Fund, founded in 1957, is financed by tax-deductible contributions. It does not support legislation.

The Overseas Education Fund of the League of Women Voters was founded in 1947 in response to requests from citizens of other countries for information about League techniques and self-government. Since 1961, the OEF has worked primarily with Latin American women, aiding voluntary civic organizations, and providing intensive leadership training for individuals who can make civic progress a reality. The OEF is supported by tax-exempt funds.

How the League Is Financed

The League of Women Voters is a nonprofit organization. Local Leagues adopt budgets which include pledges for support of state and national, as well as local, work. About a fourth of League income comes from local League dues and three-fourths from contributions of members and other public-spirited individuals.

Combined expenditures for the three levels of League organization are approximately $3,621,000 a year; over one-half is spent by local Leagues in their own communities. Of the remaining amount, a little less than half goes to state Leagues, and slightly more than half is spent at the national level. Officers and directors serve without salary.

The 1970 national Convention voted to continue the fund-raising campaign begun for the League's 50th Anniversary. Money from this drive enables the League to improve its internal capabilities; expand services to voters; strengthen its efforts against the problems of environmental pollution, racism, poverty, unemployment, inadequate schools and housing; and increase citizen awareness of the need for promoting international cooperation and revitalizing and strengthening state and local governments.

NATIONAL PROGRAM 1970-72

U.S. CONGRESS:
An evaluation of congressional structures, procedures and practices and their effect on responsive legislative processes.

ENVIRONMENTAL QUALITY:
Evaluation of measures to achieve and maintain a physical environment beneficial to life, with emphasis on the relationship of population growth and distribution.
Support of national policies and procedures which promote comprehensive long-range planning for conservation and development of water resources and improvement of water quality.

HUMAN RESOURCES:
Support of equal opportunity in education, employment and housing. Evaluation of further measures to combat poverty and discrimination.

FOREIGN POLICY:
Support of U.S. policies to

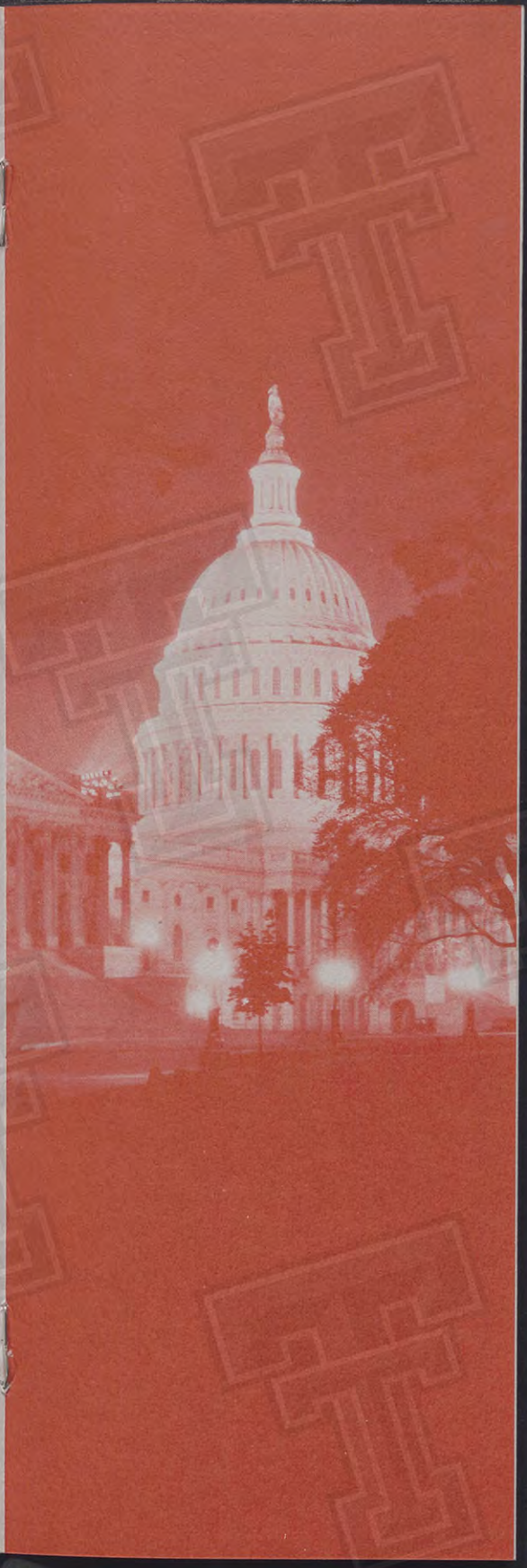
- promote development efforts which focus on human needs and which emphasize cooperation between the developed and developing countries.
- promote world trade while maintaining a sound U.S. economy.
- relax tensions and normalize relations with the People's Republic of China and facilitate mainland China's participation in the world community.
- strengthen the peacekeeping and peacebuilding capacities of the UN system.

REPRESENTATIVE GOVERNMENT:
Election of the President: Support of the national direct popular vote method to elect the President and Vice President of the United States.

District of Columbia: Support of self-government and representation in Congress for citizens of the District of Columbia.

Apportionment: Support of apportionment of both houses of state legislatures substantially on population.

Voting Rights: Action to protect the right to vote of every citizen.



GUIDING PRINCIPLES

The League of Women Voters believes in

- Representative government and the individual liberties established in the U.S. Constitution.

The League of Women Voters believes that

- Democratic government depends upon the informed and active participation of its citizens.
- Every citizen should be protected in his right to vote; have access to free public education which provides equal opportunity for all; and no person or group should suffer legal, economic or administrative discrimination.
- Efficient and economical government requires competent personnel, the clear assignment of responsibility, adequate financing and coordination among the different agencies and levels of government.
- Responsible government should be responsive to the will of the people; should maintain an equitable and flexible system of taxation, promote the conservation and development of natural resources in the public interest, share in the solution of economic and social problems which affect the general welfare, promote a stable and expanding economy and adopt domestic policies which facilitate the solution of international problems.
- Cooperation with other nations is essential in the search for solutions to world problems and the development of international organization and international law is imperative in the promotion of world peace.

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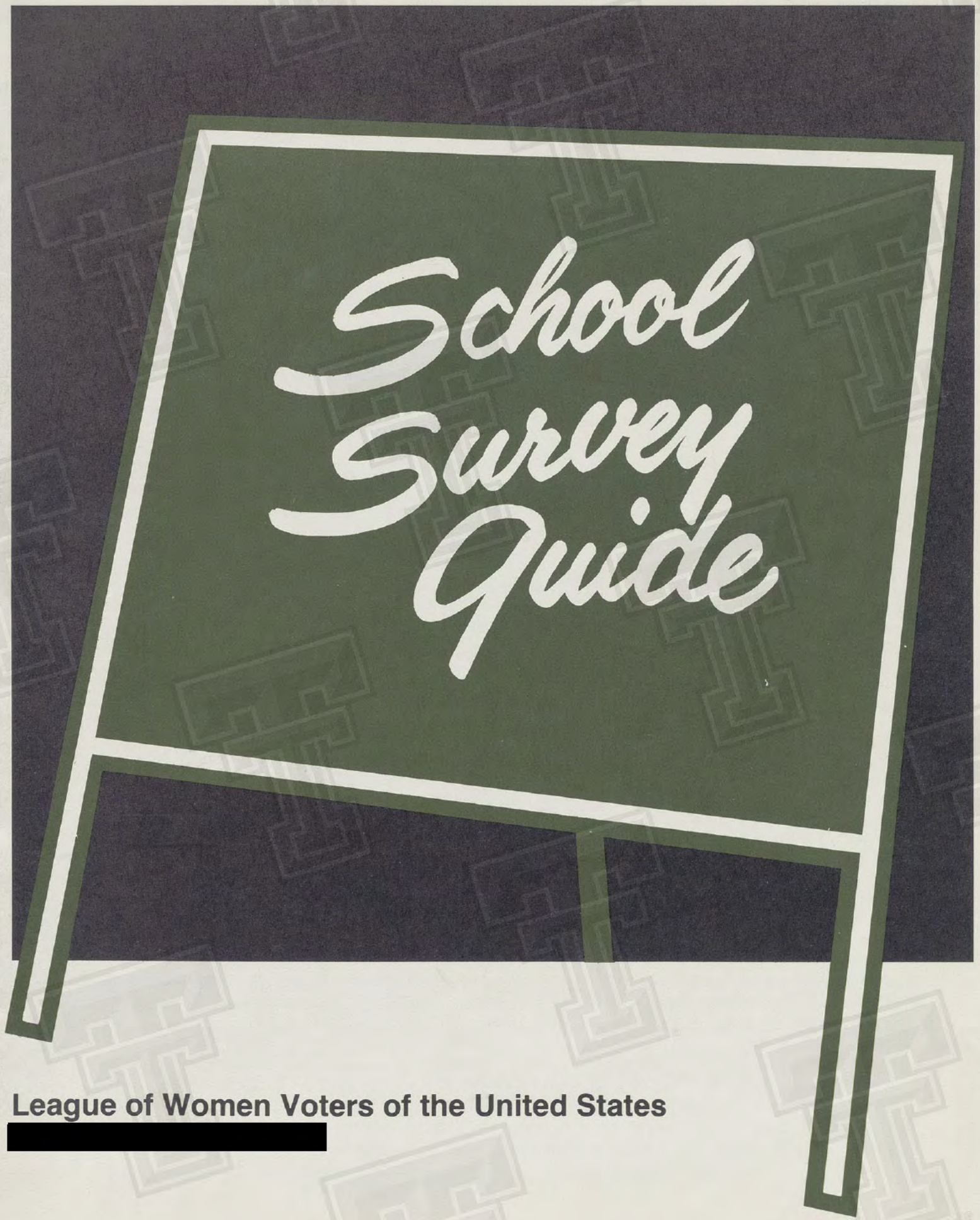

League of Women Voters of the United States

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INTRODUCTION

The purpose of this *School Survey Guide* is to assist local Leagues in carrying out a comprehensive study of the organization, operation and financing, as well as the educational program, of a local school system. To this end emphasis has been placed upon the fundamental questions of public education, i.e., how is your school system instituted, what are its goals, how does it operate, what are its problems, how effectively is it doing its job. At the same time, however, certain recent trends in educational theory and practice have been taken into account. The decade of the nineteen sixties has seen mounting interest in and concern for our schools and the quality of education provided to every child. This revised school survey guide includes a new section on compensatory education programs. It also includes an expanded section on school-community relations which explores the contemporary issues of school decentralization, community control of schools and the concept of "the community school." The accountability of the school system is touched upon in an expanded section dealing with program budgeting in the schools. A major purpose of League study is furthering communication between citizens and school personnel and strengthening public understanding of school objectives and needs. The knowledge and understanding of the school administration and local school board and the cooperation of school personnel is exceedingly important to the success of the project.

Before getting under way with the survey, appointments should be made with the president of the local school board and the superintendent of schools. The project should be explained to them and their cooperation enlisted in arranging interviews with school administrative and teaching staffs. It is important to assure them that the survey will be factual and that they will have the opportunity to check the resulting manuscript for accuracy. They may have suggestions to make to the survey committee members.

The guide is divided into two parts: school system and school program. The first part deals with administration, teaching staff, plant, financing, etc. The facts gathered provide information on the legal framework governing the system and the means at the disposal of school board and school administrators to carry out the goals of the school system. The second part deals with goals and scope and content of the school program. Effective citizen action depends on the information provided in both sections.

As an introduction to the study of the local school system, a section on state education laws has been included to stress the importance of starting with the state law on education as basic to the survey. By reviewing state education law and its administration, many of the questions on the survey can be answered. A study of state and local laws and state educational agencies and their relationship to the local school authority will provide a fundamental background necessary for interviews with local school officials.

A small steering committee organizes and coordinates the work of the survey. The actual collection of material and writing of each section should be assigned to subcommittees who are also responsible for verification of facts with the proper school authorities. Interviewers should go in pairs to double check the statements made by interviewees. Every effort should be made to avoid disrupting the work of the school and the schedules of the school staff. At all times interviewers should keep in mind that the survey is a fact-finding project.

Many Leagues have found it helpful to begin the written summary of their surveys with a brief highlighting of the evolution of their school system, i.e., a description of the first school in the community and how the system has grown to present size. Other Leagues have begun the summary with a brief description of the community setting in which the school system operates, i.e., its salient geographic, governmental, social and economic characteristics. As the approval is optional, no specific questions are included in the guide.

School systems are organized on different patterns throughout the country. Some systems may be organized on an eight-grade elementary and four-grade secondary basis, some on a 6-6 basis, others on a 6-2-4 or 6-3-3 basis with separate junior high school facilities. It may be necessary to adapt and regroup the questions on educational program to conform to a particular school organizational pattern. Another variable is the administrative procedure and the terminology used to describe school administration. For example, in some regions "school committee" and in others "school directors" is used to describe what in this survey is termed "local school board." This guide, then, should be adapted by the local League board to fit the character, operation and needs of each school system.

Some of the questions on school program overlap questions on school system, and certain questions appear in more than one chapter. This repetition, which has been held to a minimum, should help to clarify the points of contact between the two studies and illustrate the interrelationship of all parts of the school system.

The material which the survey committee assembles should be made available to League members and to the community in mimeographed or printed form. Conscientious use of the *School Survey Guide* may produce more material than can be utilized for public consumption. Periodic membership discussion of the factual data helps the committee draw together the basic points it will highlight in published form. Several Leagues have solved their writing and editing problems by selecting only what is essential for a compact, readable, objective report published for the general public and supplementing this with detailed, equally objective reports for League membership.

On the basis of membership discussion, certain conclusions can legitimately be drawn about the adequacy or inadequacy of the school system and program, what achievements or features of the school system are outstanding and whether there are problems or specific areas that require special emphasis for future action.

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THE SCHOOL SYSTEM

I. STATE-LOCAL RELATIONS

1. What are the provisions on education in your state constitution?

2. What statutory provisions in your state relate to the operation and administration of public schools? Are there any acts of your state legislature which apply solely to your school district?

3. How are education measures introduced in the legislature? What committees are concerned?

4. What state boards and/or agencies are concerned with public school education in your state?

5. What are the functions of the state department of education? What is its relationship to your local school authority? Is there a state superintendent of public instruction? If so, what are his duties? Is he elected or appointed?

6. Does your state department of education have a system of commissioning or accrediting schools? If so, what is the composition and what are the functions of the commission? What are the criteria for accreditation?

7. Is there any state control of selection of textbooks in the local school system? If so, in what way?

8. Are there state standards on school district organization? If so, what are they? Who sets them? How often and by whom are standards reviewed?

9. Is there a state planning committee on public education? Does it undertake long-range planning? Has it published written guidelines or recommendations? What is its relationship to the state board of education?

10. Is there an "educational coalition" at the state level, i.e. a cooperating council of organizations whose purpose is the advancement of education legislation? If so, which organizations belong? Is it constituted on a formal or informal basis? Temporary or permanent? What is its primary focus? How is it financed?

11. Does the state receive funds from Title V of the Elementary and Secondary Educational Act of 1965 for strengthening the leadership and research resources in state educational agencies? If so, which agencies receive funds? How much? For what specific programs were the funds used?

II. THE SCHOOL DISTRICT

1. How are school districts determined in your state?

2. What are the legal boundaries of your districts?

3. What size (geographical, number of pupils) is your school district? What changes have taken place in the district in the last 15 years, e.g., population shifts, racial shifts?

4. What are the socio-economic characteristics of the district? Racial and ethnic composition?

5. Is reorganization an issue in your school district?

6. Who has the authority to initiate school redistricting in your state? Does it require voter approval?

7. What, if any, studies have been made within the last year by your state school authority on school district reorganization or consolidation? On optimum size of districts? Has the local school authority made any such studies?

8. Does the state government have a master plan for reorganizing school districts? Is a reorganization plan under way at the present time?

9. Is there an "intermediate unit" in which your school district can participate? If so, how large is it? How is it administered? What are the scope and range of services it administers?

10. Is there a county unit involving the local school district?

11. What degree of autonomy has your school district in fiscal matters?

III. LOCAL BOARD OF EDUCATION

1. How is your local school board chosen? If by appointment, who has the appointing power? How are candidates selected? If by election, is the election on a politically nonpartisan basis? How are candidates nominated?

2. Are there legal requirements, either local or state, for school board members?

3. How many members are on your school board? Does each attend meetings regularly? What is the term of office? Are terms overlapping? How long has each served? What is the vocational composition of the board, e.g., business elements, professional, etc.?

4. Do your school board members receive salaries or other remuneration for their services? On the average, how much time do members spend on school board business? If they receive salaries, how much? Are members reimbursed for expenses incurred while on official business?

5. How is the board organized? How is the president or chairman chosen? Does the board have standing committees? If so, what are they? Does the board call on professional consultants?

6. Is there a citizens advisory committee for the school? Who appointed it? What are the criteria for selection? What is its relation to the board? What is its main purpose and focus? Does the board promote the findings of the committee? Does it take responsibility for implementing recommendations of the committee?

7. How often does the board meet? Where? Does it hold executive sessions in addition to public sessions? If so, is official business transacted during executive sessions?

8. What are the duties and powers of your board?

9. Does your school board have written policies? How are policies formulated for the district? Are the policies easily accessible to the public?

10. What is the policy of the school board on racial balance in the school system? Is there a published statement of the board's policy or of board guidelines on racial balance and equal educational opportunity for each child in the school system?

11. Has a study been authorized by the board to evaluate various ways of achieving racial balance and equal educational opportunity for all students in the school district? How is the study being implemented?

12. What fiscal powers does the board have? Adoption of budget? Levying taxes? Contracting debts?

13. In what ways does the board report to the public? Does the board publish, in advance, the agenda for board meetings? Does the board issue an invitation for interested citizens to attend? Does it publish minutes of school board meetings? Are meetings ever held in the evening when the public can most easily attend? Are meetings ever held in local neighborhoods?

14. What is the school board's relationship to local government administration in connection with financing of schools, prevention of juvenile delinquency, recreation programs, library and health services, adult education, poverty program?

15. Does the school board make long-range studies and plans? Does the board employ a planning officer full time or part time?

16. Does the board employ a research and/or evaluation staff?

17. What is the local school board's relationship to the state department of education? To the county board, if any? To the intermediate unit board, if any?

IV. ADMINISTRATIVE STAFF

1. What is the administrative structure of the school system? Is there a central office? Are there functional divisions? How does the administrative organization function in terms of chain of command and coordination?

2. How is your local superintendent of schools selected? On the basis of what educational and administrative qualifications? Are there state certification requirements? What are they? Are there residency requirements? What are they?

3. What is the term of office? Salary? How does this salary compare with other districts in the state? With the national average?

4. What are the chief duties and responsibilities of the superintendent? Is responsibility for carrying out the local school program centered in the superintendent? Does he recommend to the board the appointment of all teachers and other school employees?

5. What is his relation to the local board of education? Is he its executive officer? Voting member?

6. What are the qualifications and duties of deputy or assistant superintendents? Of other professionals having district-wide jurisdiction? What is their relationship to the superintendent? To principals? How are they chosen? How are vacancies advertised?

7. What are the state and local requirements for both elementary and secondary principals?

8. How are the principals, supervisors and other administrative officers chosen? What are their salaries? How many do you have in your school system? How long have they been in the system? How many have been teachers? How many come from the local community?

9. What percentage of school administrators are white? Black? Other minorities?

10. What are the duties and responsibilities of principals? Consultants? Curriculum administrators or supervisors?

11. What is their relationship to the teaching staff?

12. Are any administrative personnel engaged in active teaching?

13. What promotion procedures are used for school administrators and school officers? Are the procedures clearly enunciated? Is there a list of candidates eligible for promotion? If so, how is it drawn up? How is it maintained? If not, what type of rating or ranking system is used?

14. Does the school board employ a business manager? Is he responsible to the superintendent or to the school board? What are his duties?

V. TEACHING STAFF

1. How many teachers are there in the school system? In elementary schools? In secondary schools? How does this total compare with five years ago? How does the change in staff size compare with the change in enrollment? With change in the educational program?

2. What are the state requirements for certification of teachers? How many teachers hold emergency certificates or substandard certificates and how often have they been renewed? Do certification requirements allow the school system to recruit qualified part time teachers to augment the present teaching staff? If so, on what basis?

3. Does your community have additional specific training requirements? Experience requirements? Are any tests (e.g., verbal skills) required of new teachers? Who selects and hires teachers? Are there additional criteria for hiring?

4. What is the racial and ethnic composition of the teachers employed in the system? How does it compare with five years ago? Ten years ago? Are the same recruitment efforts made for all racial groups? Are Negro teachers and teachers from other minority groups assigned to schools predominantly of their racial group? What percentage of black teachers and teachers of other groups are assigned to schools of predominantly white enrollment?

5. On what basis are substitute teachers engaged? On what basis are they paid? Are there state and/or local requirements on qualifications of substitute teachers? How many are employed at the present time in your school system? What is the salary differential between regular and substitute teachers?

6. After teachers are employed, does the school system review and evaluate their effectiveness and performance? How often is it done? What method of evaluation is employed? Are there written reports of teacher evaluation? Do students participate?

7. Are teachers encouraged to take advantage of in-service and continuing educational opportunities and training? If so, how? Is any pay differential offered to encourage professional growth and understanding of new techniques and educational innovations?

8. Do you have a tenure law for teachers? After how many years do they achieve tenure? What does your state tenure law provide? Are contracts awarded annually? What proportion of the teachers is on tenure? What are the provisions for dismissal? What is the annual rate of turnover of the teaching staff? What are the main reasons for turnover? What is the average length of service? How many teachers leave the system annually as compared to five years ago?

9. How many teachers leave the system before the school year is out? For what reasons?

10. What is the organizational pattern of the teaching staff? Are there special teachers' committees for such things as policy making, evaluation, counseling?

11. What is the average class size per teacher (in elementary and in secondary schools)? Number of classes per day per teacher? Number of different subjects taught per teacher? Total clock hours per teacher? What responsibilities in addition to classroom teaching do your teachers carry – administrative? clerical? recreational? extra-curricular? Is teacher work load evaluated? By whom? How often?

12. How many teachers are teaching in more than one field? How many teachers are teaching outside their major or minor areas?

13. Does your school system employ paraprofessionals? Noncertified teacher aides? Others? How many? What are their duties? How are their activities coordinated with the teachers' schedules? What is the ratio of teacher aides to teachers? Are citizen volunteers used as aides? Urban service corps?

14. What is the local salary schedule for teachers? Is it based on experience? Merit? Education? Sex? Grade taught? Extra duties? What salary increases have there been in the past five years? Is there a state salary schedule? How does the schedule in your district compare to the state schedule? When was it last raised? Who determines salary schedule?

15. What proportion of the local school budget is allocated to teachers' salaries?

16. How do teachers' salaries in your community compare with those in other communities in your area? With those in private schools? With other professions?

17. What provisions are made for teachers' retirement? What is the compulsory retirement age? Earliest optional retirement age? Is there provision for disability retirement?

18. What provisions are made to include the teaching staff in curriculum planning and development?

19. To whom and by what procedure do teachers present their grievances?

20. What teachers' organizations are there? What are their major functions? Is there an organization with power to negotiate contractual arrangements? If so, what are procedures for resolving issues?

VI. THE PUPIL

1. How many children of school age are in your school district? What proportion is this to your total population? What proportion attends public school? What proportion attends private and parochial schools?

2. Has a survey been made of the socio-economic characteristics of pupils of each school in your district?

3. What is the total number of pupils, by grades and schools, in your school system? What is the breakdown of white, Negro and other minority group pupils by individual schools? What changes have there been in the ratios in the last ten years within the individual schools?

4. How does your total school-age population compare with five years ago? Ten years ago? What are the estimates for elementary and secondary enrollment for the next five years? Ten years?

5. What are the age, certificate and test requirements for admission to school?

6. Does the state have a minimum school year? What is it? What is the length of your school year? How is it determined?

7. Are there school attendance laws? Are there exceptions? If so, what are they?

8. How are school attendance laws enforced? Have the causes of absences been studied? If so, what are the chief causes of nonattendance?

9. What is the annual dropout rate in your school district? Has any study been made on the chief causes of dropouts? What is the racial composition of the dropouts?

10. Are buses used as a means of school transportation in your district? If so, what specific regulations relate to busing?

11. Are there provisions by which pupils can attend schools in another district? What are they? Is busing used as a method of shifting pupils in your district? If so, for what purposes?

VII. SCHOOL PLANT AND FACILITIES

School Building:

1. How many school buildings are in your school district? Where are they located? Has a study been made on location of schools in relation to overcrowding and under-utilization? Are ratio of pupils per classroom in all schools comparable? How often are school boundaries reviewed? Have any school boundaries recently been revised? On what basis are boundaries revised? Is there open enrollment?

2. Are there state building requirements? What are they? Do they require revision or updating to allow for new types of construction and arrangements?

3. How old is each school building? Are there buildings or classrooms that are substandard by state law or local standards?

4. Is there enough classroom and building space for all pupils without scheduling double shifts? Are rooms being used for purposes other than those for which they were designed? Are individual classrooms crowded?

5. In which schools are there assembly rooms? Home rooms? Multi-purpose rooms? Resource rooms or special instruction rooms? Lunchrooms? Libraries? Science laboratories? Gymnasiums? Lecture-theatre rooms? Vocational shops? Domestic science rooms? Art rooms? Music rooms? Rooms for the use of teachers? Are there parking facilities for automobiles and bicycles?

6. Do all classrooms meet state or local standards for heating, lighting, ventilation?

7. Has the school system made a study of or issued guidelines on optimum school size and classroom capacity? If guidelines have been established, which schools meet the requirements and which do not?

8. Has there recently been a school facilities survey by a qualified consultant?

9. Who is responsible for building and maintenance supervision?

10. What is the cleaning and painting schedule for each school?

11. How are funds for maintenance of buildings allocated? By whom are they administered? Is there a long-range plan for maintenance? Is school damage other than normal wear and tear a factor in maintenance costs?

12. What safety provisions are there? Are the buildings fireproof? When were buildings last inspected for health and safety? Are there state or local regulations on numbers of toilet rooms, showers, drinking fountains? Are these facilities well located, sanitary? Is there safe drinking water? First-aid rooms?

13. What studies are under way to determine future building needs? Is the school building program based on projected needs? Is there a capital planning program? Are new buildings and site locations planned with sufficient flexibility to allow for innovations in educational activities?

14. Who is responsible for the building program and future planning? Are the services of an architect available to the school system? Are ideas of teachers sought in the planning of schools?

15. Is long-range school planning coordinated with city or county planning commissions and park boards as to best land use, safety features, etc.?

16. Are new buildings being planned to provide for possible use of curriculum and teaching developments, such as closed circuit television, team teaching, ungraded classes, etc.?

17. In new school planning and site acquisition is consideration being given to dispersal of nonwhite enrollment through redistricting or school-park complexes? Is the racial composition of the various areas in the city taken into consideration in planning new school sites?

18. Who is responsible for the selection of building sites, erection of buildings? For letting of contracts for school buildings? Are contracts awarded on the basis of competitive bidding?

19. How is new building construction financed?

School Grounds:

1. Are there state requirements for the number of acres of school grounds? Are they based on enrollment and type of school (elementary or high school)? If so, does your school meet these standards? Has the local school authority made a study of minimal site standards?

2. What size are the grounds for each school? Is there adequate playground space?

3. Is use of the school grounds planned for children of various age levels? What play equipment is provided? Are there playground toilets? What supervision is provided during school hours?

4. Are they open to children when school is not in session? What supervision is provided?

5. Is grounds maintenance service provided?

Equipment and Supplies:

1. Who in the school system is responsible for the selection, purchase and care of equipment and supplies? Are they bought on the basis of competitive bidding? What method of purchasing is used? Has any recent study been made on new methods of purchasing? On whether essential supplies are reaching schools when needed?

2. Is money allotted to individual schools for purchase of textbooks and instructional materials? If so, how does the system operate?

3. Are individual desks or chairs and tables supplied in the classroom? Are they adjustable? Movable?

4. What equipment is provided for physical education? Laboratories? Vocational training? Business and commercial courses? Art and music? Foreign-language teaching?

5. Is provision made in the annual school budget for buying new and repairing old equipment?

6. Who has charge of selecting and buying supplies? Are competitive bids sought and contracts awarded?

7. Are textbooks and other instructional materials supplied to the pupils? Are there ample supplies to equip each student in each school? Are they in stock at the start of the year? Is provision made to supply texts and instructional material to students who enroll during the year?

8. Which supplies are provided by schools? Paper towels, soap? Writing materials, etc.?

9. Are any kinds of equipment or supplies ever provided by PTA groups? Is the local school budget affected by this action?

10. Are there any fees charged to the pupil by the school system for use of equipment, supplies or textbooks?

Special Facilities and Services:

1. What kinds of library services are provided in the elementary schools? In secondary schools? Are there cooperative arrangements for sharing library resources among schools? With the public library? Is there periodic evaluation of library and reference resources? By whom is this done? Who is responsible for ordering books?

2. What is the annual amount spent on library books? What is library book-pupil ratio? What library staff is there and what training does it have? What is librarian-student ratio? What space is allocated to libraries? Do the facilities meet the standards set by the American Library Association? Does your school system receive any funds for library facilities under Title II of the Elementary and Secondary Education Act of 1965?

3. What audio-visual equipment does your school system own or have access to? What use is made of audio-visual aids? What electronic teaching aids are in use?

4. What health services and instruction are provided?

5. What nursing and medical services are provided? Are children given regular physical examinations? Is there provision for following up diagnoses with corrective treatment? Are the services of a dentist available?

6. Are teachers and school employees required to take physical examinations? If so, how often?

7. Are the services of a psychologist available? Special consultant for speech therapy? Social service worker? Human relations counselor?

8. Do schools have lunchrooms or cafeterias? How are they financed, managed, supervised? Who plans the meals? Is the lunch in the federal school lunch program?

9. What kinds of recreational facilities are provided by the school system? Free play? Supervised play? What sport programs are there? Are school playgrounds used in any year round program?

10. What precautions are taken for the safety of children? Are fire drills held? Are students or other street patrols provided at opening and closing of school sessions? Are adults assigned to playground supervision duty during noon hours and recesses?

11. To what extent is transportation of school children regulated by state or local law? If bus transportation is provided, who provides it? Do school buses meet legal standards? How often are they inspected? What are qualifications for bus drivers? Are traffic laws strictly enforced in school areas?

VIII. SCHOOL FINANCE

Federal-State-Local Relations:

1. What is the total expenditure for public schools in your state? What proportion of this is from state funds? How much from local funds? How much from federal funds?

2. What proportion of the state budget is distributed to local school districts?

3. How much did your school district receive from the state for all school purposes last year? Specify amounts received from sources such as state "foundation program;" basic or minimum aid; by reimbursement on transportation, vocational education, federal school lunch program, mentally or physically handicapped child, etc. On what basis are funds allocated in each instance?

4. What percentage of the school budget comes from local sources? State sources? Federal sources?

5. Is state aid to your school system increasing or decreasing?

6. Is the basic state aid formula for the funding of your school system in any way related or tied in to the needs of a compensatory educational program in your school district?

7. Are loans available from the state for school construction? Under what conditions? Has your school district borrowed from these funds?

8. Does your local school system participate in the National Defense Education Act? How much money was received last year? Were the matching funds on a state or local level involved? How much?

9. Has the school system met the necessary qualifications to receive funds under the Federal Elementary and Secondary Education Act of 1965? If so, under which titles does it receive funds? How much does it receive under each title?

10. Does the school system participate in any of these other Federal programs?

    Section 12 of the National Foundation on the Arts and the Humanities Act of 1965?
    Economic Opportunity Act of 1964?
    Educational Television Facilities Program (P.L. 87-447)?
    Section 203(j) and (k) of the Federal Property and Administrative Services Act of 1949?
    Vocational Education Act of 1963?
    Library Services and Construction Act?
    Manpower Development and Training Act of 1962?
    School Assistance to Federally Affected Areas (P.L. 81-815)?
    Higher Education Act of 1965 (Title V - National Teacher Corps; Education Professions Development Act)?
    Vocational Education Act of 1968?

    How much money was received last year from each source? Were matching funds on a state or local level involved? If so, how much?

11. Is there anyone in the administration of the school system whose responsibility it is to organize guidelines and oversee full utilization of all available federal funding programs?

Local Revenue and Expenditures for Schools:

1. What is the total operating budget for your schools? How much – in amount and by percentage – goes to: administration, instruction, operation and maintenance, services, fixed charges, insurance, repairs and replacements, capital outlay, debt service?

2. What are local tax sources? What proportion of the tax dollar in your school district is spent for schools? What is the amount of taxable property per pupil in your school district? What percentage of the cost of public education is derived from the property tax?

3. Have any studies been made which relate the present tax base in your school district to projected school needs?

4. Is it possible to secure additional funds for schools from local sources of revenue? By what means? By raising property tax rates? By reassessment of property? By imposing new taxes? By borrowing? Other means? Are restrictions placed by the state on local taxing or borrowing powers? If so, what are they? Are these statutory or constitutional limitations?

5. What was per pupil expenditure in your community last year? How does this compare to five years ago? How does this compare with other localities in your state? With the national average?

6. If figures are available on expenditure per pupil for each school within the district, what are they for each school?

School Fiscal Management:

1. What type of budget process does your school system use? Is it a traditional line item budget or does it show what your district spends by program items and activities?

2. If it is a program-oriented budget, does it incorporate an outline or statement of educational policy? Does it show allocation of resources? Does it contain a statement of specific educational objectives?

3. Is there budget planning for a period beyond one year? Does the plan outline educational priorities?

4. Are there separate budgets by individual schools or are all schools under one budget?

5. How is the school system budget publicized? Discussed? Finally adopted?

6. Who is responsible for school accounting and auditing? How is the accounting and financial reporting system synchronized to the budget process?

7. Does the local school board have unlimited fiscal power under state laws? What control, if any, do other officials of your local government have over the school budget and financing of schools? What control, if any, does the state have?

8. Are studies being made by your school system on possible school costs which can be cut or held constant without sacrificing quality of school program? Are studies made of least cost alternatives?

IX. SCHOOL AND COMMUNITY

1. If your school board is elected, how many voted at the last school board election? On the last school bond issue?

2. What is the record of public support on school bond issues over the last ten years? What is the millage vote for school support record in the last ten years? When was the last vote on a millage increase?

3. If the school board holds open meetings, how many citizen observers, on an average, attend meetings? How many, on an average, attend school budget hearings?

4. How does your local school authority keep the public informed about school programs and policies? Does it furnish an annual report?

5. Are there citizens' advisory committees for the schools? Are they official or unofficial? How are they constituted? If official, who appointed them? Are they permanent or temporary? What are their purposes? Is school personnel invited to communicate anonymously with these committees? Is general public opinion solicited?

6. What is the relationship between the school board (local school administration) and local government administration in the financing of schools, prevention of juvenile delinquency, recreational programs, library and health services, etc.?

7. Are school buildings and grounds used for community purposes? Are restrictions placed on their use? If so, by whom?

8. Is there a "community school" in operation; that is, are schools used for parent education after regular school hours? If so, what services are offered to communities adjacent to the schools? Are there, for example, educational, cultural, recreational programs? Is any tutorial assistance provided after school hours? Are any social services offered in cooperation with other local government agencies?

9. What is the relationship of the school to the PTA? Adult school? Citizens' groups? Other local organizations?

10. Does the school administration consult parents and the community in general on policy questions affecting the school system? Does it make an effort to discuss problems with parents and parent organizations?

11. Is any use made of parent aid in the schools? If so, in what ways?

12. What other schools (private, parochial) are in your school district? Give locations, enrollment. How many children in your school district attend these schools? Do any cooperative programs exist among them and the public school system? Any sharing of facilities?

Decentralization and Community Control:

1. Is administrative school decentralization an issue in your school district? If so, who is initiating it? Who in the community opposes it?

2. Is community control of the schools an issue? If so, from what sources is pressure for control coming? Is the pressure related to the proper functioning of the school system? Is it related to the quality of education?

3. Is the school system making a study of community participation and decentralization? If so, who is making the study? Are teachers being drawn in on the planning? If there is a teachers' union, or association, how is it being consulted? Are parents' views being sought? If so, how? Is any student representation involved in the planning? In what ways is community opinion on decentralization being sought?

4. Are there actual projects or administrative arrangements designed to facilitate decentralization in effect in the school system? Are these funded by the local school system? By the state? Through federal funding projects? Are formal or informal arrangements involving the community an integral part of these projects?

THE SCHOOL PROGRAM

I. GENERAL

1. Is there a statement of basic goals of the school system available to the public? If so, who was responsible for drawing up the statement? When were the goals defined? Have these goals ever been re-evaluated or redefined?

2. Are all your schools accredited? If not, which ones are not accredited?

3. What are the state laws relating to curriculum?

4. How do your schools stand in relation to state curriculum requirements?

5. Who determines the curriculum of your school system? Have there been proposals to change emphasis of curriculum? From what source? How are suggested changes handled?

6. Is there curriculum coordination among administrators, teachers, school boards, other lay and professional persons? How is coordination handled? Is there coordination of instruction between the elementary and secondary schools?

7. What is the local school authority's policy regarding systematic curriculum evaluation? Are any evaluation studies in progress? Does your school system make curriculum guides available to teachers?

8. What is the actual organizational structure for curriculum planning and change?

9. Is provision made in time and resources for participation of the teaching staff in curriculum planning?

10. What means does your school board use to determine whether the curriculum meets the particular needs of your community area?

11. What provisions are made for the education of each child according to his particular needs and capabilities?

12. Are students given a role in planning the extracurricular activities of the schools? Is there provision for student participation in curriculum evaluation and planning?

13. What enrichment programs are offered in the elementary school? In the secondary school? Are there field trips? Special drama, art, music or social studies projects? Others? Are the same programs offered in every school in the system?

14. Is there a human relations program in the schools? Are there in-service teacher and administrative personnel training programs in the field of human relations? Are textbooks being reviewed with the human relations program in mind?

15. Is experimentation being carried out in your school system in any of the following directions: team teaching, ungraded primaries or secondary schools, large-group instruction, flexible scheduling, opportunity for self-instruction, opportunity for independent study, educational television, use of instructional materials centers, programmed or computer-assisted instruction? Other?

16. In what way is continuing professional preparation of teachers fostered? Does the system have a year-round training program for teaching and administrative staff? If so, what types of training are provided? Is participation required? How is the program coordinated with curriculum planning and development?

17. What is the school policy on the purchase of instructional material including textbooks? Are they provided free? Who selects them? What procedures exist to prevent the use of obsolete materials? Is the supply and array of instructional materials adequate for the size of the student population? Are paperback texts being used? Are "non-text" materials coming into use?

18. What percentage of the school budget is allocated for instructional material and resources?

19. What is the length of the school year? How is it determined? What is the length of the school day? What is the length of a class period or session?

20. What system of grade organization is utilized by your school district?

II. ELEMENTARY SCHOOL

1. What are the objectives of the elementary school in your local school district? Is a printed statement of these objectives available to the public?

2. Is there a pre-primary educational program? What is its scope and purpose? What percentage of children in the school system attend?

3. What subjects are offered in the elementary grades? Are there courses in art? Music? Is there a foreign language program that extends through grade levels? At what grade does it commence?

4. Are specialized teachers available for languages, mathematics, and science as well as art, music? If so, how is coordination handled between the classroom teacher and the specialized teachers?

5. What is the physical education program?

6. What are the sizes of classes? What is pupil-teacher ratio or what is the work load each teacher carries? How are students grouped among and within classes? What efforts are made in individual instruction? Is there significant variation in class size or teacher-pupil ratio among the elementary schools? If so, for what reasons?

7. Is there clear identification of subjects which a teacher is qualified to teach?

8. Are there uniform minimum requirements for material to be taught in all classes of each grade?

9. What provision is there for citizenship education and training?

10. Are there any courses which have as a purpose promoting better understanding between races and the study of ethnic contributions of all groups? At what grade levels are such courses introduced?

11. Is provision made for speech training? Correction of speech difficulties?

12. Is there a planned reading program which extends through grade levels? How are pupils grouped for reading instruction? Are reading scores on standardized tests regularly reported to parents?

13. How does the school report to parents on pupil progress? Do pupils share in the evaluation of their own work and progress?

14. What system of promotion is used?

15. What is the policy on development of study habits? On discipline? On homework?

16. Is provision made for curriculum evaluation? By whom? On what basis?

III. SECONDARY SCHOOL

1. What are the objectives of the secondary school? Is a printed statement of these objectives available to the public? Does the teaching staff have latitude in carrying out these objectives?

2. What are the state requirements for high school graduation? How does your school compare with these requirements?

3. What course offerings make up the educational program? What courses are required of a student? What special courses are offered for particular segments of the student population? What is the proportion of "required" to "elective" courses? Are the same courses available in every secondary school for those who wish them?

4. Is the school program arranged to meet the needs of students who will go to college and for those who will not? How is this done? What percentage of student population is taking a college preparatory program? What percentage of black students is taking a college preparatory course?

5. Is there an "honors program"? What percentage of the students qualifies for an "honors program"?

6. What foreign languages are provided? Is there a four-year foreign language program? For each foreign language offered, how many years of study are available?

7. At what level are students grouped by subject rather than by class?

8. How are class sizes arranged? What is the usual or normal size of classes in each school? Is there a significant variation in class size or teacher-pupil ratio among the secondary schools? If so, for what reasons?

9. Is there ability grouping within classes? Within subjects? If so, how is it done? Are there special provisions for slow-learning students?

10. Is there clear identification of subjects which a teacher is qualified to teach?

11. Is there a vocational education program in your local school system? A commercial curriculum? What is the content of these programs? How are students selected for admission to these programs? How are the courses kept up to date in terms of job opportunities and requirements?

12. What is the physical education program? What athletic sports are offered?

13. How is citizenship education handled? In what courses? In what class activities?

14. What is the student activity program? Are extracurricular activities integrated with the program of studies? If so, how is this done?

15. How is discipline handled? Are there written regulations concerning a code for student behavior? What policies and procedures exist to foster the development of self-discipline?

16. Are there special remedial programs in such areas as reading and speech?

17. How is student performance reported to parents? Do students participate in evaluation of their own progress and performance?

18. What is school practice on promotion? Acceleration? What percentage of students from grades 7 to 12 fail? What are the criteria for passing in school?

19. What percentage of students leaves school before graduation? What are the reasons for leaving school?

20. Is provision made for student participation in planning courses and activities? In evaluation and revision of curriculum?

IV. PUPIL PERSONNEL SERVICES AND SPECIAL PROGRAMS

1. Does your school system have a comprehensive guidance and counseling program? What are the objectives of the program? What is the total personnel involved in the program?

2. What members of the school personnel have specific responsibility in the guidance program? Does your school system use specialists in the program?

3. At what grade level does the guidance program begin?

4. Is there coordination between the guidance program and community social, psychological and health services?

5. Is the guidance program primarily remedial or is it designed to facilitate preventive, developmental and educational diagnoses?

6. What form of counseling is offered? What is the pupil-counselor ratio? How are pupil-counselor interviews scheduled? What school personnel is used in counseling? Are counselors required to have teaching experience? Are counselors used in curriculum planning and development? Are counselors given special training in human relations?

7. Does the guidance program include counseling on education after high school?

8. What is the role of the parent in the guidance program? How do parents, students and guidance counselors cooperate?

9. Is an organized testing program including tests of readiness, intelligence and achievement used in the school system? How is it administered? At what grade are achievement tests started? How often are tests given? What use is made of test data? Are results utilized for special studies? Are reports and interpretations readily available to counselors?

10. How do the achievement ratings in your schools compare with the national norm? Were there any marked differences on test ratings among the various schools? Is there evidence of any trends in test ratings in the same schools over a period of years?

11. Are cumulative student records kept in your school system? What use is made of them? Do they include test interpretation data?

12. Is there a diagnostic clinic for reading ability and reading deficiencies? How is it staffed? At what age does screening of children for reading difficulties begin? Are specialists used? Are there remedial reading centers in each school?

13. What programs are offered in the area of special education, such as trainable mentally retarded, educable mentally retarded, slow learners, emotionally disturbed, minimally brain injured, speech and hearing handicapped, homebound? How many students are enrolled in special classes? How many teachers are there? Is there a full-time psychologist? How are the children tested? Is enrollment in special classes optional? What space and facilities are available for these purposes? Are facilities used after school hours and during the summer months for these programs?

14. Does your school system receive funds under Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 for specialized guidance services, tutoring programs, etc.? If so, how much?

15. Is there a summer school in the school program? What is its purpose and scope?

16. Is there a follow-up of what graduates do after high school? In occupations? In higher education? In community services?

17. What is the annual dropout rate in the school system? Has a study been made on the causes of dropouts? The socio-economic and racial backgrounds of dropouts?

18. Is counseling available to returning graduates or dropouts to help with job referrals or advice about additional training?

V. ADULT EDUCATION

1. Is there an adult education program in your community? What courses of study are offered? How many are enrolled in the program? What is the minimum age for enrollment? Are high school equivalency examinations offered? Is there a charge for the examination?

2. How is the cost of the adult education program met?

3. What public school facilities are available for such courses?

4. Who administers the adult education program in your community?

5. Are diagnostic tests, remedial practice exercises, guidance and counseling services provided in the adult education program?

VI. COMPENSATORY EDUCATION PROGRAM

1. Has a survey been made in your school district of disadvantaged children who would benefit from a compensatory education program?

2. If so, how many disadvantaged children are in the school district as defined under Title I of ESEA?

3. How are these children distributed among the school population of each elementary school within the school district? What is the racial and ethnic composition of the total of disadvantaged children?

4. Is a compensatory education program in operation in your school system? How is it funded? How are funds and services focused? What is the scope of the program? How many specific projects are in operation? How many children (and adults) are covered?

5. Under what titles of ESEA of 1965 does the program derive funds for operation? How much money was received under these titles the first year of the program? Subsequent years?

6. Do funds come from other federal funding acts to supplement ESEA funds? For example, is there integration of the program with the Vocational Education Act? Are any funds from the Higher Education Act being used to develop more effective teacher techniques in compensatory programs? In coordination with the Economic Opportunity Act (EOA), is there a Job Corps reading and mathematics project? A Neighborhood Youth Corps program? Are there specific educational and remedial projects associated with a Community Action Program? After school programs under Title II(a) of the EOA?

7. Is there coordination in actual or planned programs between the compensatory education program and the model cities program? If so, in what way?

8. What preschool program exists for disadvantaged children in the community? If there is a Headstart or Get Set program, how is it funded? How many children does it cover? How is it related to the activities of the regular kindergarten program?

9. Is your locality benefitting from any funds that the state receives under Title VI of ESEA for handicapped children?

10. Is the school system participating in other specific compensatory programs which are administered by the state from funds it receives directly from federal funding acts for education? If so, in what specific ways does your school system share in these grants?

11. In total, how much money did the school system receive from all sources for a compensatory education program in the first year of the program? Subsequent years?

12. Does the state educational agency render assistance to your school system in developing and implementing compensatory education projects to meet the requirements for funds under ESEA?

13. What is the per pupil expenditure for the regular student? What is the per pupil expenditure for the disadvantaged child?

Administration and Evaluation of the Program:

1. How is your compensatory educational program administered? Is it set up within the present school administrative organization? If a separate administrative structure has been developed, how is it coordinated with the existing school administrative structure? What is the size of the staff, full time or part time, which administers the program?

2. How are the priority needs and the scope of a compensatory program determined? Was a survey made of pupil achievement in the school system? What specific test data was involved in determining need? In what way was the "low income" factor of participants determined? Was there consultation with teachers in setting up the program? With parents? With other local government agencies? With nonpublic school officials?

3. Is there a local advisory committee set up to oversee the planning, operation and appraisal of the program? What is its composition? Who exercised the authority to appoint members? What are its functions? What is the relationship of the committee to neighborhood associations and other citizen organizations in the community?

4. Is there an officer in the local school system who is responsible for keeping up to date on all pertinent information on developmental and administrative requirements of federal funding programs? What is his title?

5 Is periodic evaluation a component of the program? By what means is progress assessed? How often are the program and its projects evaluated? By whom?

Program Goals:

1. Where is primary emphasis placed in the compensatory program? For example, is it on improvement of reading and other basic skills?

2. Is the program concentrated on the neediest children? Are all the needs of a child met? Is a child in only one program?

3. Are free lunches provided under the program? Free breakfasts? Is there day care? Are health problems diagnosed and treated? Is there individualized instruction? Are paraprofessionals used? How many? What do they do? What is their pay?

4. What in-service training in connection with the program is conducted for teachers? Have attempts been made to change, where necessary, teacher attitudes toward disadvantaged children? How?

5. Have any teaching staff development projects of the compensatory education program been coordinated with the teaching program and teaching load of the normal school system educational program?

6. Have there been any projects funded under Title I of ESEA which have been sufficiently successful so that funds can be freed for other projects and program activities? If so, which ones?

7. What books and other instructional material and equipment have been purchased? How much is still in use? Are they used solely for disadvantaged children?

8. Is the compensatory program showing appreciable or measurable results? If so, what are the gains? For example, have reading skills of the participating children improved? How often are tests given in reading skills?

9. Are special projects of the compensatory program coordinated with the normal curriculum of the elementary and secondary schools? If so, how? Are disadvantaged children segregated as a result of the program?

10. Are Negro, Mexican-American, Indian history and culture considered in school materials and class studies? In teaching approaches?

11. Has there been any effect on curriculum changes and curriculum development and planning in the school system as a result of the compensatory education program? If so, in what ways?

GENERAL REFERENCE SOURCES

Center for Urban Education
The Library, [redacted]

Excellent source of material on the special problems relating to urban schools such as decentralization, needs of disadvantaged children. Publication list upon request.

Council on Chief State School Officers
[redacted]

A professional organization which issues papers and guidelines on responsibilities of state school administrators in relation to such matters as teacher training, school health services. Publication list upon request.

National Committee for Children and Youth
[redacted]

Studies on drop outs, vocational training and many other areas relating to problems of youth. Publication list on request.

National Committee for Support of the Public Schools
[redacted]

A national center for citizen leaders who are working at state and local levels to improve American public schools. Its national office publishes fact sheets and special reports dealing particularly with school fiscal matters, citizen responsibility in public education and urban education. Publication list upon request.

The National Education Association of the United States
[redacted]

This organization is concerned with professional education and publishes each year a large number of general surveys and studies. Among some of its thirty specialized departments and affiliates, all of which publish special reports, are the American Association of School Librarians, American Association of School Administrators, Educational Research Service, National Association of Elementary and of Secondary School Principals, Center for the Study of Instruction, Department of Elementary Kindergarten and Nursery Education.

Annual *Publications Catalog* free. Lists all publications of divisions and affiliated organizations.

For the address of state education associations, consult your state League of Women Voters or the state department of education.

National School Boards Association
[redacted]

An organization set up primarily to provide school board members with professional information on how to develop written policies, selecting a superintendent of schools, etc. Publication list upon request.

Office of Education of the U.S. Department of Health, Education and Welfare

[redacted]

An excellent source for publications which set forth guidelines, standards and statistics in all areas of education. It is the primary source for information on a compensatory education program.

Current *Publications Catalog,* Office of Education. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 45 cents.

The catalog identifies all Office of Education publications and is periodically revised. Surveys and studies provide data, for example, on in-service training, school district organization, all federal funding programs, vocational and adult education.

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An analysis and evaluation of the Coleman Report on the problem of equality of educational opportunity.

Harvard Educational Review, *Special Issue on Equal Educational Opportunity*, Volume 38, Number 1, Winter 1968, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138 ($3.25).

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No. 9 The Reorganization of Local School Districts.
No. 8 Broadening the Base of State Support.
No. 7 Toward Reform of Property Taxation.
No. 6 A Key to Quality Education – The School Library.

Available from the committee, 1424-16th Street, N.W., Washington, D.C. 20036 (25¢ each).

National Committee for Support of the Public Schools: *Conference Report on The Struggle for Power in the Public Schools,* and *Conference Report on Teaching in America,* ($1.00 each).

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Martin

SUMMARY NOTES

Conference on

UNIVERSITY-STATE RELATIONS

Inn of the Hills, Kerrville, Texas
Friday and Saturday
September 13 and 14, 1968

Proceedings Compiled and Published by:

Office of the Governor
Division of Planning Coordination

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INTRODUCTION

Increasing concern has been expressed over the past few years about the "information gap" which appears to exist between the operations of State government in Texas and the activities of the University community.

As one effort to identify and pursue areas of mutual interest to both State government and the University, particularly those which might involve assistance by one to the other, a Joint State-University Relations Committee has been established and is functioning.

On September 13 and 14, 1968, a conference was called jointly by the Governor of Texas and the President of the University of Texas for the purpose of discussing University-State Relations. The following pages contain a summary of individual presentations delivered to the conference.

WHAT UNIVERSITY-STATE COOPERATION CAN MEAN FOR TEXAS

JOHN CONNALLY, GOVERNOR OF TEXAS

This is the most important meeting I have attended si I became Governor. I view it as such because it offers challen and opportunity to all parties present, and a chance to make a number of important points. This conference should take place at the beginning and not at the end of a search for better ways for the State and the University community to cooperate with on another.

The University and the State have much to offer each other. The University has professional people, talent, wisdom, and research facilities--there is nothing comparable in State government. The University has manpower in the form of faculty, graduate and undergraduate students. And most importantly, its people have time to think. Few in State government have this.

The State offers an important "laboratory facility", it is faced with challenges which ultimately affect all the people in the State. It has the responsibility for providing economical and efficient services. The State has the duty and obligation to plan and to anticipate changes and requirements and needs. It must be able to "look down the road". Too ofte opportunities to meet change and provide for future needs in the present are permitted to slide by without action.

The University and the State can combine resources to do a better job than has been done in the past. Some of this has already been done in Texas. Examples of such cooperative effort are:

Natural Resources:

Texas Water Development Board--made great use of University resources--population projections provided by the Bureau of Business Research had great meaning to State operations --they brought about a uniformity--now planning is based on uniform projections instead of widely divergent ones by individual state agencies. Other help for TWDB came from such sources as the Water Resources Research Center and the Atmospheric Science Group.

In the field of human resources: The Department of Mental Health and Mental Retardation is using University facilities for training courses and for services. Use is made here of the interagency contract. The Hogg Foundation has helped, and the Austin State School has provided an internship program for training.

To meet another critical area--that is, the drastic shortage of qualified administrative personnel in State government, the State of Texas has instituted the State Administrative

Fellowship Program, to utilize graduate training and an internship in State agencies to attract competent people in management to beginning administrative positions.

Both the State and University contribute to each other's needs. The University deals with real-world problems in its contacts with the State. What we have done can't really be boasted of--the challenges are even greater--more department schools and agencies must be involved. Some of the pressing needs are:

More and better services.

More research.

More use of manpower and resources to the best inter

(How do we supply water to a population which will double in 35 years?)

In 15 years, there will be 30 metropolitan areas by definition in Texas--the most in the country. There will be 15 million people.

We need to think about the economy--about new jobs which will be created and for training of people for those yet unknown jobs. Texas is already in a "labor shortage area"--short of many skills.

Now to a more practical problem: How do you impart

knowledge to the members of the Legislature? How do you convince someone that it is vital and necessary to plan and to anticipate? We must plan now for Texas or be in worse shape than New York or California. We can prevent this if we will <u>anticipate</u>.

Our population will increase because of an expanded industrial base and tourism. With this expanding industrial base, what do we do with these industries? Must the accompanying urban problems necessarily exist? Should we let ourselves get in the shape of New York? How much thought has been given to location <u>outside</u> the urban centers? People now move to the cities because of economic opportunity. The subsequent growth of cities compounds the existing problems of fire, crime, delinquency, etc.

Before we reach this point in Texas, we have some time. We have been fortunate in Texas to have a <u>dispersed population</u>. This factor will give us some time to <u>plan</u> and to <u>think</u>.

But who will do this? Not the Governor, regardless of who he is, because of his limited time. My greatest problem is my appointments and my itinerary. (In five months, I averaged 35 invitations a day for a six day week, and logged the Governor's working time over a 5-month period at 83 hours a week.)

So who is going to do the thinking? State agencies? Yes, they are already doing it. A major weakness in State government is the reluctance of members of boards and commissio (who are appointed by the Governor) to spend the Governor's tim They feel he is so busy and they meet without him. Executive administrators of the agencies run by the commissions and boards do not feel they should bypass their governing bodies to see the Governor. The result is a great weakness: there is no automatic input on a day-to-day basis on problems of the various agencies into the Governor's office. We are stuck with t in the structure of government.

But at some point, the University should be able to work with the State to do planning, staffing and thinking. The only way to meet problems so far has been to set up a massive effort in a particular field (Committee on Public School Educat and to focus attention upon it. But: there is a limit on how many of these can operate practically and politically at the same time.

We need a body to supply basic factual material to key State leaders--the Governor, the Lieutenant Governor, the Speake and the Legislature--on where we should be and where we are headed.

Presently, no one evaluates information for the Governor. When I entered office there were 45 federal programs in Texas--now there are over 200. We have so many state programs that we have had to distribute a catalog of state services. Now if we at the State level can't understand what and where, what about a commissioners' court?

Things which might be evaluated:

Do we need 254 counties? No political leader would ever propose abolition of half the existing counties, but perhaps the University could.

Libraries need help. Their proper size could be determined.

Revision of the constitution: Where are we going to be 10 years from now?--How does government meet the needs of people without becoming a millstone?

Problems of metro government: Who will study it in State government? <u>This group</u> could give thought to how we could attack the basic problems.

No one political subdivision can handle these problems.

The University should try to insure that the representatives of the State look as good as they can look--it is important that the Governor understands the basic and complex problems.

Decisions are no better than the information available.

I suggest a team to meet with State officials from t
to time to brief them on the critical issues and trends in not
just the State but what the vital issues around the world are
and their affect on Texas. It is important to understand the
What will the long-range picture be?

The challenges are unlimited. But time is limited. T
can be an interplay, and it has to work for the best interests of both grou
represented here.

WHAT UNIVERSITY-STATE COOPERATION
CAN MEAN FOR TEXAS

NORMAN HACKERMAN - PRESIDENT, UNIVERSITY OF TEXAS

There have been in the past some sporadic attempts to
ocus on State-University problems. The question is how to better
rystallize what each felt it could do for the other for mutual
enefit.

This conference is a first try to determine this.

Is there an organizational pattern which would work
it in this fashion, or would we merely retain the informal
pproach?

One thing is definite: there are problems.

At least two other states have tried a similar approach.
ne has a council similar to this one and the other has proposed
o improve scientific cooperation.

From the university point of view, public service in
ne past has not been acceptable to the purists. However, it
s now evident that public service is an area in which the
niversity must become immersed. Signs of this are:

Legal aid clinics.

Preventive medicine.

Urban problems.

Environmental problems.

In the past, a member of the university community participated as a consultant or advisor. Now it has reached point where a consultant or advisor cannot meet the needs alo

This group should isolate these ideas and the ways that the job can or cannot be done.

To the academicians, may I say that service to soc is indeed a suitable function for a university, and it is def so for its faculty. There has been a tendency among faculty to "spreadeagle" too many problems, which results in a questi priorities and not being able to do many things well. Howeve this University will reward activities conducted by its membe support of public service.

LIEUTENANT GOVERNOR PRESTON SMITH

Compare your government and your universities in Texas ith those in the rest of the Union and you will find much to be rateful for.

The cooperation between the State of Texas and the niversity is exemplary--the benefits to both should increase. here are numerous examples of this cooperation, among which are:

--The Penal Code revision program.

--The Texas Water Plan.

--Numerous House and Senate resolutions calling for studies by universities, such as one for a Texas Stock Exchange.

--The instruction of exceptional children.

--The legislative and administrative intern programs.

How many graduates of the University of Texas might not have reached their goals had they not had part-time employment with State Government?

There are good relations between the University and the State of Texas--they have not been taken full advantage of. It is imperative that a way must be found to discover more abundant ways to transfer knowledge from one to the other.

The State is anxious to help...we recognize that it is a two-way street. The State would like to be of more assistance.

Members of the Legislature would welcome University views on
multitude of subjects. And there is a wealth of experience i
State Government which could be profitably passed on to the
University in many ways.

Both share a common denominator: they both work fo
the people of Texas. We must recognize that we are all a par
of government.

This pilot program can justify efforts in behalf
of the State. Together we can build a better world for futur
Texans.

PANEL:

THE ACADEMIC CONSULTANT TO GOVERNMENT-
WHAT CAN HE DO? HOW DO I FIND HIM? HOW DOES HE WORK?

PROFESSOR EMMETTE S. REDFORD, DEPARTMENT OF GOVERNMENT

We are talking about consultation. What are the ways
ıe academic person can be used?

1. He can make studies or assist in planning a study.

2. He can serve on a task force or an ad hoc commission.

3. He can serve on advisory committees or on standing
ommissions (continuous over a longer period of time).

4. He may help by giving individual counsel or advice.

5. He may serve as temporary employee in government--
here is possibility of an exchange program between education
nd government.

6. He can participate in conferences of public
fficials in many ways.

What can the public official expect to get from a
consultant? Certain advantages can be expected:

1. He has a right to expect knowledge.

2. He has a right to expect independence.

3. He has a right to expect thoroughness.

4. He has a right to expect innovative effort.

One can find any kind of competence in academic halls today.

Academicians have had experience in administration and as cons as well as in teaching and research. The academician is a specialist and can be an aide.

There are, however, some limitations:

1. No university in the country can have all the a they are limited in budgets; and the number of people knowled on public affairs and available for employment is also limite

2. Faculty members are busy--they must make choice for career development (Dr. Hackerman is bucking a trend when promises reward for academicians who aid in solution of public problems).

3. Faculty members have a basic commitment to expa the theoretical knowledge in their respective fields.

There is not an academician here who would not be complimented if asked to be of service to State government. this type of opportunity is helpful to the academician. It helps him stay current in his field. I could not have dealt successfully in my research in the area of field administrati for example, had I not also had experience in government.

PANEL:

THE ACADEMIC CONSULTANT TO GOVERNMENT-
WHAT CAN HE DO? HOW DO I FIND HIM? HOW DOES HE WORK?

DEAN JACK OTIS, SCHOOL OF SOCIAL WORK

There are many forms of consulation. All the

cademician has to offer is his ideas...he has no money, no

dministrative clout.

The fundamental issues in using an academic consultant

e:

Do you really want his ideas? Does the presumed recipient really want the consultant? Or, are there matters hidden in the background that obscure the real reason for requesting consultation?

How do you find this consultant? Some are useful, ome are useless. It is not done by waiting until a problem ises and then calling and asking an organization if they have omeone to solve it. By then, it is usually too late.

Your basic responsibility as public administrators is o have continuous involvement with ideas and issues in your espective areas. In this way, you will be better able to elect and utilize the academic consultant. Often you will need o work with the academic consultant on how to use his technical ompetency in attacking a public problem.

There is a key assumption that you should not make- that you and the academic consultant should be in complete ha This is somewhat suspect, if it occurs. There will be some friction because you deal with realities and he looks for the ideal solution. That is why you both make a contribution to each other.

In the last analysis, the public official's own co sense should be the final determinant of decisions for it is he who carries the administrative authority and responsibil

PANEL:

THE ACADEMIC CONSULTANT TO GOVERNMENT-
WHAT CAN HE DO? HOW DO I FIND HIM? HOW DOES HE WORK?

JOE G. MOORE, JR., COMMISSIONER
FEDERAL WATER POLLUTION CONTROL ADMINISTRATION

There is long-standing interest in the question of State-University relations...it is hoped that there can be a closer interaction.

Regarding the question of what an academic consultant can do for State Government, here are some examples of how academic knowledge might have been utilized in Texas:

1. We proposed revision of the Texas Workmen's Compensation Act, which would have had broad impact upon such areas as labor relations, industry, employers, and costs.

2. The breakup of an oil tanker off the Puerto Rican coast, in which millions of gallons of oil spilled into the water and washed onto the beach; besides forcing the resolution of a major jurisdictional fight at the Washington level, the problem of containing the oil was imminent. Appeals to chemical companies for help resulted in a barrage of salesmen who wanted to sell their product to the job--they ended up demonstrating their products for us on the beach and going home...

Suppose the oil tanker incident had happened in Texas? It is possible, perhaps on Lake Livingston or inside Galveston Bay, or maybe in the harbor channel in Corpus Christi. What could we do? There is no law to govern such incidents. Pipelines going through the water could break. There is not yet any adequate

equipment to handle the pumping of such quantities of liquid; and the biologists do not know what marine life need to be protected. Do we know which will be affected: shell fish, fin fish or birds?

What can the academic consultant do to help? Academic consultants can best serve by dealing with problems as they exist. During hearings on the Texas Water Plan, one academicia stated that the basic approach of the plan was false. He state that the solution was to instead determine how large a populati the State of Texas could support and limit it to that number... this man was not dealing in realities.

At the national level, men in government may be forced to deal in matters which are far afield from their own functio areas. For example, the diversity of knowledge needed is illustrated in recent federal water pollution control legislat before Congress:

- The impact of proposed legislation on the bond mark
- Limits of liability in oil spills.
- Adequacy of tankers for off loading.
- Development of containment devices for holding oil the surface.
- Optimum size of vessel discharges.
- Will traditional biological processes for waste dis work in both fresh and salt water, and which kind of waste

treatment is best?

The reason why government has to deal with programs on a crisis or crash basis is because attention was not given to long-range problems and plans. The problems extend throughout the fabric of economic activity, such as the question of cost of water quality and industrial waste treatment facilities.

In short, the academic consultant can address himself to the questions around him. However, from the practical point of view, it is difficult to get the academic consultant to look at a large problem in pieces.

How do you find the academic consultant? He is usually found working for the organization which stands before you for regulation!

PROSPECTS IN UNIVERSITY - STATE COOPERATION

WILLIAM J. PIERCE
PROFESSOR OF LAW, UNIVERSITY OF MICHIGAN

In the August 9, 1968 issue of Life Magazine, the f
dealing with "The Presidency" discusses some of the advantage
and disadvantages of the party in power in an election campai
In the feature, one of Vice President Humphrey's friends is q
as saying, "All Hubert has to do is to pick up the phone and
call Wilbur or Orville and tell him the problem and the entir
department stops whatever it is doing and turns out the answe
It is sort of like owning the University of Michigan--but fas
Texas, as well as the names of at least a dozen other states,
could appropriately have been substituted for Michigan. The
statement reflects a situation which we often forget: namely
that the state universities are the repositories of a mass of
expertise and information relevant to the affairs of governme
today.

The situation within the universities is quite diff
from what it was two generations ago. Previously the univers
dealt largely with classical studies and most of the research
writing dealt with fundamental scientific research and basic
theoretical concepts which were not of immediate use to thos

ngaged in the affairs of government. However, today change has
ecome an eternal problem for the universities. Constant pressure
xists to modify university curricula as new fields of knowledge
merge or become more prominent. Increasing emphasis is being
laced upon the actual and potential impact of these bodies of
nowledge and professional doctrines upon society. As a result,
he universities are slowly taking steps to restructure their
esearch and service functions. Moreover, there is an increasing
low of personnel in and out of universities with many professors
olding temporary positions in government and industry. The
niversities have thereby become the developers and guardians of
tremendous volume of scientific and technological knowledge
urtured by an increasingly active group of experts who have
ractical as well as academic experience.

Meanwhile, change has become a consistent problem for
tate governments. State government today is required to provide
dditional services and to expand older services. Tremendous pressures
re exerted by society upon state government for reform in all types
f legal, administrative, and functional structures, and pressures
re placed upon our state legislatures for raising the necessary
unds and making satisfactory appropriations for the expansion
nd improvement of all types of service programs. Our citizens
ave demanded the application of the most recent scientific and

technological knowledge to state administrative programs. The result has been a vast improvement in the quality of the exper utilized in state government, and, as in the universities, the is a substantial movement of personnel. Therefore, the situat today is one in which both the universities and the state governments are repositories of vast bodies of recently evolve knowledge on scientific and technological problems. Both have expert personnel dealing with all sorts of specialized problems. Therefore, to me it appears natural that the two sh join hands in dealing with problems of mutual interest. Such partnership would be beneficial to both organizations and to the missions assigned to each of them.

The federal government has recognized this natural partnership for years. The University of Michigan, as well as the University of Texas, are major contractors with the Unite States Government in all types of research activities. Milli of dollars of federal monies are now utilized within the fram work of the state universities to assist in the development o basic information of interest to the government in carrying o its activities and functions. Furthermore, industry has real that a natural partnership exists with the universities in th research activities. Almost all major state universities tod

carry on a tremendous volume of contract research for private enterprise which is mutually beneficial to industry and to the universities.

Perhaps it would be helpful if I would draw upon concrete experiences arising under the limited partnership between the University of Michigan and the State of Michigan which is representative of the situation existing in a number of states. These experiences do not reflect what might be done if there was a full partnership between the universities and state governments, but they do represent a beginning of the movement toward a full partnership arrangement.

When the people of Michigan voted in 1962 to call a constitutional convention, the Governor of Michigan immediately established a preparatory constitutional commission. The commission, with the aid of a foundation grant, appointed a faculty member from each of the three major state universities in Michigan as a research director. In turn, the research directors hired a number of faculty members from each of the three universities to prepare basic background studies on the major constitutional provisions and problems. These studies were devoted to a discussion of the history of the existing Michigan constitutional provisions and compared the Michigan provisions with those of other states. Furthermore, each study contained a listing of all possible solutions reflected in the literature with respect to the relevant state

constitutional provision. Modest honoraria were paid to the faculty persons preparing the studies and these were published made available to each of the delegates to the constitutional convention.

This basic structure worked so well that the constitutional convention named the three research directors the preparatory commission research directors for the constitu convention. The research directors were relieved of a part of responsibilities at the universities and obtained during this period of time a portion of their salaries from the appropria- tions made by the Legislature to the constitutional convention Each of the research directors initially ascertained the scope and availability of experts within their own faculties, and th experts were drawn upon throughout the constitutional convent to prepare basic study memoranda and to assist the committees in the drafting of their proposals for convention considerati Most of these services were provided without any type of reimb ment to the faculties other than travel expenses to the state capitol. These services proved invaluable to the delegates of the convention and at the same time they provided the impetus for a considerable amount of research and publication for the members of the faculty who were involved in the undertaking.

Once the people of Michigan approved the new constitution, the problem arose as to how the bills were to be prepared that were necessary to implement the constitution. At this point the Michigan Legislature created a Joint Committee on Constitutional Implementation, and as Director of the Legislative Research Center of the University of Michigan Law School, I was designated consultant to the Joint Committee. With the assistance of senior and graduate law students, over 100 bills were prepared for consid- eration by the Joint Committee in implementing the provisions of the new constitution. I am indeed pleased to report that all of these bills were eventually enacted after careful review by the Joint Committee and the membership of both houses of the Michigan Legislature. These services were provided by the University of Michigan Law School without special appropriations to the University. In some cases the student work fulfilled these requirements as the bills were supplemented by basic research documents.

Thereafter, a reorganization of the executive branch of Michigan government was required as the new constitution provided that that branch contain not more than twenty departments. The Governor of Michigan again called upon me to undertake and prepare a plan of reorganization. This effort involved a comprehensive study of all Michigan legislation creating various officers, agencies,

and instrumentalities of state government because no person in Michigan had a current listing of all state governmental organi ations. The powers and functions of each of the agencies and officers were examined and a basic reorganizational frame- work was gradually organized. In this process the Governor and his staff closely worked not only with the consulting staff but with each of the affected agencies of government. Hearings were held within the administrative structure and each agency was afforded an opportunity to express its views on governmenta reorganization. Out of the totality of the recommendations received from the various agencies a proposed reorganizational framework was prepared. At this juncture the Legislature of th State of Michigan received the recommendations of the administ and proceeded to hold its own hearings with respect to the problems of reorganization of Michigan government. As a result of careful deliberations and re-examinations and study of all the problems involved, the Legislature finally adopted a Re- organization Act for the state which is the existing framework of government in Michigan. In the legislative processes, I al served as a consultant to the Legislature. Again this service was supplied without reimbursement from the state government except for travel expenses.

Another experience arose in connection with the statutes governing the commitment of the mentally ill in Michigan. As a result of a series of court decisions and other problems of legis- lative concern a special commission was created composed of the administration and the legislature. Within the Department of Mental Health a special Task Force was created in which members of the University faculty, including psychiatrists, psychologists, and lawyers, prepared basic studies on the existing situation. After careful review by the Task Force and the Commission statutory reforms were suggested which were eventually adopted by the Legis- lature. Once the legislation was put into effect the same team then undertook to prepare the rules and regulations for the department essential to carry out the legislative dictates.

Another example arose in connection with the reform of the pharmacy laws of Michigan. Initially this effort involved the University because the Dean of the School of Pharmacy was appointed chairman of a committee to recommend changes in the Michigan pharmacy code. After the Dean of the School of Pharmacy called upon the Law School for aid and assistance, a careful study of existing state legislation throughout the United States was prepared. This was done by members of the law faculty with the aid of graduate students. Thereafter, after a series of hearings held throughout the State of Michigan, draft legislation was

ultimately prepared. Once again this legislation was carefully reviewed by the Legislature and eventually a new pharmacy code was adopted in Michigan.

Another example of University-State cooperation arose out of the riots in the City of Detroit in the summer of 1967. The Governor of Michigan and the Mayor of Detroit joined in creating the New Detroit Committee which was to examine the underlying causes of the riots and to make recommendations for changes in the legal structure as well as to undertake other projects for reform aimed at ameliorating the causes of urban strife. The University immediately established a committee of members who specialized in various areas pertinent to the probl growing out of the Detroit riots. These persons individually and collectively prepared memoranda for consideration by the appropriate officials. In addition members of the Michigan Law School faculty served as staff consultants to the New Detroit Committee without compensation. One product of this endeavor was a reexamination of the insurance situation within the centra city. The insurance problem was not a new one; in fact the Michigan Insurance Commissioner was already deeply concerned wi the lack of available insurance and had initiated basic studies to examine possible solutions to the problems created by the lack of insurance coverage. The Insurance Commissioner, along with the New Detroit Committee and its staff joined together i preparing the recommendations to resolve the problems. Once again, I participated in the development of a proposed statute

which was adopted by the Michigan Legislature this year. Currently I am serving as a consultant to the Michigan Insurance Commissioner on the development of the rules and regulations implementing that legislation. This service is again provided without compensation.

These are but a few examples of the direct kind of participation and assistance that is provided in Michigan to state governmental officials. Other projects include a complete revision of the criminal laws of Michigan, the development of highway safety legislation, the development of water use control legislation and watershed management legislation, and a revision of the conservation laws of the State of Michigan. In each of these areas there is not only legal assistance being provided by the University but also other disciplines join in providing basic studies and recommendations for possible solutions to the difficult problems involved. For example, members of the faculty of the Schools of Natural Resources and Public Health have provided basic data and information on the setting of a water quality standard. The School of Engineering faculty has provided technical assistance on air pollution problems. The School of Social Work provides basic information on welfare programs. In fact, each of the 17 colleges and schools within the University regularly supplies through official and professional channels

substantial assistance to its counterpart in state government.

In addition to these direct methods of assistance t state government, I should also like to mention other types o indirect assistance that are being supplied. As an example, refer to the activities of the National Conference of Commiss on Uniform State Laws which proposes uniform legislation in a number of areas for enactment throughout the United States. One example is the Uniform Commercial Code dealing with comme transactions wherein uniformity is essential in order to make the economic system work in our federal structure. Fortunate the governors of many of our states appoint deans and profess of law from the state law schools as members of their local commissions. These commissioners join in a national effort t promote adoption of sound uniform legislation in the private law area. Without such an organization no agency would be co with the difficult problems of providing uniformity in the private law area. Without the support and assistance of Comm sioners who are also academicians it would be impossible for t Commissioners on Uniform State Laws to undertake many of thes activities because our financial resources are extremely limi Many have given freely of their time for the development of s legislation which has been enacted in substantially all of th states. Similarly, faculties engage in service to various ty

of other national organizations of state officials, such as the National Association of Attorney Generals and the Governors' Conference. Most of this work is conducted within the framework of the operations of the Council of State Governments, but faculties are increasingly willing to participate as consultants in the deliberations of these national organizations. Similarly, faculty members provide assistance to national private organizations which are interested in various types of governmental problems. All of this adds to the basic knowledge available to assist government in the resolution of pressing social, economic, legal, and technical problems that they face at the present time.

Examples of cooperative efforts between state government and state universities such as those that I have described can be found in almost every state, including Texas. Increasingly, the universities are being called upon to render services to our society and particularly the state government. As a result there is some danger that our energies may be diverted from our primary task of educating the young and engaging in fundamental basic research, and often the resources of the university are becoming strained. The universities are fully cognizant of the fact they are facing a dilemma because they realize that they cannot reject service demands and insist that their sole tasks are the advancement of basic knowledge and the traing of students. This is

particularly evident because of the fact that higher educatio has become one of the heaviest charges on tax revenues in the United States. The universities must insist on maintaining their fundamental roles, and they must always be alert to the danger that they may attempt to do more than they can do well.

In talking about a full partnership between the sta governments and state universities I wish to emphasize that t picture is not entirely rosy. There are many pitfalls in the process, and these must be understood and fully appreciated b both parties to the partnership. As an initial step there sh be a clear identification of the problems involved in any particular research or consultative undertaking. This require initially a careful scrutiny of the totality of the government function and the preparation of a detailed analysis of the dif ficulties being encountered in carrying out that function by the state agency. Assistance in identification of the proble can be obtained out of prior research carried out within the university. But if the best possible assistance to state gove ment is to be provided, it is essential that state governmenta officials clearly identify their needs. For example, it is extremely difficult for an academician to respond to a reques that a recommendation be formulated for the purpose of provid aid to small business. Such a request opens up as possible avenues of academic inquiry, but the likelihood of producing

and usable research product from the standpoint of state governmental officials is minimal. Secondly, once a problem is clearly identified, the assembly of resources available within the university to assist in study and recommendations regarding the problem is essential. With large faculties and diverse departments within modern university structures,a central resource agency to identify the resources available seems to be in order. Quite obvious resources are easy to identify, but the less obvious require careful examination and exploration. Thirdly, there are always time pressures involved in the relationships between state government and the universities. State governmental organizations are often faced with crisis situations that demand immediate attention. So far as possible, crash programs should be avoided because they are not conducive to the type of scholarly research and activity that constitutes a professional contribution by members of university faculties. However, in some cases emergency plans must and can be made within university structures that are willing to accept the slight dislocations that may be necessary in order to comply professionally with urgent and priority requests. On the other hand, often many of the problems can be foreseen substantially in advance by state governmental officials, and substantial lead time can be provided in connection with research activities.

Another problem arises in connection with the financi support necessary to carry out these activities. Obviously, ea request for assistance involves a very difficult problem of pro viding staff services essential to carrying out fundamental res Existing departmental appropriations within the university are often so tight as to preclude taking on additional responsibili ties. Therefore, some source of financial support is necessary even assuming a faculty member is willing to devote his energie the undertaking without additional compensation. Fortunately, at Michigan, in connection with my own activities the endowment made available to the University of Michigan Law School provide this necessary monetary resource. In other words, at Michigan private monies rather than state monies are used for most of t research activity within the Law School. Other departments within the University are not similarly blessed and therefore they encounter financial problems that may be so severe as to preclude a willing faculty member from providing assistance. In these cases, often the state administrative agency is able t make research contracts which do provide part of the cost of undertaking the research requested by the governmental offici

Another problem is the professional recognition with the University of service work performed by faculties. Too of faculties have followed the "publish or perish" rule and have

not given recognition to the substatially difficult work involved in providing research and consulting services to officials of state government. Fortunately, a number of universities are recognizing that this type of service is equally meritorious. Furthermore, in many cases the research done in connection with the problem turns out to be publishable and does add to the prestige of the faculty member not only within his university but within the academic community throughout the world.

Another problem arises in connection with the personal relationships that are established in service work. One fundamental concept must be recognized by the academic community. That is that their function in connection with the activity is to provide basic data and to provide out of their scholarly endeavors information concerning all possible solutions to the problems involved in the research undertaking. The role is one of the service and not of substituting the member of the academic community for the state official. Faculty memebers must clearly recognize that almost all problems involve an exercise of judgment with respect to the possible solutions available and most appropriate under all circumstances. Too often university personnel seem to feel that if their own idea is unaccepted that the state government official has performed unwisely. Clear recognition that the responsibility for political, social, and economic

decisions lies with state governmental officials must be given forthrightly by the faculty. I am confident that there is an increasing recognition of the appropriate role of the university faculty in these undertakings and that satisfactory arrangements can be achieved through the establishment of good personal relations between the state governmental officials and the academic personnel involved.

Finally, I should warn that there should be a recognitio on the part of both universities and state governments that certa issues are not within the province of the universities. Universit cannot rebuild the core areas of our metropolitan communities even though many faculty members can provide material assistance with respect to new thoughts and new research involving these areas. More importantly, it would be disastrous if the universities were to become the instruments for direct political and social action and become committed to specific programs that they themselves promote. Some of the new radical elements curren are proposing that the universities be captured in order to become political instrumentalities for change in the American society. Such an eventuality would destroy the independence and the freedom of inquiry that is essential for the universities to continue their mission in American life. During the Nazi

regime German universities were captured by the storm troops and became the instruments of political and social action within Germany with disastrous consequences. Therefore the universities must avoid becoming the captives of the radical extremists, but at the same time they must avoid becoming the captives of any existing state governmental structure or political organization. My own experiences indicate that relatively few state governmental officials desire to capture the university for their individual political, social, and economic programs. However, the danger always exists and both partners must recognize the necessity of maintaining the independence of the universities and the universities should not be expected to engage in political activities in the support of any specific program or issue.

In conclusion, I believe that the prospects in university -state cooperation are excellent. Our relations must be based on respect and we must with candor and trust express our mutual problems. The academic community is deeply committed to the resolution of disputes by reasoned analysis and discussion. Because of this they are extremely valuable assets to the state as a whole and specifically to state government. However, state governmental officials must recognize that the universities are extremely vulnerable and can be easily disrupted. A clear definition of appropriate roles in a cooperative effort can be realized, and the ultimate results, in my opinion, will be of tremendous value to our citizens.

PANEL:

EDUCATION AND TRAINING FOR STATE ADMINISTRATORS

DEAN NORRIS HIETT, DIVISION OF EXTENSION

Continuing education and training in State Government, offered for no credit and on State time is an inherent responsibility of line administrators from the department or agency head to the first line supervisor. Staff specialists in education and training assist line administrators in meeting their training responsibilities. Administrators may, and often do, utilize the educational competence of universities in planning and/or conducting education and training programs.

Education and training is concerned with changing human behavior. This is a very difficult undertaking, requiring careful planning of objectives, methods and evaluation. It must be understood in questioning whether an adult can change that a successful adult is least likely to want to.

Education and training have reaped great gains from the scientific and technological revolution. We now have more sophisticated, intelligent, more effective resources--we now have advanced educational technology with its "hardware" and its "software".

Our concepts and practices today are vastly different from old training.

Where are we at this point? A State agency may enter

into an interagency contract with the University to conduct a specific training program--we do this intermittently in the Department of Mental Health and Mental Retardation, Department of Public Safety, Texas Education Agency and Texas Employment Commission. We will continue to do this within the limitations of university resources at your request.

The question here is: does the State now have a system of education and training adequate to meet the needs and problems now confronting it? There are current operating demands and there are problems of long-range planning. One State which has approached the problem is Tennessee.

In the management process of planning, organizing, directing and evaluating the products available from education and training must be properly utilized as one essential means the manager has available for attaining the goals of the organization. It is not a remedy for brush fires; it is not something outside the management process.

It seems to me that we now need to take a hard look at the place and essential role of education and training in State Government and to isolate and identify our problems so that we may plan our course of action.

PANEL:

EDUCATION AND TRAINING FOR
STATE ADMINISTRATORS

EVERETT ANSCHUTZ, STATE CLASSIFICATION OFFICER

By pooling our resources, we in this conference will be of public service. As in any organizational activity, unless we resolve our manpower problems, all others become moot. We must examine the problems and possibilities of a joint effort.

We need to solve the communication problem--the scientist defines too precisely and the behavioralists too vague.

Many questions, such as those of competency of the work force or legal barriers, are used merely as an excuse by some to keep from solving the problems. The fact remains that there is no public policy for the university training of future public employees.

The academic world has not seen to it that teachers have gotten the exposure, and the government has not pointed out the need.

The content of jobs is changing so rapidly that we need a new way to relate academic curricula to job needs.

Furthermore, there is too much concern about credentials rather than with competence.

SUMMING UP

PROFESSOR YORK WILLBERN
DEPARTMENT OF GOVERNMENT, INDIANA UNIVERSITY

The following are statements of a number of assumptions which might be identified at this conference, along with some comments as to their validity:

Assumption 1: That in an affluent and complex society, government efforts will be increased and will have to be of higher quality. This will require a high order of intelligence, knowledge and rationality.

Assumption 2: That Texas maintains a great institution in its University with the capacity to extend knowledge--Texas citizens are entitled to expect help from it.

Assumption 3: That the extension of knowledge must be done in many ways: through the knowledge of scholars, through the knowledge of the young, and through the knowledge of the participants in society. I suggest that it will be increasingly a part of the major mission of a university to increase the quality of knowledge of the people in industry and government as well as that of the scholars.

Assumption 4: That not all knowledge is in the universities.

Assumption 5: That the interaction between an intellectual

and the operating community is very complex--it is not just a simple "transfer" of knowledge from one to another.

Assumption 6: That perhaps the most valuable product of this interaction is the "fallout": as youth become sufficiently involved in the problems of State government, many will become sufficiently interested enough to go into public service, and as faculty members become involved in public affairs, the nature of their teaching and research will change.

Assumption 7: That in any specific difficult situation, there is some expert who has the answer. However, this assumption may not always be true--perhaps nobody has the answer. It may be possible that no one at the University knows as much as does the operating official; but something might very well be gained in the asking.

Assumption 8: That communication between the University and the operating officials is easy. This is not true--communication can be quite difficult, due to the peculiarities of academicians and of public officials operating from within their own realms.

Assumption 9: That administrators realize that they have problems. Actually, they don't always, and may not be willing

to do something about problems once informed of the situation.

Assumption 10: That academicians do not get many rewards from doing work in a practical field. This assumption is greatly overstated, and contains too much self-fulfilling prophecy.

Assumption 11: This assumption is two-pronged:

a. That this interchange is already occurring. There is a tremendous array of exchange points which already exist. This is especially true in the more carefully defined functional fields.

b. That we must not be content in the assumption that such interchange is an automatic and inevitable fact. To rely on the existing contact points as being all that is necessary is definitely not sufficient. There must be some formal acceptance of responsiblity for this type of interchange--an institutionalization of channels. The needs of the future are going to be much greater than those of the present, and the groundwork must be laid now.

Assumption 12: That the responsibility for assuming this formal acceptance of institutionalization of channels rests upon the highest officials of the State and of the

University. The Governor's Office should place great emphasis upon finding new ways to make this effective--and the same applies to the chief executive officials of the University. However, it will not be sufficient to rely merely upon these offices--the channels must be broadened to include all levels of responsibility in order to capitalize upon the full range of ideas and capabilities of the State and of the University.

STATE PARTICIPANTS IN CONFERENCE ON
UNIVERSITY-STATE RELATIONS -- KERRVILLE, TEXAS

John Connally, Governor of Texas

Preston Smith, Lieutenant Governor of Texas

Tom Keel, Executive Director, Legislative Budget Board

Dr. Hampton C. Robinson, Chairman, State Board of Health

Dr. J.E. Peavy, Commissioner, Texas State Department of Health

Dr. Horace E. Cromer, Chairman, Texas Board of Mental Health and Mental Retardation

Dr. John Kinross-Wright, Commissioner, Department of Mental Health and Mental Retardation

Robert W. Kneebone, Chairman, State Board of Texas Youth Council

Dr. James A. Turman, Executive Director, Texas Youth Council

General James Scott, Adjutant General's Department

Dr. Herbert C. McKee, Chairman, Texas Air Control Board

Charles R. Barden, Executive Secretary, Texas Air Control Board

Admiral H.R. Nieman, Jr., Executive Director, State Building Commission

Charles S. Coates, Sr., Chairman, State Board of Control

Sherman Birdwell, Commissioner, Texas Employment Commission

Richard L. Coffman, Administrator, Texas Employment Commission

Garrett Morris, Member, Texas Highway Commission

J.C. Dingwall, State Highway Engineer, Texas Highway Department

Chester Wine, Vice-Chairman, Texas Industrial Commission

Will E. Odom, Chairman, Texas Parks and Wildlife Commission

J.R. Singleton, Executive Director, Parks and Wildlife Department

Clifton W. Cassidy, Jr., Chairman, Public Safety Commission

Colonel Wilson E. Speir, Acting Director, Department of Public Safety

Roy Barrera, Secretary of State

Frank Hildebrand, Executive Director, Texas Tourist Development Agency

Mills Cox, Chairman, Texas Water Development Board

Howard Boswell, Executive Director, Texas Water Development Board

Joe Carter, Chairman, Water Rights Commission

Hugh C. Yantis, Executive Director, Texas Water Quality Board

Kendall Baker, Member, State Board of Public Welfare

Burton G. Hackney, Commissioner, Department of Public Welfare

John Gray, Chairman, Coordinating Board, Texas College and University System

Dr. Bevington Reed, Commissioner of Higher Education, Coordinating Board, Texas College and University System

Dr. J.W. Edgar, Commissioner, Texas Education Agency

Everett Anschutz, Jr., Classification Officer, State Auditor's Office

Orus M. Mooney, Director, Systems Division, State Auditor's Office

Clay Cotten, Administrator, State Board of Insurance

Jess M. Irwin, Jr., Deputy Commissioner of Administrative Services, Department of Mental Health and Mental Retardation

James F. Ray, Director, Division of Planning Coordination, Governor's Office

H.H. Coffield, Chairman, Texas Board of Corrections

Dr. George Beto, Director, Texas Department of Corrections

Frank Gray, Chairman, Texas Soil Conservation Board

Harvey Davis, Executive Director, Texas Soil and Water Conservation Board

George McNeil, State Auditor

Terrell Blodgett, Administrative Assistant, Governor's Office

Bob Allen, Director, Texas Office of Economic Opportunity

Newt Humphreys, Acting Administrator, Texas Liquor Control Board

Jim Harwell, Executive Director, Texas Industrial Commission (Effective Oct. 1)

Wilbur Hurt, Director of Community Services, Coordinating Board, Texas College and University System

UNIVERSITY PARTICIPANTS IN CONFERENCE ON UNIVERSITY-STATE RELATIONS -- KERRVILLE, TEXAS

Lynn F. Anderson, Director, Institute of Public Affairs, Professor of Accounting and of Finance

Stanley P. Arbingast, Associate Director, Bureau of Business Research, Professor of Resources

W. Frank Blair, Professor of Zoology, Director, Brackenridge Field Laboratory

John E. Breen, Professor of Civil Engineering

Harley Browning, Director, Population Research Center, Professor of Sociology

Howard A. Calkins, Professor of Government

James Colvin, Vice-President for Business Affairs

Fred Cohen, Professor of Law

Lanier Cox, Professor of Business Law

Wm. A. Cunningham, Professor of Chemical Engineering, Associate Director, Bureau of Engineering Research

Stanley Donner, Professor of Radio-Television-Film

William C. Duesterhoeft, Jr., Professor of Electrical Engineering

Samuel P. Ellison, Jr., Professor of Geology

Peter Flawn, Professor of Geology, Director, Bureau of Economic Geology

Stephen J. Gage, Department of Mechanical Engineering

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Robert T. Gregory, Professor of Computer Sciences and of Mathematics

President Norman Hackerman, Professor of Chemistry

Bascom B. Hayes, Professor of Educational Administration

Lawrence D. Haskew, Professor of Educational Administration

Dean Norris A. Hiett, Division of Extension

Dean Wayne H. Holtzman, College of Education

Clark Hubbs, Professor of Zoology

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Corwin W. Johnson, Professor of Law

James R. Kay, Professor of Finance

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Gardner Lindzey, Vice-President for Academic Affairs

William S. Livingston, Professor of Government

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Clifton McClesky, Professor of Government

S. Dale McLemore, Professor of Sociology

Francis B. May, Professor of Business Statistics

W. Albert Noyes, Jr., Professor of Chemistry

Jack Otis, Director, Graduate School of Social Work

J. Michael Quinn, Director, University Information Service, Professor of Journalism

Dean DeWitt Reddick, School of Communications

Emmette S. Redford, Professor of Government

Millard H. Ruud, Professor of Law

Dean John R. Silber, College of Arts and Sciences

Robert L. Sutherland, Director, Hogg Foundation for Mental Health

John R. Stockton, Director, Bureau of Business Research, Professor of Business Statistics

Alan Y. Taniguehi, Director, School of Architecture

Michael P. Thomas, Professor of Educational Administration

J. Neils Thompson, Professor of Civil Engineering, Director, Balcones Research Center

Paul Trickett, Director, Student Health Center

Glenn A. Welsch, Professor of Accounting

Dean W. Gordon Whaley, Graduate School

William G. Wolfe, Professor of Special Education, Director, Special Education Instructional Materials Distribution Center

Orville Wyss, Professor of Microbiology

Raymond W, Vowell, Vice-Chancellor for Public Affairs