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ABSTRACT

This study identifies the educational problems found at the Phoenix Union High School, in Phoenix, Arizona, during the months of March, April, and May of 1970. A Determination was made of the opinions of the residents of the community living within the attendance area of the high school, of the students attending the high school, of some of the students who have dropped out of the high school, and of the staff members working in the school. These problems are discussed briefly, possible solutions are suggested, and some of the major obstacles which would prevent an easy solution are suggested. Because of the ethnic composition of the community, the minority view prevails in the report. The raw data for the study are included for reference. [Maps on pages 377 and 378 may not print clearly in hard copy (HC) reproduction.] (Author/JM)

ED0 44475

A STUDY OF THE PHOENIX UNION HIGH SCHOOL

FOR

THE CITIZENS' ADVISORY COMMITTEE

Harry M. Stanley

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Prepared by

THE GENERAL LEARNING CORPORATION

May 27, 1970

Abstract

This study is the identification of the educational problems found at the Phoenix Union High School in Pheonix, Arizona, during the months of March, April, and May of 1970. There was no search of the literature, since the study was to be based on the current population of the attendance area, including the students and the teaching staff. Questionnaires and personal interviews were used to discover individual views. The major problems are discussed, possible solutions are suggested, and possible obstacles to the solutions are identified. Because of the ethnic composition of the community, the minority view is the prevailing view. The raw data for the study is included for reference.

ED0 44475

Acknowledgement

A number of people within the community have been asked to contribute advice, counsel, or work leading to the completion of this study. The major contributors, with their contributions, are as follows:

Reverend Le Roy Albo  
General Learning Corp.

Survey team captain and advisor on Mexican-American affairs.

Mr. Melvin White  
General Learning Corp.

Survey team captain and student advisor on student affairs.

Mr. B. J. Woods  
Operator, Zanzibar Supper Club

Resource person on racism.

Mr. Jose Burruel  
Office of Student Affairs,  
ASU

Resource person on Mexican-American drop-outs, and community questionnaire consultant.

Mr. Bernie Jackson  
Office of Student Affairs,  
ASU

Resource person on racism and the identification of problems for the minorities in education.

Mrs. Angelita Torrez  
Arizona Civil Rights  
Commission

Advisor on civil rights and on Mexican-American affairs.

Reverend Robert Nesby  
First Institutional Baptist Church

Advisor on the preparation of the Final Report.

Mr. J. D. Reed  
General Learning Corp.

Consultant on counseling problems.

Mr. Gilbert Puente  
General Learning Corp.  
Pittsburgh, Pa.

Consultant on individualized learning, and advisor on study parameters and Mexican-American affairs.

Mrs. Ingrid Montano  
PUHS Teacher

Services of the PUHS Sociology class on the student questionnaire.

Mrs. Mary Miller  
Urban League Education  
Specialist

Recommendations on student behavior patterns and their change at PUHS.

Mr. Ed Smith  
Urban League

Resource person on the problems of racism and poverty.

Mr. Obadiah Jackson  
Community Action Agency  
Chandler, Arizona

Resource person on racism.

Mr. O. V. Woods, Student,  
Arizona State University

Resource person on racism

Mr. Abel Amaya,  
Residential Manpower Center,  
Packard-Bell Corporation

Resource person on cultural orientation  
for Mexican-Americans

Mr. Don Wilkerson,  
Residential Manpower Center,  
Packard-Bell Corporation

Resource person on cultural orientation  
for American Indians

Dr. Walter Mulholland,  
Consulting Psychologist,  
Dryden, New York

Resource person on personal relations  
between students and teachers

Mr. Robert Reed, Student,  
POIC, Phoenix, Arizona

Resource person - high school drop-outs

Mrs. Noreen Thornhill, teacher  
Tempe, Arizona

Resource person on tutoring and high  
school problems

Miss Lisa Jorquez, Teacher,  
PUHS

Resource person on racism

Mr. Joseph Allen, Resident,  
South Phoenix

Resource person on racism, and  
general advisor

All of the forenamed individuals, as well as many who cannot be named because there were so many, have given of their time without complaint. They have had busy schedules themselves, and the short time available to start and complete this study put severe burdens on many of them. Despite their rising frustration with the continual studies made of urban problems, their assistance was thoughtful and considerate; and the assistance and advice they gave was aimed at providing insight into possible solutions which could be accomplished or which should be accomplished rather than being aimed at inflaming passions and prejudices.

The principal investigator has tried to listen very carefully to everyone who would talk to him. There was no hostility experienced during the survey in the community, or among the students, and not an unusual amount among the staff. In fact, the courtesy and friendliness of the community were noteworthy because the inner city has an opposite reputation in many middle-class thoughts. Mr. Dye and his secretary, Mrs. Harrison, were extremely helpful, as was the PUHS Social Studies staff.

Regardless of what was told him, the principal investigator bears all the blame for the mistakes, typographical and otherwise, which may have crept in unknowingly. With just eight weeks to do the entire study, there wasn't time to do everything to perfection.

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**\*To be supplied as an addendum to the study report**

**PURPOSE OF THE STUDY**

The purpose of the study was to make a determination of the opinions of the residents of the community living within the attendance area of the high school, of the students attending the high school, of some of the students who have dropped out of the high school, and of the staff members working in the school. A major premise was to identify the major problems of the educational system at Phoenix Union High School from the opinion survey. These problems were to be discussed briefly, possible solutions were to be suggested, and some of the major obstacles which would prevent an easy solution were to be suggested. This technique was to develop a way of thinking or looking at the problems as much as to suggest a workable solution.

A fundamental tenet of the study had to be its credibility to the community being studied. This tenet meant that ordinary contacts with what the minorities call the "power structure" had to be forsworn unless they happened to live in the barrio or the ghetto, lest the suspicion arise more than it normally would that there had been a "sell-out" by the principal investigator. This tenet also, because of de facto segregation living patterns, meant that the report would document the educational dilemma through minority eyes.

PROPOSAL FOR THE STUDY

Agenda

February 25, 1970

Citizens' Advisory Committee

Phoenix Union High School

1. Presentation of the Urban League proposal  
and questions (Mr. Bowman) 7:00-7:20
2. Mr. Dallas 7:20-8:00  
2.1. Report to organizations represented
3. Presentation of Booz, Allen and Hamilton proposal 8:00-8:20  
and questions (Mr. Hughes, Mr. Maidment)
4. Break 8:20-8:30
5. Presentation of General Learning Corporation 8:30-8:50  
proposal and questions (Mr. Bernier)
6. Presentation of Educational Planning Associates 8:50-9:10  
proposal and questions (Mr. Capson)
7. Discussion of the proposals 9:10-9:30

ROBERT A. DYE • *Principal*

A UNIT OF THE PHOENIX UNION HIGH SCHOOL SYSTEM

HOWARD C. SEYMOUR • *Superintendent*

512 E. VAN BUREN STREET • PHOENIX, ARIZONA 85004

March 2, 1970

J. C. BERNIER  
MAR 05 1970  
RECEIVED

Mr. Harry Stanley  
Director, Western Programs  
General Learning Corporation  
Post Office Box 3118  
Tempe, Arizona 85281

Dear Mr. Stanley:

The Citizens' Advisory Committee wishes to thank you for appearing before the Committee and giving your presentation.

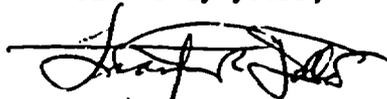
After its discussion the Committee moved to ask that two firms reappear. Those firms are General Learning Corporation and the Urban League. The firms of Booz, Allen and Hamilton and National Educational Planning Associates have not been invited back. The Committee wishes to make its recommendation on March 4, 1970, which would go to the Board of Education.

Specifically the Committee wants more information in the following three (3) areas:

1. Cost  
The Committee wants to know what your per diem cost will be for each man who will work on the project. As a result of this cost, what would be the total project cost?
2. Names  
The Committee wants you to name the persons who will be working on the project. The Committee does not want any switching of assignments in the middle of the study.
3. Written Proposal  
The Committee wants the organization to submit a written proposal of what it says it will do.

The Committee will appreciate representatives from the Urban League and General Learning Corporation being present at our meeting on Wednesday, March 4, 1970, at 7 p.m. in Conference Room A and B of the Vocational-Technical Building at Phoenix Union High School to make their follow-up proposals.

Sincerely yours,



Franklin R. Dallas  
Executive Director  
Citizens' Advisory Committee



GENERAL LEARNING CORPORATION

THE GENERAL LEARNING CORPORATION AND GENERAL LEARNING COMPANY  
P O BOX 3118 TEMPE ARIZONA 85281 (602) 941-4212

March 4, 1970

To The Citizens' Advisory Committee and Board of Education

Attention: Mr. Gary Peter Klahr, Co-Chairman  
Mr. Ed Smith, Co-Chairman

The General Learning Corporation recognizes the complex nature of the problems inherent in matching any school system today with the needs and desires of the community and the students which the school is dedicated to serve. There is no one solution, but there probably are possibilities available for the community if several solutions can be brought to bear on a problem. The General Learning personnel assigned to this project will, if awarded the contract, attempt to explore the practical identification of the problems; and will make an honest effort to suggest solutions with which the community, the school, and the students, can live and grow.

Originally, the tentative scope of the project was to survey the recent bond issue and the feasibility of tearing down or retaining Buildings #5 and #8, or finding some other alternative. Certainly this is a linchpin in the analysis, but as the committee knows there are more basic, underlying problems which confront the community and the school in seeking the best high school education for the students. A satisfactory solution to the use of the bond issue money is dependent on the identification of the "hidden agenda". The community, the students, and the school system must then come to grips with these clearly-described problems, and must be making measureable, noticeable, publicizable advances in harmonizing the various conflicting interests. Hopefully, with the cooperation of the community and its youth, and with that of the school administration and staff, a genuine beginning can be made in mutually working out understandable alternatives available to achieve maximum benefit for the students. A major effort will be made to avoid politicizing the problems, the results of which (if this happened) could only hurt the education of the students.

The General Learning Corporation appreciates the opportunity to serve the community in helping to determine the future use of Phoenix Union High School.

Joseph C. Bernier, Director  
Western Programs

PROPOSAL FOR THE CITIZENS' ADVISORY  
COMMITTEE - PUHS

Prepared by  
GENERAL LEARNING CORPORATION

March 4, 1970

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The scope of the PUHS program, as analyzed by General Learning Corporation and the community consulting resources, will be as follows:

I. School capabilities and objectives, with action recommendations, in terms of the following problem areas:

- a. Relevance to real life
- b. Staff ability/desire to do the teaching job required
- c. Hiring Policies
- d. Counseling
- e. Academic and/or vocational education emphasis
- f. Cultural orientation
- g. Facilities (space and location)
- h. Transportation
- i. Security of person and plant (students, staff, buildings)
- j. Food services (morning and noon)
- k. Instructional materials center
- l. After-hours tutoring effort in the residence area
- m. Curriculum needs
- n. Community involvement
- o. Communications
- p. Staff in-service training required
- q. Free books and supplies
- r. Recreation after-hours

II. Community capabilities and objectives, with action recommendations, in terms of the following problem areas:

- a. Community involvement
- b. Community organization and teamwork
- c. Security (personal and plant)
- d. Study facilities after school
- e. Cultural orientation and training
- f. Tutoring teams
- g. Transportation
- h. Communication
- i. Neighborhood self-help leadership
- j. Drugs and crime
- k. Neighborhood political power
- l. Job Development

III. Youth capabilities and objectives, with action recommendations,  
in terms of the following problem areas:

- a. Career objective determination
- b. Self-discipline
- c. Drugs and crime
- d. Teamwork to overcome educational disadvantages
- e. Job development during school and after graduation
- f. Feed-back on the relevance of the education
- g. Security (personal)
- h. Cultural awareness and pride
- i. Drop-out prevention and analysis

Contract Work Statement of Work to be Performed

The personnel of the General Learning Corporation will concentrate their efforts in three areas of concern to the educational community surrounding PUHS. These three areas are the capabilities and objectives of the school system, the community, and the youth, both in and out of school. The work to be performed is as follows:

1. Personal interviews with individuals within the community, the school system, and various ethnic organizations involved with the overall welfare of the resident citizens.
2. Personal interviews with students, including drop-outs.
3. Compilation, analysis, and interpretation of data collected on the subject headings under the three major categories of study effort.
4. Preparation of formal action recommendations, with procedural routes for accomplishment identified. This will also include alternative courses of action.
5. Preparation of delivery of a written, final report, with ten copies, including an appendix containing the identified problem minorities have with the school system.

Because of the time and money constraints, the General Learning Corporation will not be able to supply (within the scope of this contract) detailed drawings, detailed curriculums, detailed master plans, or detailed statistical analyses. Any surveys taken must be considered sample in nature, rather than complete and absolute.

The Citizens' Advisory Committee will be asked to provide background data on historical developments to date, to review formal progress reports for dissemination to the community, and to provide a means of introduction to community, youth, and school individuals where direct Contractor approach has yielded unsuccessful results. The Contractor will also ask for close working relationships with the Committee members in order to minimize waste motion and lost time.

The Board of Education will be asked to provide reasonable access to the educational and administrative staff, and to provide the Contractor with the necessary documentation on hiring policies, ethnic breakdown of staff and student populations, drop-out names and addresses, and other information considered pertinent to the analysis.

Partial List of Advisors and Consultants for the PUHS Proposal and Contract

<u>Name</u>	<u>Major Contribution</u>
Reverend LeRoy A. Albo 901 East Buckeye Road Phoenix, Arizona 85036	Community contacts
Mr. Joseph Allen 1821 E. Chipman Phoenix, Arizona	Community contacts Public relations aspects
Mr. Juan Alvarez, Executive Director Chicanos Por La Causa 1300 S. Tenth St. Phoenix, Arizona	Community contacts Staff assistance
Mr. Jose Burruel Mathews Center, Room 150-B ASU Tempe, Arizona 85281	Youth contacts
Mr. George J. Floore, Director Phoenix Urban League Apprenticeship Labor Education Advancement Programs 2001 E. Broadway Phoenix, Arizona 85040	Community and Youth contacts
Mr. Zora Folley 373 South Colorado Chandler, Arizona 85224	Youth contacts
Reverend Robert N. Nesby 1139 East Jefferson Street Phoenix, Arizona	Community contacts Education contacts
Mr. Gilbert Puente The General Learning Corporation Primary Education Project Room 400 200 South Craig Street Pittsburg, Penna. 15213	Education contacts
Mrs. Noreen Thornhill 1113 East Riveria Drive Tempe, Arizona	Youth contacts
Mrs. Angelita Torrez, Project Director Arizona State Civil Rights Commission 1623 West Washington Phoenix, Arizona	Civil Rights Aspects
Father Frank Yoldi 919 S. 16 <sup>th</sup> Place Phoenix, Arizona	Community contacts

Mr. Ricardo Zazueta, Executive Director  
Migrant Opportunity Program  
1517 South Black Canyon Highway  
Phoenix, Arizona 85009

Community contacts

Cost Analysis

Salaries

Principal Investigator	45M/D @ \$100	\$4500
Educational Consultant	22M/D @ \$100	2200
Local Consultants	18M/D @ 65	1170
Non Local Consultants	10M/D @ 60	600
Administrative Support	10M/D @ 30	<u>300</u>
Sub Total		\$8770
Benefits (10%)		877
Transportation		3800
Materials - Telephone - Documentation		<u>553</u>
Total Selling Price		\$14,000.00

It is contemplated that the principal investigator will be H.M. Stanley or mutually agreeable equivalent. The educational consultant will be identified as the analysis proceeds and the nature of the problems are more clearly stated. The local consultants will be from the partial list or from other community resources identified as the analysis proceeds. Non-local consultants would be drawn from the region if at all possible. Administrative support would be for typing and other clerical duties and would be hired locally.

**CONTRACT WORK STATEMENT  
ADDITIONAL TERMS AND CONDITIONS**

Some terms and conditions developed after the first meeting with the Citizens' Advisory Committee. These understandings were documented, and presented as suggestions for the Contract Work Statement. Their purpose was to eliminate possible misunderstandings which might arise later, especially in the area of work to be performed. These terms and conditions are as follows:

The Contractor will supply the School System fifty (50) copies of the Final Report. This Final Report will include the results of the study made in each area (Paragraph I, II, and III), a list of consultants and advisors used, whether paid or unpaid, and a list of the identified problems which minorities have with the school system. This latter list will also include a brief discussion of the problems, one by one, and will incorporate courses of action open to the interested parties.

The Contractor will use the personal interview technique with questionnaires designed to illuminate the problems and suggest preferred solutions. The Contractor will make every attempt to maintain objectivity on the part of consultants, advisors, and employees.

The Contractor will provide formal action recommendations, with the procedural routes for accomplishment identified. Alternative courses of action will be included wherever possible.

The Contractor will provide the School System an oral and written report of progress each week at the Citizens' Committee Meetings, which at this time are scheduled once a week. The written report will be available at these same meetings unless workload problems interfere.

The Contractor will make full use of existing organization, plans, drawings, reports, data, and opinions in the course of this study. An important objective will be to avoid duplication of effort for work already done. Local government and school administrative support have been offered at no cost to the Contractor, and will be used in the fulfillment of the terms of this study.

The Contractor will make no confidential agreements or covenants with any group or individual concerned with the administration of this study. The confidentiality of statements and opinions of parents,

students, and staff will be maintained wherever such a request is made of the Contractor, however, information received or generated in the course of this study, other than this one exception, will be available routinely to members of the Citizen's Committee.

The Contractor will prepare a work plan for this study, with task definitions for work to be performed by outside agencies. This work plan will be formal. The Contractor will also coordinate a procedure for keeping Committee members aware of decisions which need to be made during the course of the study. (Outside agencies are organizations outside the Contractor).

The Contractor recognizes that the funds and the authorization for contract coverage comes from the Board of Education. The Contractor will accept the direction of the Citizen's Committee, through its Co-Chairmen, recognizing that the funds do not come from the Citizen's Committee.

The Contractor will accept changes in scope for this study, but such changes must be formalized in writing, and be mutually agreeable to both parties. Where scope changes involve the necessity for increased funds, no additional work will be done without the authorization of the Board of Education, so that funds will be available.

The Contractor will confine its study to the attendance area proper of the Phoenix Union High School, but may interview parents of students who live outside the attendance area proper. The actual interviews will concern parents of that area, students and drop-outs of that area, and school administrative staff. Owners and managers of businesses in this attendance area may also be interviewed, should the necessity arise in the area of jobs.

The Contractor will submit the Final Report and other pertinent data to the Citizen's Committee. Approval or disapproval of the findings will not be a factor in receiving payment for the effort expended in completing this study.

The Contractor will deliver the Final Report in manuscript form by May \_\_\_\_\_, 1970, with the edited copies being available within two weeks from that date.

The Contractor will not supply facilities specifications, detailed

drawings, urban or educational master plans, statistical analyses, detailed curriculum analyses, or detailed costing. Where these items are available or could be made available, their use may be inclusive or referral in nature.

The School System agrees to pay the Contractor a fee of \$14,000.00 for said study.

IN WITNESS THEREOF, the parties have executed this agreement this \_\_\_\_\_ day of \_\_\_\_\_ 1970.

20/- 21 -

### Study Approach

The major assumptions for which the study was designed or on which it was based were (1) random sampling techniques; (2) local resident survey teams; (3) heavy emphasis on the personal interview approach; (4) isolation from the "power structure"; and (5) the provision of a discussion of each problem and a recommendation for possible solutions. The need to be explicit was recognized, and applied during the course of the study and the preparation of this report.

The major premise of this study was that education, as offered in the inner city by the Phoenix Union High School, was not of as much benefit to the students as it ought to be. The educational performance of the students was low and their sense of frustration was high. This state of affairs is now common knowledge throughout the community. The design of the study was to uncover the reasons for the students' lack of success, not forgetting that the community, the school itself, and the students all had a responsibility for what was or was not being done. A study of this type can dispense with the typical "searches of the literature", since the misgivings about education and the grievances against the educational system can be determined from direct surveys of the people involved. There is no better way to find out than listening. There are no citations and no bibliography.

The initial start of the survey was to identify problems, either real or imagined. An atomistic approach was thought to be the clearest technique, since a "down-to-earth" explanation would be possible. The term "prejudiced teachers", for instance, was brought up many times; but the term doesn't help us understand exactly what is meant. The teacher cannot change his behavior or his attitude without knowing precisely what his accuser means. "Prejudice" might be a way of looking at a person, or talking, or even a casual remark made about a student's friend. A determined effort was made to uncover these usually unspoken reasons, since their inclusion in the study was important.

There were a number of assumptions made during the study, and these should be explained. Each such assumption will be described briefly in the following pages. Together they constitute the study approach.

One of the basic assumptions was that the Citizens' Advisory Committee would be a permanent part of the school system, and that this Committee would be trying to help the school administration and the policy-makers understand the inner-city needs in the community and in the school. This sense of permanence then meant that long-range problems could be discussed, and solutions recommended. This is quite important, for very few of the problems are short-range or capable of being solved this week. Most of

these problems, in fact, have national implications; and a great many of them stem from the nineteenth-century view of learning and behavior, with overtones of the out-dated early twentieth century.

This assumption also meant that there would be many references to the Citizens' Advisory Committee, with ideas to be considered and actions to be taken by that group. This does not mean that the institutional leadership could not do or would not want to do something about the same problems. From all that the principal investigator has been able to learn about the school leadership, there doesn't seem to be much doubt that these leaders want to provide a better education, at least in his mind. The Committee may be able to explain some of the "hows" and "whys"; and this study makes the assumption that there is permanence to it for that purpose among others.

Another assumption was that the confidence of the minorities would be difficult to obtain, particularly since the principal investigator is white and is considered "Establishment". Being an outsider was also a disadvantage, according to some people; and working for an affiliate of the General Electric Company caused other doubts. This lack of confidence turned out not to be too obvious, although various members of the minority groups occasionally would check with "friends" to see if the study was going to be "good", or "honest", or just a "whitewash". There were also constant checks to ascertain that certain minorities were hired as part of the study team. There is so much suspicion about such studies that one of the most important criteria, to maintain the credibility of the study, was to temporarily avoid contacts with what the minorities refer to as the "power structure". As a part of retaining the confidence of the minorities, no such contact with the so-called "power structure" was made until last Friday, May 23, and that contact was made to verify a section of the report that dealt with the extensive work week required of the chief administrator. There were, then, no job offers, no pay-offs, no threats, and no propositions made to the principal investigator, not even by the women in the ghetto, and there were no genuine opportunities for any minority to be suspicious, although this does not mean that some of them won't be.

The assumption to run the survey with individuals living in the attendance area was a sound one, even though the problems in training and getting them from place to place were monumental. These workers were to be from the poverty level, if at all possible; and the racial mix was to be largely Mexican-American and Black, with one Anglo and one Indian, all of whom were to be hired by someone other than an individual of their own race. Reverend Le Roy Albo and Mr. Melvin White were responsible for this effort, and they performed ably.

Another assumption, which the survey made initially, was that the school administration and teaching staff looked at problems from one angle; and the community looked at problems from another angle. There is no surprise to this, but it is important to understand that the community has one set of priorities; and the school staff has an entirely different set of priorities. The community is usually people-oriented and the school staff is usually building-oriented. It is an old truism that schools are not for students so much as they are for the staff. This characteristic emphasis of adults working in the school world then leads to a preoccupation with offices, classrooms, parking lots, and all the other features that go with having a "nice place to work". It also leads to an emphasis on "discipline" and "rules" and many other aspects of the teacher-student relationship, rather than an emphasis on learning, particularly learning as fun. The professional staff, in its preparation of a list of problems for the Citizens' Advisory Committee, took this same step, as their list below shows:

1. No Administration Center
2. Racial Imbalance and Racial Tensions at PUHS
3. The Dilemma between Academic and Vocational Programs
4. Squeeze on Small Classes
5. Obsolescence-Educational and Mechanical
6. Deteriorating Image of Phoenix Union High School
7. Declining Teacher and Staff Morale at PUHS
8. The T and I Program, Almost Successful
9. Lack of Adequate Finances
10. Other Problems at PUHS

The staff may feel such a comparison is unfair, but the existence of such a list, with the buildings "first" and the students "last", is what gives rise to the minority complaint on priorities. Buildings used to be important; but it is worth noting that students are burning and vandalizing some of the most modern, up-to-date, and beautiful buildings in the country, as any reading of periodicals and newspapers will show. Buildings, in fact, may still be important; but the people-problems have come to the top in this community as in the rest of the nation, which was the reason for the study in the first place. As might be expected, the student and community responses on what the actual problems are were seldom centered on buildings.

Random sampling techniques were assumed to be satisfactory. A larger sample was planned than was actually needed, since the results which were considered the most important began to run so heavily in one direction that the minimum sample bracket (400-500) was used. The study emphasis was then shifted to correspond with the survey results.

Accordingly, some aspects of school operation did not warrant further study, and other aspects of the environment outside the school itself were not significant for this study. Some of the data was also already available, and did not have to be assembled. Briefly, some of these aspects which did not warrant attention are as follows:

1. The historical and future attendance policies, patterns, and practices. (no growth in the attendance area is expected in terms of population, and the only changes possible would be related to busing or boundaries, as the Planning Commission indicated at one of the Citizens' Advisory Committee meetings).
2. The philosophy and objectives of the Board of Education. (this should be studied after an educational system is designed for this inner city population but only to ascertain what policy changes might be required).

3. The structure, scope and quality of educational programs and services. (The "what" of what is taught in this school is as good as any school in the country, as a brief glance at the curriculum shows; it is the "how" that needs the attention, and the effort which could be spent documenting present practices would be more wisely spent in planning for tomorrow.)
4. Current school facilities and their patterns and intensity of utilization. (This work is usually on file with a research staff, and is of small importance with a declining student population at this time.)
5. Operating and capital cost trends of the school district. (This data should already be available, and was not of importance to the primary problems of learning and security.)

Very little time and effort, and no money, were spent on these subjects.

Another major thrust of the study, at least in the development of solutions, was the avoidance of the help of people with known "hate" views. There are, as the Citizens' Advisory Committee knows, some leaders in the community who preach against the Black, or the Mexican-American, or the Anglo. They cannot be ignored in the long run, of course, but their solutions to human relations problems are suspect because of their known racial bias; and it was felt that their contribution would be more divisive than healing at this time.

The next to the last assumption had to do with many voiced opinions about the whole study, ranging from some members of the Citizens' Advisory Committee to vocal and critical individuals in the community and in the school. Even the students were aware of the "study-the-problem-but-don't-take-any-action" process which the dominant society is always thought to follow as a cure for what is wrong in school and society. We have reached the point where we don't believe in studies any longer, since action is seldom taken, according to the minorities. This study, then,

had to be specific, both as to the problems and the solutions. Names and situations had to be identified in order to provide a common basis for understanding. The community, which supplied the initial ideas for this report, agreed to help only if the issues weren't dodged and some remedial action might come of their help.

The last assumption had to do with the Superintendent and the Board of Education. These individuals, none of whom are known to the principal investigator personally, would not have wanted a report which did not actually reflect the views of the inner city residents. Whatever might turn out to be offensive will be looked at objectively in the interests of providing a better school for everyone.

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### Study Work Plan

- A. Initiate personal interviews to determine community response.
- B. Prepare community questionnaire.
- C. Hire, train, and start survey crew on community survey.
- D. Compile and tabulate community data.
- E. Initiate personal interviews with students to determine their response.
- F. Prepare student questionnaire.
- G. Secure assistance from teaching staff to administer student questionnaire.
- H. Compile and tabulate student data.
- I. Seek assistance from professional staff to prepare and run staff questionnaire.
- J. Get staff data from school.
- K. Sort out most significant problem, initiate analysis, and develop the format for the study report.
- L. Secure community, staff, and student reactions to problems on a continuous basis.
- M. Coordinate study report with advisors and consultants.
- N. Write report.
- O. Produce pre-edit copy for the Citizens' Advisory Committee in May.
- P. Produce fifty (50) proof-edited copies two weeks after May delivery date.

SUMMARY OF THE FINDINGS

The major problems of the school today, according to the majority of students and the community, are the poor quality of the education which students get, the violence and the vandalism occurring within the school and the immediate vicinity, and the antagonisms toward the school and its staff in some sectors of the community, particularly in the news media, and among the better educated members of the community.

Communication within the school and within the community is almost non-existent. Teachers, counselors, and administrators are not known to make many visits to parents' homes, at least within the attendance area; and the parents indicate that they seldom visit the school.

The community is badly split on racial, educational, political, and economic lines; and the community lacks the coherent leadership to deal effectively in a unified voice with the Board of Education on the school problems. Racial polarization among all races is becoming more noticeable.

There is a considerable gap between the generations, not fully recognized by any group other than the high school students themselves.

The community has some elements which firmly believe the school and its personnel to be hopelessly racist. Certain members of the Black community appear to have the strongest feelings on this subject. Yet the community, if the survey is to be believed, still has faith in the school system as an educational institution. Questions are starting to be raised about the quality of the education, however,

Buildings, a favorite project for school personnel everywhere, rank far down on the list of problems identified by both the community and the students. School personnel seem to concentrate on the physical plant, with much less attention being paid to the problems identified by the other sectors. The teachers, however, are definitely more student-oriented.

Sex is a major problem to the Mexican-American community, particularly as it relates to the Black male and the Mexican-American female. As a subject, it does not come up often in mixed racial groups; but in groups comprising Mexican-Americans and Whites, the viewpoints are outspoken. In this area the cultural differences and beliefs between the students and anyone now out of high school are at opposite poles.

Oppression and discrimination, having a solid basis historically and in the present, dominate the thinking and the conversation of the minorities. The continuance of these practices by the White society, especially, and by the Mexican-Americans and the Blacks against each other and against the "Anglos", contributes to a serious lack of good will and trust among individuals. Most of the "Anglos" do not talk about discrimination, nor do they appear to give it much thought; according to the minorities, they just practice it.

The dominant culture, the "Anglo," is considered to be reactionary in the extreme; and is evaluated today as not being willing to cease the discriminatory and racist practices.

The community has large segments today whose hostility to education has led to sharp criticism of the school, its staff, and its objectives. Much of this criticism is directed to alleged "frills," and to a firm belief that the school does not really care about students, particularly minority students.

The three fundamental areas of incompetence on the part of students continue to be ignored by the school system: reading, writing, and mathematics are all derived from a poor grounding at the elementary and junior high levels; and little success in remedial work is achieved once high school is reached by the students.

The problems uncovered during this survey were already known to almost everyone, and especially the school. There is some belief in the community, and in the Citizens' Advisory Committee, that this report will not achieve anything and that it will be placed on a shelf with all the other reports.

Committees and advisory groups, formed to assist the school administration, the staff, and the Board of Education in solving or articulating the minority education problems, often have less worthy (if human) objectives in mind. These are masked under an alleged concern for students, but the real concern appears to be what their own adult, racial group is getting; or they waste time on the discussion of personalities, personal philosophy, protocol, and historical racism. Sometimes the most talented and sincerely interested individuals have refused to serve on such committees because of the suspected hypocrisy, or they walk out of the meetings in anger. Effective leadership, and the support of this leadership, is essential in minimizing this less worthy trend.

The community and students registered a majority vote to keep the school where it now is, and to either remodel buildings or build two new buildings to replace the present obsolete ones. There seems little doubt that this would be the best path to take, assuming that the community is fully informed on the options and alternatives.

The community and the students still consider the school to be an integrated school; the Citizens' Advisory Committee appears to believe that the school is segregated in a "de facto" sense.

Tension is rising in the community perceptibly, as reported by the vocal members of the community.

Jobs are a serious problem for minorities, and the business and industrial sector has made very limited and disappointing efforts to rectify the years of job discrimination, at the same time pretending to have a real concern. Job competition between the Mexican-Americans and the Blacks is creating dissension because of the few jobs available to the minorities.

The historical consciousness of oppression and discrimination, which the Mexican-Americans, Blacks, and Indians are aware of, is supported by social, economic, and juridical actions taken today by the dominant society. Included in these actions would be the treatment accorded the minorities by the police. Many actions that the dominant culture takes,

including inaction, are considered an attempt to keep the minorities "in their place". These suspicions are increased since the members of the dominant culture seldom speak out in public against discrimination, and take no visible action to eradicate the practice of it.

The news media are considered to be prejudiced against minorities, to be violently opposed to changes in education, and to have very negative reporting outlooks on education in general. The percentage of people who no longer believe in the objectivity of the press is alarming to those who believe in the long-established and supposedly-cherished concept of freedom of the press. It would seem to be to the long-term advantage of the community and the press to get together to establish such concepts of fair and just journalism as would lead the students and their teachers away from today's condemnation to tomorrow's approval of the press. The monopoly position of the press increases its vulnerability to charges of unfairness, and the consequences which are sure to follow partisan and biased reporting.

Fear is noticeable in the middle-class society, particularly in the institutional setting. Staff personnel are reluctant to let the citizens know what they are doing, and the most innocent of contacts with the staff personnel are thought to have only ulterior motives. This fear has often led to a lack of cooperation and sometimes a lack of civility, particularly when the contacts are made by telephone. Professionals and clerks have both indicated that there is fear of getting in trouble, and other personnel have indicated a willingness to talk only if the principal investigator came to their homes and did not divulge their names. By contrast, there was no expressed or detected fear among the poor: they (as they stated) haven't anything to lose. There was also an expressed concern about newspapers, centering around the question "What if the newspapers find out?".

Students and teachers want more discipline, as reported by the surveys. The nature of that discipline, however, has to be rigidly tied to just approaches and decisions. It is axiomatic that such discipline systems must involve the students in an active sense in the

planning and implementation, and that "token" inclusion of student participation should be avoided if possible. The enforcement of discipline by guards is considered desirable by the adult community, to a large extent; but the students are not as favorable to this method, although there are many students who do want the guards if there is no other way to escape violence and threats.

The educational curriculum is as good as any in the country, judging by the formal publication of the course offerings. There is some need for restructuring this curriculum to take advantage of the minority viewpoint, and there is some need to incorporate language skills training in every subject course to make up for the poor background which most of the students presently possess. However, the "what" of the curriculum is not the primary stumbling block. The stumbling block is the "how" and the "why" for the inner city student. It is in the area of how we teach and why we teach that drastic change is required in the school. Basic to this change is the development of more freedom and responsibility for the student for his own education, without the sacrifice of directed-study as a concept. Because of the wide variations in interest, ability, and previous academic preparation, there is real need for an individualized approach. Many students felt that they could make more progress if they could go at their own speed, and not be held back by the lock-step method required in group teaching.

Teachers, administrators, and students have no real trust in each other. This feeling is related to the concept of fear, and the eradication of distrust will require a radical restructuring of the relationships between these groups. Specific concepts, such as evaluation for work performance, should be restructured to remove the "threat" aspect. Rigid rules need to be flexible to account for human differences and for problems which arise beyond the boundaries of the school itself. The students, teachers, and administrators should make the searching self-analysis needed to solve this matter of trust.

The school as it now is situated geographically is satisfactory to the community. The community survey showed that seventy-eight (78) per cent of the individuals who answered thought that their students liked going to PUHS. Eighty-one (81) per cent of the answers indicated that the high school should stay where it is, at least from the community response. The students, in response to the question of liking to go to PUHS, answered "yes" for a seventy-one (71) per cent total. When asked if PUHS should be closed, eighty-eight (88) per cent wanted the school to stay open. Sixty-five (65) per cent thought that remodeling would make the school better.

The lack of effective communication between the elementary school system and the secondary school system was cited a number of times. No effort was made to study this problem, and it may or may not be truly significant. However, it probably would bear looking into by the administrators and teachers involved.

Justice with regard to the police and the courts is a very serious problem to the minorities. Reports of harassment were common, more so when the minority individual was "caught" in the affluent, middle-class sections of the city.

PROBLEM TABULATION

The problems are tabulated precisely as they were identified during the interviews or as they were taken from the questionnaires. The first grouping came from the community, the second grouping came from the students, and the third grouping came from the teaching staff. No attempt was made to establish categories, but there is a clear pattern into which these problems all appear to fall. If categories were to be established, the headings might be these:

Category 1: The problems of "lack", "deficiencies", "inadequacies", and "incompetencies". In the community survey, for instance, thirty-five (35) out of the total listings would fall in this category.

Category 2: The problems related to the "student-parent-teacher" syndrome would fall in this category, with twenty-four (24) listings.

Category 3: All of the other problems listed by the community survey would fall into what could be called the "social" category; that is, these problems affect the total environment to some degree. Drugs, newspapers, communications, and transportation would be examples.

It should also be noted that there are other groups within the school whose opinions were not sought early enough to factor their views into the body of the study. This is a grievous error which is constantly perpetuated. Custodians, cafeteria workers, and the host of other administrative, clerical, and maintenance personnel have definite views on school and community problems. The initial attempts to develop these views was met with fear and statements that "I would be glad to talk to you if you come to my house and don't let anyone know where you found out". The time in which to handle this aspect just was not available, but the significance of the views of this group should be looked into by the Citizens' Advisory Committee before long-range solutions to the school problems are "cast in concrete".

The identification of a problem is a difficult art. Patience and understanding are key elements in listening to the frustrations of people, and the translation of these frustrations into recognizable words and sentences is a part of that art. Probably the greatest error made in this regard is to classify problems into groupings which are so general that the solution cannot be apprehended. As an example, "staff morale" is always and everywhere cited as a problem, regardless of where any of us work. Unless the effort is made to go into the rock-bottom reasons for staff dissatisfaction, there is little point in repeating general classifications, except for the edification of top management and rumor mongers. The general problem can only be solved or even worked on by tackling the parts. Specifics might be pay, supplies, or parking. It is at this level that the problem begins to be understood, and it is at this level that action can be taken.

The surveys of the community, student, and staff populations yielded an ungrouped list of problems, which have been included in this report just as they were taken from the questionnaires and oral interviews. Its inclusion in this format in this section is to illustrate the type of granularity which is essential. Obviously people are thinking about the school and the community, and it would be difficult not to be impressed with their understanding of how they feel about the social system under which they live.

Lest the negative impression become overpowering, it should be noted that the survey did not seek out "the good in the system." Problems usually are not positive anyway. There were many good comments about the school system, despite the fact that the survey results appear all negative. By and large people work hard in the school system, and they want to mean well; the community is interested more than is thought, and its individual members want to mean well; and the students, contrary to what is said, want to be serious, well-meaning, and interested in their education. In fairness, the total social system of community, school staff, and students works under great difficulties and stress today; and what does get done must be surprising to any objective observer.

The problem tabulations for all groups follow:

Tabulation of the problems at PUHS and the community (Community Survey)

Lack of adequate nutrition

Lack of adequate clothes

Lack of books and materials

Community antagonism to teachers

Lack of adequate employment for inner city families

Lack of adequate welfare for inner city families

Lack of adequate cultural identity in course material

Language difficulties

Inadequate understanding of the multi-cultural society

Minority segregation

Lack of adequate grievance procedures for students, staff, and parents

Prison-type atmosphere

Lack of a sense of humor on everyone's part

Suppression of individuality and pressure for conformity

No measurement of educational product

Students not treated like adults

Badgering of students by adults

Student apathy and impotence

Lack of leadership from the Department of Public Instruction

Lack of academic curiosity

Impersonal, authoritarian student-teacher relations

Sex in the school (education and molestation)

Dress codes and other authoritarian rules

Administrative imperiousness

Suspicion and paranoia

Psychological failure syndrome

Lack of career guidance

Home and family problems

Lack of innovation

Representation of the Citizens' Advisory Committee

Lack of support for institutional leadership

Community is not cohesive

Hiring practices

Job discrimination

Police and court injustice

Fear of involvement

Incompetence of the entering classes  
Incompetence of the end product (students)  
Boredom of the students  
Lack of student goals and motivation  
Irrelevant subject matter  
Repetition  
Lack of research and study facilities in the community  
Factors of drug usage in the school and in the community  
Frustration of many students  
Frustration of the teaching staff  
Stigma for vocational education  
Insistence on college education for everyone  
Teacher prejudice  
Student prejudice  
Community prejudice  
Teacher insecurity  
Student push-outs and drop-outs  
Staff morale  
Lack of money  
Secrecy of financial affairs  
Lack of communication  
Slanted communication from newspapers  
Rumors  
Violence  
Vandalism  
Lack of space  
Poor facilities for teaching  
Absenteeism  
Student migration to other schools  
Poor school image in the community and business world  
Teaching time ratio to other duties  
Inadequate counseling and community social work  
Lack of staff dedication  
Tenure laws  
Authority breakdown  
Transportation problems

Tabulation of the student questionnaire

The major problems in the school, according to the students, are as follows:

The administration  
The teachers  
The police on campus  
Riots  
Tests  
Home environment  
Jobs versus school work  
Adolescent confusion  
Not enough interest  
Reputation of the school  
Not having the same grading or education of other schools  
Type of courses  
Banning of speakers  
Money  
Grades  
School government  
Rules  
Fences and guards  
Food at cafeteria  
Disruptive students  
Lack of enough discipline  
Bad attitudes  
Lack of school spirit  
Irrelevant studies  
Lack of things to do in the classroom  
Lack of attention  
Noisy classrooms  
Lack of materials to work with  
Teachers don't like students  
Prejudice  
Stealing  
Boys bothering girls

Fear

School day too long

Some teachers set bad examples

Communications are bad

Poor buildings

Teachers are discouraged

Teachers and coaches side with students

Classes are boring

Atmosphere of hatred

Prejudiced students

ID cards

Student to student relationships

Student-teacher relationships

Teachers who don't do the job

Lack of truthfulness

Homework

Not enough minority teachers

Equal rights like teachers

Freedom on campus

Racial tensions

Not enough minority history

Ditching

Racial inferiority

Teacher incompetence

Teachers lecture too much

Outsiders

Teachers water down classes

Lack of respect

Students don't know how to behave

Students have no voice in school affairs

Laziness

Jealousy among students

Low income at home

Counselors give misleading information

Short lunch hours  
Too much discipline  
Not enough activities going on  
Too far to walk  
Classroom atmosphere uncomfortable  
Low educational level  
Discrimination built up too much  
Feel sorry for themselves  
Too many teachers don't care  
Poor treatment of students

Tabulation of the problems identified by the professional staff assigned to the Citizens' Advisory Committee.

No Administration Center

Racial Imbalance and Racial Tensions at PUHS

The Dilemma between Academic and Vocational Programs

Squeeze on Small Classes

Obsolescence-Educational and Mechanical

Deteriorating Image of Phoenix Union High School

Declining Teacher and Staff Morale at PUHS

The T and I Program, Almost Successful

Lack of Adequate Finances

Other Problems at PUHS

(A detailed discussion of these problems is included on Pages 184-185)

Tabulation of the staff questionnaire

The major problems in the school, according to the staff, are as follows:

Discipline

Educational standards too low or ignored

Attendance is poor

Lack of administrative support

Teachers can't teach reading

Facilities

No respect for authority

Racial imbalance

Lack of motivation

Attitudes

Punctuality

Poor communication

Lack of common purpose among the faculty

Lack of respect

Unqualified personnel in administration

Teachers and counselors (some) too immature

Unstable home life of students

Understanding the needs of industry

Too much free time for students

Poor parent interest

Unattractive facilities

Lack of integration

Teachers not empathetic

Administration too tolerant

Outsiders

Classes too large

Low student self-image

Students have low goal in life

Teachers don't support each other

Not enough trips for students

Newspapers and TV are biased

Teacher-student confrontations

Negative attitudes on the part of everyone

Inflexibility

Prejudice of teachers and students

Lack of rules

Teachers do not know how to teach

Need for educational revisions

Grade schools not doing an adequate job

Operating finances

Poor planning in class offerings

Curriculum is irrelevant

Poor custodial services

Nearness to the City Center

Community pressure

Poverty

Lack of supplies and equipment

No dress code

Apathy

Transportation

Lack of parent-teacher relations

Lack of rapport between academic school and vocational school

Anarchy in rules

Lack of continuity between feeder schools and PUHS

**PROBLEM DISCUSSION AND RECOMMENDATIONS**

The sorting of all of the problems into categories is a logical step. There were many suggestions made during the survey, some of them emphasizing the views of those who have the problems and some of them emphasizing the views of those administrators who will have to work towards the solutions. A common denominator seemed to be to use the general idea expressed by the community as the main concept under which many smaller problems could be grouped. For example, one recurring comment was that "the teachers are bigoted and don't want to teach our kids." As more problems came to light, it appeared that the community and the students questioned the ability of the teachers and the desire of the teachers to do an adequate teaching and counseling job. To make this understandable to as many people as possible, a general category was established for this one aspect: Staff ability/desire to do the teaching job required. Under this umbrella heading could be put every problem which in one way or another prevented a teacher from teaching effectively. "Student boredom" would be a good example of a sub-element. Communication was another major area of discontent among all sectors of the population, and many items were placed under this heading.

Under this system, which is really no better than any other system, the following major categories were identified as the study survey progressed:

- Staff ability/desire to do the teaching job required
- Communications
- Job Development
- Relevance of education to real life
- Counseling
- Cultural Orientation
- Discipline and self-restraint
- The building problem; remodel, rebuild, or move
- The community school concept
- Racial imbalance in the school
- Tutoring teams and facilities

Another very useful way of grouping the problems was suggested by one of the residents in the community. The problems under this system are seen in a different light. The suggestion was to group as follows:

- Problems of cultural isolation
- Problems of the historical past
- Problems of racism
- Problems of administration
- Problems with a sociological basis
- Problems with a technical basis

Regardless of the grouping, the problems are real and need solutions. The point is that whatever grouping appeals to the individual ought to be used as long as something is done as well to solve the plight of the students. Because of the close inter-relationship between the problems, almost any grouping has to be artificial where their effect on human behavior is concerned.

**STAFF ABILITY/DESIRE**

**TO DO**

**THE TEACHING JOB REQUIRED**

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

There is widespread belief among the more vocal elements, especially the young, that the administrative and teaching staff no longer is concerned with educating the students. The belief is that teaching is "just a job," and that the hours are short, summers are free, and one doesn't have to work very hard. This view of part of the community is supported by part of the student body who complain that teachers make assignments for class study and then take care of personal business such as writing checks, making out tax returns, reading newspapers, and even sleeping.

Some in the community, particularly the more educated elements, believe that certain administrators do not tell the truth, do not try to solve the problems, and do not wish to be involved with the community. At the same time there is a growing belief, attested to by the survey, that the present administration is too old and out-of-step with the modern needs of the community and the students.

All of the things which were said to the survey team over many days of personal interviews within the community and the school came down to this question: do the teachers want to do the job or don't they? Many factors are always involved in doing any job, and when those for whom we work do not know of our problems and our desires, the natural inclination is to say "they don't want to work" when it is obvious that the work is not getting done. There is little question that education of a satisfactory nature is not going on for many students, and in that sense the community isn't off the track. What makes up these factors came out of the discussions, and the most important ones are described in some detail, but just enough detail to make sense. For every problem there are countless examples and anecdotes which could be given, but the purpose of the study is to identify the problems to the extent that solutions (and not all the solutions by any means) could be suggested.

The problems are taken up singly in the following order and by the titles indicated on the next page:

Administrative imperiousness

Staff morale

Teacher insecurity

Teacher frustration

Teacher prejudice

Community antagonism

Lack of leadership from the Department of Public Instruction

Student prejudice

Student boredom

Student incompetence on entering high school

Lack of student motivation and goals

Staff support of each other

Establishment of priorities

Research capability

Lack of dedication

Hiring policies

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Administrative imperiousness

Administrators and the members of the Board of Education, but especially the President, have developed a reputation within the community for "knowing it all and not being willing to listen." Individuals who question the rulings and policies gain a distinct impression, from the indications of the survey, that the Board feels on every subject that "this is the way it is because we know best." There are excellent grounds for the community viewpoint, of course, for the traditional role of the Board has been to set policy and establish rules in accordance with white, middle-class standards; and the converse, in the opinion of the minorities, has been to ignore or legislate against minority interests.

The President, according to one source, once told a citizen at a Board meeting to "shut up". The newspaper account of the Board meeting on May 4, 1970, carried the same message of not wanting to listen, as reported by Mr. Peter B. Mann in The Arizona Republic for May 5, 1970. Excerpts of the article, pertinent to this problem, are as follows:

Later, an angry groan swept through the library as Board President Trevor G. Browne abruptly gaveled the session into recess shortly after 9 p.m. He ignored the outburst and walked away from the board table.

...When Browne recessed the hearing, a woman was standing at the microphone waiting to speak. She was the 15th, and nearly all of those who had preceded her had expressed sharp criticism of the budget.

The community senses a contempt for its opinions and desires, and this contempt is another aspect of racism. The usual response from the middle-class reader is not to notice the above incidents, but to concentrate on the political and financial aspects; but to the minority, sensitized by countless historical precedents of the same contempt, the events which were singled out stand out sharply in their minds.

It is very important for the executive and administrative personnel involved to realize that the actual existence of imperiousness may not be intended and perhaps does not even exist in terms of the white, middle-class culture; but is equally important, and fatal to ignore, the fact that the poor, regardless of race, feel disenfranchised and without a voice in the affairs of their own school, and that this situation is deliberate, in their eyes.

Probably a contributing factor to the minority view is the remoteness of the Board of Education, and the administrative personnel. The question was asked of many of the people who were interviewed whether or not they had ever seen or talked to one of the educational leaders on the Board or from the school. The answer was always negative.

The community itself, however, tends to be abusive of Board members and administrators, and very often does not give them credit for working under difficult conditions and with long hours to keep the educational system going. The community does not realize that every hour spent harassing the Board takes away an hour which could be spent on the problems, and that the abusive nature of some of the comments is as offensive to the individual Board members and the administrators as it would be to the individuals if the tables were reversed.

The Board of Education and the administrators also must endure a sizable degree of antagonism from the school staff, and this antagonism with its public dissemination seriously undermines the confidence the Board should have. Here again the remoteness of the Board from the individual teachers within the school is an inescapable factor.

There is a real need to let the community know about the difficulties of the administrative task, particularly as regards the hours required of the Board members on a voluntary basis. To the community, it seems that the only work required is that which is in evidence during the public meetings.

Possible solutions to the problem:

1. The Citizens' Advisory Committee and the Board of Education may want to work together to try to re-orient the administrative staff and themselves to a greater awareness of how the minorities react to the sense of exclusion. The services of an outside behavioral psychologist of a practical turn of mind would probably be useful because of the personal relationships which have been permitted to develop.
2. The Citizens' Advisory Committee may want to suggest the creation of a more formal method of communication with the Board of Education. Current practice of the community is to show up only in times of crisis to solve problems, and then all of the suggestions made are in the form of impassioned speeches. A more business-like approach, with formal, written recommendations, would yield much greater results in terms of Board attention; and if this form of communication were adopted, the appearance before the Board could be to provide further explanation, or to provide proof of political support.
3. The Citizens' Advisory Committee may want to press for the seating on the Board of individuals who are from the ethnic groups of the inner city. This is a slow process, subject to the population facts, and a costly one as well.
4. The Citizens' Advisory Committee may want to seek the creation of a local Board of Education rather than the present City-wide Board. The community survey was ambiguous on this point because of technical problems, but the oral part of the survey indicated a desire to have better control, financially, politically, and educationally.
5. The Citizens' Advisory Committee may want to suggest to the Board that they too visit the community, particularly the inner city area, "rapping" with the residents being the best way to develop an appreciation of and an understanding for their problems.

6. The Citizens' Advisory Committee may want to recommend cultural orientation for the entire school staff. Dr. Robert Cassavantes, on the staff of the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico, was unusually effective in this respect. The importance of getting individuals who do not create more hostility than they dissipate is extremely important, however, and due care should be exercised in this regard. For additional suggestions, Dr. James Olivero of the Lab is the best contact.

Obstacles to be overcome:

1. While their numbers may be small now, there are individuals in the community of some importance who share the opinion that the present Board and the administrators working for them cannot be trusted, and that these same people do not want to solve the problems. Some members of the Citizens' Advisory Committee share this view, so this would be an excellent point of departure for getting to the bottom of the divergence of views.
2. Changes in behavior are at best problematical. One of the unfortunate aspects of acquiring an education, with its formal medals and scrolls, is that it creates in some of the individuals who have the education that they are the "elite." Practical work experience or practical welfare experience isn't quite as good. "Knowing it all" very easily is taken as snobbery, and is especially offensive to the minorities. If the change in perceived behavior is minimal, the resentment will be a serious obstacle to a genuine working relationship.
3. Any attempt to change the composition of the Board of Education, or to request more minority representation at the administrative level, will be likely to be seen as an accusation of incompetence. The dominant society does not like being told that it can never understand the minority society. The resentment from such implications is likely to make things difficult.
4. The attempt to create a local Board of Education, with members elected from the inner city, runs counter to the centralizing thrust of the educational institutions. Such an attempt will also

involve executive and legislative assistance at the State level.

5. Should a member of one of the minority races succeed in getting elected, the current insensitivity of the various racial groups for each others' culture may prove to be a serious source of friction.
6. The general lack of tact and civility, coupled with a very noticeable lack of humor, has made many of the contacts between people harsh and unrewarding. As long as there is little warmth, or respect, or love, the lack of real progress should not come as a surprise.
7. The tendency to state educational objectives in racial terms appears to be hindering progress in solving problems. The objectives ought to be to "help the students" rather than to help any particular race more than another.
8. The Citizens' Advisory Committee may want to have the dissident elements in the community recognize that the present Board of Education and the administration are in office for some time to come. This realization should build up positive support for the Board, so that action can be taken on constructive measures this year to solve some of the learning problems. In particular, the humanity of the Board and the chief administrative officer should be recognized; abusive confrontations are likely to be as counter-productive when tried on Board members as such actions are on individuals in the community. The example set by adults is quite important to the students, and the students have stated many times that the adults do not pose the example they should.
9. A major obstacle for this Board, and perhaps for any Board, is the lack of credibility. Much of the heavy work-load on school business is unknown to the community. The remoteness of the Board and the administrative officers is a factor in this, as would be expected. How to communicate the intensive work schedule required to handle the business of the school is what has to be decided. If the Board is working on problems which

the community has suggested, the community doesn't know it. If a member of the Board, or an administrator, has actually "lied" to someone in the community, there is no opportunity to adjudicate the matter. Credibility suffers accordingly, and this lack undermines community belief in the Board.

10. Many individuals working in the school system, in the educational system at the State level, and in fact in much of our society, are afraid to make any statement whatsoever about the business at hand for fear of offending the "powers that be." Such mistakes as might be made inadvertently apparently are now irreversible, and are considered cause for dismissal. Perhaps we all might work on not taking everything quite so seriously. The sense of humor should start at the top. Solving people problems is infinitely more difficult in a group whose sense of humor has fled.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Staff morale

Staff morale has been pin-pointed by the professional staff as a serious problem. Conversations with a limited number of teaching staff indicate that this is an active problem. The community survey did not yield any data on this subject. The student survey indicated a significant amount of dissatisfaction with the teachers in terms of trust and respect. But the best indication of the attitudes came from the staff survey. Question No. 3 indicated that fifty-one (51) per cent of the staff would take an immediate transfer. When asked what the major problems at PUHS were, the staff did not mention pay, or time off, or professional status. They did mention, as can be seen from the tabulated results of Question No 35, such things as discipline, attendance, motivation, communication, apathy, poor facilities, parents, and others, but with the first three items taking the most attention.

Possible solutions to the problem:

1. Leadership and unity within the staff are essential if maximum attention is to be devoted to the problems of the students which reflect on morale.
2. Staff re-orientation to a positive outlook may be a recommendation of some importance for the Citizens' Advisory Committee to make to the administration, with a commitment to help the teachers constructively with a minimum of rhetoric.
3. The Citizens' Advisory Committee may want to recommend stronger administrative encouragement for the younger teachers. The frustration level of the younger professionals is much lower than it has been for professionals in the past, according to those who remember the problems "back than".
4. The Citizens' Advisory Committee may want to recommend that more attention be paid to the rising level of intolerance for different views within the teaching profession itself, both as it reflects on discipline and social philosophy.

5. The Citizens' Advisory Committee may want to meet with some of the teachers individually, without creating a threatening atmosphere, to secure their cooperation in helping to identify the problems and work towards their solutions.
6. The Citizens' Advisory Committee may want to use student participation in helping to solve the most serious student behaviors which reflect on staff morale.

Obstacles to be overcome:

1. A discussion with the Citizens' Advisory Committee would be considered threatening to some teachers. Human relations are sorely tried in this area at this time, and a great deal of tact would be needed to secure any meaningful communication.
2. The Citizens' Advisory Committee would have to develop detailed guidelines for handling information gained from the teaching staff. Principle and ethics in disclosing such information would have to be a major concern. The practice by some members of the Citizens' Advisory Committee has been to relay some of this information back to the community, and some of the confidential data has been "lifted" during the meetings.
3. The Citizens' Advisory Committee may want to recommend the establishment of workable grievance sessions, without formality, where the student-teacher-community disagreements could be aired.
4. The development of a skilled moderator is a must for this type of discussion, but this skill is difficult to find or develop.
5. Student opinion is very important in this regard, and is a factor whose basic thrust must be turned around so that it is more positive. It is true that the basic changes must be made by the teachers in their own attitudes because of their position and their education, but there are also changes which are warranted in the attitudes of the students. Question No. 10, for instance, in the student survey indicated that many students felt that the teachers do not try to show trust. Question No. 12 shows that many students feel that the teachers do not try to help them in their studies. A significant

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Teacher insecurity

Teacher insecurity is a basic problem in teaching today. Events within the last few months, as reported by teachers and administrators during the survey, and as noted in the local newspapers, are not reassuring for a teaching staff. Among some of these, the following events give some idea of the specific acts or reports which lead to a feeling of insecurity:

- a. The newspaper attacks on Mrs. Ingrid Montano, with her subsequent resignation.
- b. The minority attack on the elementary teacher in the Phoenix Union System, with her subsequent transfer.
- c. The wholesale demotion of principals in Scottsdale.
- d. The physical attacks on teachers by students, as noted in the staff survey where thirteen (13) per cent reported feeling threatened by students, while thirty-four (34) per cent reported that they had been threatened.
- e. The threat posed by outsiders, where fifty-eight (58) per cent of the teachers reported that their classes had been interrupted by outsiders.
- f. Community pressure, usually antagonistic, of such a nature that seven (7) teachers reported that they had encountered such pressure.
- g. The disapproval of colleagues, where ten (10) teachers felt that this was a factor of some significance.
- h. Lack of support from administrators on discipline problems.

number of teachers are there "just for the job", according to the results of Question No. 18. Prejudice on the part of the teachers did not turn out as large a quantity as the community may have expected (at least the vocal ones) but Question No. 11 still shows a need for improvement. In asking about teachers' fear of students, the numbers reported who do show fear are significant, and this same fear is recognized in the community (probably through the students) and within the staff itself. Fear, in fact, appears to be playing an ever-increasing role in all of our lives.

Possible solutions to the problem:

1. Community antagonism for most of the teachers would be dissipated to a great extent if there were more contact between the community and the teachers. There are obvious discrepancies in the data when teachers report as many home visits as they do in Question No. 5, and students and community residents report astonishingly lower numbers. Regardless of the beliefs of either group, there is not enough contact, and the Citizens' Advisory Committee may want to recommend that the teaching schedule be amended so as to allow more time for this function of home visits.
2. The community social workers are not able to do the visiting required, chiefly because of lack of numbers, but also because much of their time is spent in the school. The Citizens' Advisory Committee may want to suggest changes in both numbers and place-of-work.
3. Discipline will have to be established for the safety of everyone. Primarily, this has to be a matter between the teachers and the students, but the community involvement is essential, particularly on the part of parents. The Citizens' Advisory Committee may have to make personal visits to the parents of chronic trouble-makers, or special guidance counselor/student teams may have to be created to make such home visits, always including a member of the local neighborhood community.
4. Outsiders may have to be arrested in order to establish some ground rules understood by the fractious elements within the community.
5. The newspaper editors, if they understood the damage caused by unbridled attack, would probably be susceptible to a more reasonable and civil approach. The Citizens' Advisory Committee recognizes that an approach has to be made to the media. The proper man to contact is the owner and publisher, Mr. Eugene Pulliam, if all else fails
6. The support of colleagues and administrators is essential if the younger and more inexperienced teachers are to make a success of

teaching at PUHS. Such support sometimes turns into a perceived threat, and this factor has to be guarded against in trying to help fellow teachers. The Citizens' Advisory Committee may not have much to offer in this regard except to make it known to the staff that they would support such help in the interests of improving teaching by lessening the feeling of insecurity.

#### Obstacles to be overcome:

1. The students have to approve the use of guards to keep outsiders out, and have to be involved in the decision to have guards. Without this involvement, students tend to destroy the effectiveness of the guard system.
2. Many teachers do not have time to make home visits, and a reduction in teaching load means a need for more money to take up the slack.
3. Teachers reflect the rest of the community in their inability to agree on anything or to get together for mutual help.
4. Morale is poor now, and it will take a real effort on the part of the administrative leadership to undo the low spirits.
5. Teachers know of poor performance by colleagues, and have to have the courage to insist on high-calibre performance, and to help when such performance is not forthcoming. The teaching profession is notably reluctant to interfere in such matters, which is a serious obstacle to the improvement of teaching.

Study of PUHS - Staff ability/desire to do the teaching job required.  
(Paragraph 1-b)

Discussion: Teacher frustration

There should be little doubt that the teaching profession today is beset with serious frustrations. When the sum total of the staff questionnaire is boiled down, the three main problems confronting the modern-day teacher are the ability of the students, their motivation, and their behavior. There are many other problems, of course, and a good look should be taken at the answers to Question Nos. 35, 36, 37, and 38. The teachers place some of the blame on the profession, some on the administration, some on the students, and some on the parents. One placed the blame squarely on industry for not providing jobs for minorities. Pay, buildings, parking, and status were seldom mentioned, some of them not at all. It should be remembered that there are approximately two hundred and twenty-five (225) teachers, of whom only one hundred and ten (110) or so answered the staff questionnaire. There is, accordingly, no way at this time for this study to indicate if fifty (50) per cent of the staff like what they are doing or want to escape.

Possible solutions to the problem:

1. The major frustrations, educational level, student motivation, and student behavior, are long-range problems, which will require new ideas and techniques which involve the entire community. These appear as suggestions in the section of the study entitled "An Educational System for the Inner City."
2. The Citizens' Advisory Committee may want to look at the other problems which are of an administrative nature, perhaps, with the idea of making suggestions.

Obstacles to be overcome:

1. Some of the teachers are discouraged, and may not be willing to make an effort.
2. Students also may refuse to cooperate in the modification of behavior.
3. Student ability will still be a problem for some time to come, and may make it difficult to accomplish much immediately.
4. Community antagonism is easier to create than it is to eliminate, and this antagonism, particularly in the newspapers, adds to the frustration of the teaching profession. There is no easy method of getting the other side of the story across, since teachers do not own newspapers.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Teacher prejudice

Teacher prejudice, including symptoms within the administrative and counseling personnel, is thought to exist in the school by the younger members of the community, and by large numbers of the current student body. The magnitude of the belief, justified or not, is sufficient to cause a serious block to effective teaching, particularly of attitudes. The student survey (Question No. 32) indicated that out of a total of ninety-seven (97) responses, seventy-eight (78) students felt that students were sometimes treated unjustly. Unjust treatment can be contained as an explosive issue if there is a source of relief for the victim, but the survey also showed (Question No. 33) that fifty-nine (59) out of a total response of ninety-one (91) felt that the students had no recourse. It is in this area of human frustration that much work needs to be done by the staff and the students.

Possible solutions to the problem:

1. Appointment of an ombudsman with real authority to adjudicate.
2. Re-training of teachers, counselors, and administrative personnel to the changing student-staff relationship, primarily to eradicating the authoritarian aspects of the relationships. This should also include intensive training on what behavioral responses are considered unjust, whether coming from student or teacher.
3. Establishment of clear guidelines of behavior for both students and staff, with stated and identified penalties for infractions, with students also participating in the development of the guidelines.
4. Establishment of new guidelines and procedures for expulsion and other punishments, with the elimination of penalties which jeopardize a continuing education, and including the administration of special help for make-up work.

5. Establishment of a periodic progress routine, allowing the student to know when he wants to know how much work he has done in class and how much he has to do, and what will prevent credit for the class if not completed.
6. The Citizens' Advisory Committee may want to recommend some permanent system for finding out how students and teachers feel with respect to prejudice and injustice. Perhaps this should be a search on a periodic basis for grievances.
7. Many accusations of teacher prejudice were cultural misunderstandings, particularly with the Mexican-American community. The "extended family" concept is not fully understood, the "compadre-commadre" concept is not understood, and the influence of "macho" is not understood, to mention just a few cultural differences. The boisterousness of some of the students is normal in their social community, abnormal in the white middle-class situation, for another example.

#### Obstacles to be overcome:

1. Most ombudsmen have little real authority, as the Americans apply this overseas custom; and without authority, quick solutions cannot be found.
2. Teachers are authoritarian by training, and resist being questioned on decisions they have made, especially when the questioning comes from the students (where it should come from).
3. The establishment of clear guidelines of behavior with clear penalties is difficult for a heterogenous society.
4. The concept of punishment is difficult to change; at this time, punishment is considered most effective when it deprives the student of education (expulsion, push-out, etc.).
4. The establishment of real progress measurement is a great deal of work for the instructional staff; and is sometimes looked at as an administrative threat, since it does provide a technique of teacher performance evaluation. This has to be developed for the good of the student, not for the good of the administrator in checking on the instructional staff.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Community antagonism

The antagonisms of the community towards the school can be looked at in three categories: that against the teachers, students, and administrators. Briefly, the survey showed this picture:

Against the teachers:

- a. The "militant" minority who states that they are racist.
- b. Some parents who feel that they do not teach their children.
- c. Some individuals who feel that they do not maintain adequate discipline.

Against the administration and the Board:

- a. The "militant" minority who says they are racist.
- b. The "moderate" who says they do not understand the minority problem, since they are "white" and do not live in or visit the community.
- c. A vocal element which feel that they are not models of economy and wise management.

Against the students:

- a. A small retail merchandising group which doesn't like shoplifting, which some of them feel students like to do.

The degree of acceptance of the school was considerable, and should be heart-warming to those Board members and administrators who feel that there is more antagonism than there is. These hostile comments are far from being the majority at this time, at least from the survey viewpoint. But there are areas where a little effort would go far to prevent hostility from increasing.

Solutions to the problem:

1. Occasional visits to the community are a "must" in these times for the teaching staff, especially since this is one of the main criteria for the community judgement as to whether a teacher cares about the students.

2. The administrative team should utilize the institutional leadership within the community to develop plans and to monitor its own progress in achieving educational objectives. It is very important to draw the disaffected elements within the community into this inner circle of planners and implementers, and to be certain that no impression of being "persona non grata" is conveyed by word or deed.
3. Much of the opposition will evaporate if the school can begin to provide educated graduates, individuals who are schooled both in subject matter and civil manners.
4. The "know-it-all" attitude, while it may be a proper and realistic attitude to take within the confines of one's own bedroom, does more to hurt the teacher, administrator, and Board member than any other single personal relationship cause. One of the Superintendent's remarks was to this effect, as the interviewer was told many times. The Blacks in particular have pointed out that unless the listener is "looking at his lips", he isn't listening.
5. For the "economy" critics, there is no solution but to see exactly how things are done in the accounting department. This can be a nuisance to administrators, but it is also a nuisance to have tumultuous public meetings, etc.
6. Elaborate courtesy on the part of the school staff, particularly clerical and secretarial personnel, cannot be over-stressed when dealing with the minority public. There is never an excuse for bad manners, and this school should pay special attention to make certain that every employee is helpful to all callers and visitors irrespective of status or race. This is such an important area of public relations that intensive training is essential.

**Obstacles to be overcome:**

1. The real effort will involve convincing the school staff that courtesy pays off in the long run with fewer complaints against the school. Manners have been on the decline for some time throughout the inner city, and the constant strain of confrontation is showing.

2. The school apparently has a policy whereby the answerer of a school business phone insists on the name of the caller but refuses to release his or her name. Reportedly this is the policy of the Personnel Office. Perhaps the times require this practice, but it still is a practice that is not expected from one's own school. The Citizens' Advisory Committee may want to explore the effect this practice has on the view of the school as being courteous.
3. The Citizens' Advisory Committee may want to explain to the community, perhaps at some length, how discourtesy on the telephone is not warranted when calling the school. There have been a number of instances of this, many of them upsetting to the staff.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Lack of leadership from the State Department of Public  
Instruction

There are doubtless a number of examples which the minorities have felt need attention, but two in particular have been mentioned as meriting action. One of these is in the area of bi-lingual education, especially in the teaching of subject matter; and the other has been in the idea that the cultural heritage should be incorporated into the school curriculum. The multi-cultural approach has been thrust out of the school system in the past, and there is still wide-spread antagonism to using Spanish in the schools.

All this is slowly changing, however, with the availability of Federal funds. The objective of the minorities today is to have language and heritage taught in the primary and secondary schools. A number of school systems have submitted proposals to perform instruction in Spanish. The State Department of Public Instruction has been "foot-dragging" in this respect, as the bi-lingual educators have noted publicly. They note such news releases as HEW puts out, where Texas and California apply for grants to start or continue bi-lingual programs, and they cite the performance of Arizona, to take just one news release, where only one school applied.

From the minority viewpoint Arizona, with its large population of Indians, Mexican-Americans, and Blacks, should be in the front of the pack. The proper posture would be to push the school districts to submit proposals in order to receive a fair portion of the \$21,250,000 which was available in this one news release. What the Spanish-speaking minority remembers is the cut-back in funds instituted by the DPI earlier in the school year when it was reported that no useful project could be found. The minority view is that if one of their own number were in a policy-making position, the active generation of minority educational programs would naturally follow.

Many other states were listed in this news release, but those schools submitting programs from California, Texas, and Arizona are shown here for comparison. It should, however, be noted that the DPI may have other programs, and in fact have other plans, but if this is the case the facts are not known to the community. The HEW news release then becomes a reference point for the minority educator.

Arizona systems applying were as follows:

Arizona: SOMERTON, Somerton School District No. 11, Spanish

California systems applying were as follows:

California: AUBURN, Area III County Superintendents Review and Control Board, Spanish; CUCAMONGA, Cucamonga School District, Spanish; EL MONTE, Mountain View School District, Spanish; ESCONDIDO, Escondido Union School District, Spanish; FOUNTAIN VALLEY, Fountain Valley School District, Spanish; GILROY, Gilroy Unified School District, Spanish; KING CITY, King City Joint Union High School, Spanish; LOS ANGELES, Los Angeles Unified School District, Spanish; MONTEBELLO, Montebello Unified School District, Spanish; ORANGE, Orange Unified School District, Spanish; PICO RIVERA, El Rancho Unified School District, Spanish; RIVERSIDE, Office of the Riverside County Superintendent of Schools, Spanish; ROWLAND HEIGHTS, Rowland School District, Spanish; SAN BERNADINO, San Bernadino County Superintendent of Schools Office, Spanish; SAN FRANCISCO, San Francisco Unified School District, Spanish; SAN JOSE, Alum Rock Union Elementary School District, Spanish; VISALIA, Allensworth School District, Spanish.

Texas systems applying were as follows:

Texas: ALICE, Alice Independent School District, Spanish; COLORADO CITY, Colorado Independent School District, Spanish, CORPUS CHRISTI, Corpus Christi Independent School District, Spanish; DEL VALLE, Del Valle Independent School District, Spanish; EDINBURG, Edinburg, Consolidated Independent School District, Spanish; EL PASO, El Paso Independent School District, Spanish; GALVESTON, Galveston Independent School District, Spanish; KINGSVILLE, Kingsville Independent School District, Spanish; ORANGE GROVE, Orange Grove Independent School District, Spanish;

PORT ISABEL, Port Isabel Independent School District, Spanish; SAN ANTONIO, Alamo Heights Independent School District, Spanish; Northside Independent School District, Spanish; South San Antonio Independent School District, Spanish.

In other areas involving the minorities, the State Department of Public Instruction has been criticized for its lack of leadership in the hiring of teachers and counselors, and for the lack of cultural awareness materials and instruction in the school systems. The State Board of Education, responding to minority pressure, authorized the formation of advisory commissions of the major minorities to advise the Department of Public Instruction. Numbering at least thirty (30) individuals, the main result has been to stem the flow of criticism by making another study with recommendations. These recommendations, analyzed in part in preliminary form, are the same pabulum of generalities and rah-rah for freedom and justice. Committees seldom can come up with specifics anyway. The real effect of the study is to placate the minorities, letting them think that real educational reforms are "on the way." There is little in the preliminary reports that the educators did not already know, in fact; so the real need is for specifics, such as this:

- a. The reading level of the students in the fifth grade classes at \_\_\_\_\_ elementary school is at the third grade level, as measured by the test results we have checked.
- b. One remedial reading teacher per class is needed to make substantial improvement of at least two grade levels in one year.
- c. These remedial reading teachers should be hired from the community, full or part time, and should be trained in the teaching of reading and writing this summer for use in the school this coming school term.
- d. Formal educational requirements should be waived if the ability to teach is known to exist or can be measured by trial.
- e. The names of individuals in the community who would be interested in such an assignment are attached, with resumes.

Possible solutions to the problem:

1. The State Department of Public Instruction responds best to pressure from the teaching profession and the academic community. It is important for the Citizens' Advisory Committee to understand that the Department personnel look at themselves as the "experts", and advice or suggestions from laymen (which the Committee is considered to be) often goes ignored as "not being expert". The support of teachers and academic professors in the minority ranks is very important, and this support should be unified, speaking with one voice on one group of problems at a time. The views of recognized educators supporting the Committee's developed design should be sought.
2. An alternate solution to hiring individuals from the community would be to have the regular classroom teachers taught the skill of teaching reading and writing. There are real problems here, as most educators will admit in private; for most of the young teachers have come through the same system of education as the students of today, and their own skill in reading and writing is often very inadequate. Questions Nos. 35 and 36 of the staff survey provide some insight into what is involved, even if an assumption of hurry in filling out the questionnaire is made.
3. Another solution for the Citizens' Advisory Committee is to ask for an analysis of the reading and writing systems which have been in vogue in the United States since 1800. There is no amount of effort that would have such beneficial results if the drudgery of language skills could be moved back into the early years of schooling where it once was. If the school could arrive at an optimum system for this population, and institute its use in the primary grades, much would have been accomplished. There is no lack of community support for this course of action.

Obstacles to be overcome:

1. There is a fear within the organization to make decisions or to let outsiders know what is going on without approval from the top.

2. There is an "in-grown" quality caused by the fact that nearly all personnel are from the educational field, with very little representation from other professions and trades at the policy-making level.
3. There is a serious lack of communication between the working-level individuals of the DPI and other educational institutions within the metropolis. This obstacle also has its roots in the fear of being wrong, as noted above, in releasing information.
4. The minority education problem for the inner city does not have its own specialists, whose sole assignment is to work on the inner city tasks which require action in the immediate future and in the long-range future. Those who do work on such problems are not stationed within the ghetto or the barrio areas of the inner city, and are largely unavailable to the community as a result of their having offices out on West Camelback Road.
5. The "committee" approach is the solution used to work on problems, even though there is general recognition that committees seldom get much done except meet.

Study of PUHS - Staff ability/desire to do the teaching job required.  
(Paragraph I-b)

Discussion: Student prejudice

Nearly sixty per per cent of the students (Question No. 14) report that they do not think of themselves as prejudiced. The community, in the oral survey, provided somewhat the same opinion. The staff, had it been asked, would probably have come up with the same opinion. With these opinions, there is little doubt about the general population not understanding prejudice. The self-image of many people is quite different from the facts.

Possible solutions to the problem:

1. The students need early orientation in prejudice, and this orientation has to be provided honestly. The racism of the various races for each other has to be explained early in the educational process, and constant re-evaluations of student views have to be made to determine the effectiveness of the learning situation. The evils of overt and hidden prejudice need to be brought into the open for discussion if attitude changes are to be hoped for.

Obstacles to be overcome:

1. Prejudice and racism are hidden, for the most part, and it is difficult to uncover such attitudes so that they can be changed. Evidences of racism, direct and indirect, were uncovered during the survey. There was the racist view of the Anglo against the Mexican-American and the Black, of the Mexican-American against the Anglo and the Black, of the Black against the Anglo, and of the Anglo and Mexican-American against the Indian. No indication was detected with respect to Black feelings against Mexican-Americans or Indians. The Indians said nothing of a racist nature. Such racist views as were indicated need to be exposed.

2. The various organizations which are being formed within the community (The Black Coalition, the Brown Coalition, The Valle Del Sol, The Black Panthers, The Muslims, The John Birchers, for example) have members, even leaders, who are known to utter racist remarks. These organizations are either racially exclusive already, or are beginning to show tendencies in that direction if the remarks of the leaders have any weight. The Citizens' Advisory Committee may want to emphasize for the community and the school what this racism is and what it means for the community.

Study of PUHS - Staff ability/desire to do the teaching job required.  
(Paragraph I-b)

Discussion: Student boredom

The ability and desire of the teaching and counseling staff to do the necessary educational work with the inner city student is closely tied to student boredom with school. The students brought this aspect of education up many times during the interviews, and this has been a common complaint for many years in all school systems. Of the eighty-nine (89) students who responded (Question No. 15), seventy-four (74) students reported that one or more teachers bored them during class, for a total of one hundred and twenty-six (126) boring class sessions.

The students, in another question dealing with boredom (Question No. 1), indicated that sixty-nine (69) of their number were bored some of the time, and twenty-one (21) were bored without qualification, with only nine (9) stating that they found school not boring. Even so, in checking to see if the students liked to go to PUHS (Question No. 2), sixty-seven (67) out of ninety-four (94) liked to go to school, with only twenty-three (23) indicating that they did not like school. The answers given by the students (Question No. 15) indicate that the primary cause of boredom is too much talking by the teacher. There are other factors mentioned also, and the data should be referred to for a better insight.

Possible solutions to the problem:

1. There probably isn't much doubt that curriculum, teaching methods, and student-teacher relationships will all have to be changed. The Citizens' Advisory Committee may want to ask the Board to initiate a far-reaching examination of the new educational system which today's youth need, especially in the inner city.

Obstacles to be overcome:

1. Such studies are costly, and money will be a serious objection.
2. The defenders of the "status quo" among the faculty at PUHS, at the University, and within the other educational agencies will resist changes which will undoubtedly call into question their present competence.
3. The teaching staff does not see the teaching which goes on at PUHS the same way in which the students see it. For instance, the students (Question No. 1) indicated that twenty-one (21) per cent of their number were always bored, with an additional seventy (70) per cent indicating that they were bored sometimes. At the same time, the teacher survey, asking what three problems were the most significant (Question No. 35) did not single out boredom as a problem. The implications are that either the two groups are not talking this problem over, or the teachers are not aware of the importance of boredom in the learning situation. But the two student questions dealing with boredom, as indicated, are substantiated in any discussion held with students.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Student incompetence on entering high school

Students entering the high school from the "feeder" schools are reported to be unable to perform basic skills tasks of reading, writing, and mathematics at a satisfactory level. The staff survey pointed this out. Many of the students, despite the majority reporting that they read and write with competence, report that they have great difficulty understanding their books and outside reading assignments; and that they dread papers and compositions which are required because of the difficulty they have in writing. A casual survey of university minority students yielded the same report. This basic failure insures low-level performance in all other subject areas.

Possible solutions to the problem:

1. The solution for those students now in grades 5 through 12, starting at the next term, is an emergency reading and writing skills program to develop competent skills in reading and writing the English language.
2. The solution for the grades prior to 5<sup>th</sup> is a concentrated effort to use the most effective system for teaching these skills.
3. Additional work should be done in this area by the subject teachers in the high school, with emphasis on grammar, syntax, and spelling. The students should be shown.
4. The Citizens' Advisory Committee may exert some influence on the attitudes of the older students and their parents on the development of reading and writing skills. It will seem "babyish" to many, and this attitude will have to be changed.
5. The Citizens' Advisory Committee may want to make the results of reading tests known to the public, and to parents for their own students. The testing of writing skills is also necessary, and this information needs to get to the community. Neither students or parents, at least from the survey, are aware of the lack of ability or of the real meaning of measuring and

knowing how things really stand. Support for remedial programs would come from the community if the leaders were fully aware of the need for action.

Obstacles to be overcome:

1. The financial effort involved in any extensive remedial program is likely to be a barrier to action.
2. English as a subject is not liked by students, to a large extent, and this will be an attitude which hinders progress.
3. The training of skilled reading teachers, college-educated or not, will require strong and effective organization and leadership. Time is short to get this effort underway.
4. The remedial work in spelling, grammar, sentence structure, and written composition will seem "babyish" to many of the older students.
5. The subject teaching staff may resist remedial reading and writing instruction if it becomes a partial responsibility for them.
6. The home environment in many cases is not able to provide the necessary motivation or practice in the development of language skills.
7. Many of the teachers are themselves lacking in skilled reading and writing practices.
8. Student teamwork and cooperation to help each other is essential, but the development of this capability is not easy.
9. The development of high-interest teaching techniques for these subjects is too difficult to initiate here, thus making it almost mandatory that the systems used in other locations should be explored so as to minimize the effects of starting late in the year.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Lack of student motivation and goals

Students, both those who are still in school and those who have dropped out, often cite the lack of a recognizable goal for being in school. The usual observation is that neither the counselor for the student nor the student himself could decide on a specific goal, and therefore the counselor marked down on the card or the paper a "general" course of study. Since education in itself and for its own merits is not an acceptable goal in our society for the majority of people, the end result is a drifting through school. With the disappearance of the goal of "doing well" there is no logical reason for taking school performance seriously, a situation which is all too evident.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to identify as a first step adult goals in life which have more or less set an example to the students. These goals in the past have usually been money and power, material comforts, and sex, at least in the opinion of many of the youth of today. Translated into the interests of the young, one finds an intense interest in money, cars, and sex, goals which for the purpose of this report have no moral or ethical judgment involved. There are other goals for some individuals, particularly those involving a spiritual thrust or an idealistic desire to help one's fellowmen. The important factor is to recognize what the examples are, since a solution cannot be effective without an understanding of the value system established by the adults.

The Citizens' Advisory Committee may decide that a job in the adult world is the major goal for the majority of the students, since from the job will flow the income to permit many other activities and acquisitions of the material comforts. The educational system could be required to provide just that amount

of job-related education required to obtain a salary in the student's chosen field of work, doing away with subjects and courses that are not necessary.

The Citizens' Advisory Committee may ask the school and the student to make a job choice early in the educational career, so that the motivation to learn can be tied to an eventual position in the adult world, always assuming that easy and non-penalizing changes could be made.

This is one solution which works with adult drop-outs.

2. Another solution is to change the community and student view of education, where the getting of an education is the end goal in life. This has been an effective factor in motivating study for a long time. The recent trend in schools all over the United States is against this goal, however, and it is not likely to be a short-term possibility for Phoenix Union High School students.
3. Another solution is to let those students who lack the motivation to learn drop out of school, as they are now doing, but with the provision for getting direct, job-related training as soon as they leave school. This training would prepare them for immediate placement in the working world.
4. A fourth solution would be to revise the learning situation in order to allow more individual experience. There is no known proof at this time that an individual approach to learning for adults operating at the level of competence of the students at this high school would work, principally because of stabilized attitudes of rejection towards education. The Citizens' Advisory Committee may want to recommend a pilot project in individual learning where the student would progress at his own rate, and where the bright student might finish high school in one or two years, if not sooner, merely by mastering the technique of communicating and the subject matter required for graduation.

5. The Citizens' Advisory Committee might want to tie solutions (such as #1 and #4) together.
6. The eventual solution, however, will be found to depend on adjusting the school situation to the realities of life, both in and out of the school. The Curriculum and the methods and the application can never depart too radically from reality without encountering the cry of "relevancy". The community and the school may not like "reality" as a limiting force in education, and in fact many of the older citizens may reject reality, as youth see it, out of hand. The real world, as youth sees it, was established by the adult world. Education, to be successful, will have to match this real world more closely than it now does, with change in the objectionable features coming jointly from the community (by example) and the school (by example and teaching). The characteristics of human nature must be an integral part of this program, so that motivation can be stimulated and channelled. This would involve a wide-ranging effort, which the Citizens' Advisory Committee may want the school and the community to begin.
7. There are a number of school systems which have initiated programs designed to improve student motivation. Some of these are discussed in the section of this study entitled "Educational Ideas and Concepts."

Obstacles to be overcome:

1. The emphasis on job related education would meet firm resistance from the advocates of a liberal arts education, and this is a powerful force in American education.
2. Staff resistance to individualized instruction is usually a very significant factor in the success of such programs. This is the universal report of those administrators who have tried to implement such instruction. Most of this resistance comes from the greater amount of work required from the teacher, the

greater degree of competency over a wider spectrum of a particular subject, and the pressure applied by students who want to have their work checked "now" so that they can proceed.

3. Some student resistance is quite strong because of the change from the protective web of group instruction to the lonesomeness of individual instruction. Some also have difficulty in pacing themselves after so many years of being in lock-step.
4. Financial costs are greater because of the reduced teacher/pupil load required for students with low competencies in reading and writing.
5. The self-image of the students is such that when asked if they thought they had the ability in reading and writing the response was that eighty-one (81) per cent thought they did. A confrontation with the facts would create a psychological problem of some importance for many students, not to mention their parents, and this should be included in the plans for the school. Question No. 5, which shows this, also shows that this belief is held mostly by the minorities, but not by the White population in the school.
6. The restructuring of the roles of the teachers, counselors, administrators, and students will be a necessity, but the changes will be difficult to explain and to implement because of the normal human resistance to change and the possible threat seen to "authority."
7. There is reported to be a lack of communication and a lack of tolerance between the Vocational Education Staff and the academic High School Staff. However, this problem was not verified, at least for PUHS; but there is a strong tradition for this state of affairs.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Staff support of each other

Everyone knows how individuals tear each others' reputations to shreds. The destruction of another's reputation is quite commonplace within society, perhaps not quite so openly in the past as it has become in the present. Professional ethics did have some weight in the matter. Today it is not uncommon to hear students, teachers, parents, leaders, administrators, counselors, and everyone else pointing out the negative characteristics of all of us. This problem was identified during the staff survey.

Possible solutions to the problem:

1. The teaching staff is the first place to start in curing this habit of destructive criticism. However, the social and psychological factors involved are so complex that real leadership is required to initiate the action, and without unusually fortuitous circumstances this leader almost has to come from outside the system. The teaching staff has to look at itself as a team working to a common objective, not as individual members with no ties to this team. And someone has to identify the objectives and the rules, and the team has to have a way of measuring performance without becoming a threat to the individuals in a career sense. The Citizens' Advisory Committee may want to suggest this approach, but will probably want to specify that the staff itself take a leadership position in the improvement of the staff's relationship with the minority student.
2. The Citizens' Advisory Committee may want to recommend that the community pressure be relaxed long enough to allow the staff to come together to solve their own relationship problems.
3. The Citizens' Advisory Committee may want to recommend the hiring on a consultant basis of a realistic expert on human relations, with a strong emphasis on practical social and individual psychology.

This person should be an outsider to the community and the school system. A recommended contact would be Dr. Walter Mulholland, 8 Library Street, Dryden, New York 13053, telephone number 1-607-844-4082.

4. The Citizens' Advisory Committee may want to recommend the hiring on a consultant basis of Dr. Robert Cassavantes in order to develop a realistic understanding in the mind of every teacher hired to teach at Phoenix Union High School of the attributes of the culture of poverty. Regardless of dedication and learning, there is no easy way to comprehend this culture without outside help. Dr. Cassavantes, if he has not already gone to Washington, can be reached through the Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico. An understanding of this culture will do much to dispel the disagreements over educational and disciplinary philosophy evident in the teaching staff.

#### Obstacles to be overcome:

1. Money for such consultants will be hard to come by.
2. The teaching staff has many demoralized members whose desire to teach effectively at PUHS will have to be built up.
3. The teaching staff may resent being asked to be more circumspect about their remarks about their fellow teachers, particularly when the ethnic teacher is talking to the minority community. There also may be resentment at being asked not to be so destructive in newspaper interviews, where recent comments have not been complementary.
4. The teaching staff will have members who will not want to participate in leadership conferences leading to better relations.
5. Some individuals on the Citizens' Advisory Committee will object to outside consultants.

6. Factions within the community will do and say things that tend to keep the staff factionalism alive.
7. Selections of staff on a racial basis is a matter of concern, particularly where such staff members are not fully qualified; and considerable public relations effort will have to be made to assure the cooperation and help for these newer teachers from the older, certified staff members.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Establishment of priorities

"The school has its priorities all wrong" was a common statement made to the survey team during the interviews. The comment came from the individuals with some higher education. "Our kids are dying" was the most poignant expression of this maladjustment of priorities. Very few individuals could define the priorities which the school was establishing, and it was difficult for the survey team to discover specifics. However, the gist of the complaint appears to center around the inability of the students to do more than third or fourth grade work when they leave school, even if they should graduate. The life-long effect on the future, especially in employment, is the basic concern.

The corroboration of this misplacement of priorities is seen in the listing of problems. The staff listing starts out with the fact that there is no administrative center for the school system. The problems of real concern to the parents are listed in the last category as "other problems at PUHS." Yet most of the other problems listed by the administrative staff hinge on the eradication of the "other problems at PUHS," and these should be first instead of last.

The mistake we make as educators is in drinking our own bath water. We see the school problems from our own viewpoint, which is only natural, forgetting that the school is for students. Everything else must be considered as incidental, especially when the education the students are getting is less than it should be by quite a bit. The higher levels of school administration, having progressed through the ranks as it were, have this same blindness to the real needs of society. Hence, there is the concentration on buildings instead of people.

The top priority of the school has to be a good education, and this must be no less than high competence in reading, writing, and mathematics. This priority has to be established at the grammar school

level, according to many views within the community. This emphasis cannot be overstated at this time.

**Possible solutions to the problem:**

1. The Citizens' Advisory Committee may want to establish a requirement to develop an emergency educational program to up-grade the three R's skills of students from the fifth grade to the twelfth grade. This would be an attempt to salvage the students in those grades.
2. The Citizens' Advisory Committee may want to recommend the appointment and training of special reading teachers from the community. These individuals could be trained this summer in a paid program of reading and writing techniques, and assigned to the schools on the basis of one per class. With support of a technical nature from the local colleges and universities, a massive effort at reading and writing improvement could be mounted for the Blacks, Mexican-Americans, and Indians.
3. The Citizens' Advisory Committee may want to ask the community to spearhead an effort to secure local and foundation funds for such a self-help program in reading and writing improvement.
4. The Citizens' Advisory Committee may want to recommend that the research staff continue to collect the basic statistics of school operation and performance but that more effort be spent in uncovering the problems that teachers, administrators, counselors, students, and the public have with the school. Perhaps a roving field man out in the community would be a great asset in uncovering community feelings.
5. The Citizens' Advisory Committee may want to recommend that the high school administration and the Board of Education begin to apply pressure to the elementary school leadership to make sharp and immediate improvements in the teaching of the three R's.
6. The Citizens' Advisory Committee may want to recommend that the research staff devote some effort to the study of teacher morale, since the lack of spirit in some quarters is having a serious effect on teaching efficiency.

Obstacles to be overcome:

1. The communication between the two education systems in the City will need to be strengthened on the requirements for the improvement of the three R's.
2. Cost will be cited as a factor for not initiating a reading program.
3. Lack of certification and insufficient college education will be cited as reasons for not hiring individuals from the community.
4. Lack of time to set such a program up will also be cited as a reason for not trying.
5. The education departments in the universities and colleges may resent setting up a "short cut" method to teaching reading and writing, particularly when these two skills would be the only skills required of the teachers; that is, these teachers would not have to be versed in history, biology, chemistry, or many of the other courses required of fully-licensed teachers.
6. Finding community leaders with the time to pull together a funding search for this program will be difficult.
7. Time is an obstacle at this point, since so much coordination is required to establish such efforts.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Research capability

No real in-depth study was possible with respect to the research capability of the school staff, but the basic thrust of the capability which does exist appears to be in the direction of data gathering and publishing, at least from the check made of publications. Some examples of the type of work which is done are worth looking at. The Statistical Report for 1968-1969 is a prime example of detailed data gathering, as shown by the "Contents" page from that report on the next page. The data shown in the tabulations on the following page is illustrative of the facts which are available to the administration of the school. There is no reason to doubt the credibility or the accuracy of the data-gathering techniques, and this type of data should be accepted at face value until proven other than true.

A major problem for the citizenry is in finding out what data and research is available. The individuals who do the work are often of the impression that the information is "Confidential," and feel that the top administrative leaders will be angry if the information is allowed to "get out." With the leadership within the school so inaccessible, and the information defined as "not available to the public," the development of a large credibility gap is not surprising.

A major problem for the entire educational system, including the community, is the necessity for converting the data-gathering capability to a function (in addition) of making recommendations to eradicate the problems which the data shows to be a source of trouble or potential trouble. As an example, the research staff can define the extent of absenteeism in terms of numbers: how many of what race were absent on a given day. If there were no absenteeism, the research staff could go have a cup of coffee. But it is precisely at this point that the research staff should begin to look into the social, educational, and psychological causes for absenteeism; and after that point, there should be recommendations for the District and the community. There are many projects in the country today to solve the absentee problem, and there is no reason why the community leaders and the

District Office could not be made aware of these so that those solutions could be surveyed for their applicability to the present situation at PUHS.

The tabulated attendance data shows important attendance patterns for the different races. When compared with previous data on the same patterns, a trend emerges and becomes recognizable. This trend may be a factor in many of the problems at the school, or it may not be, depending on the attitudes of the people involved. But the determination of the importance of this trend to the population involved, and the development of supporting or corrective actions and recommendations should quite properly be the burden placed on the administrative staff.

From an outsider's viewpoint, the range of behavior patterns, particularly the frustration and hostility symptoms, would indicate a real need for research investigation to get at the fundamental causes. If the positive features of the school system and the community were to be added up and explained, and then the negative features were to have the same treatment, there is every possibility, even a probability, that the individuals involved would be more likely to recognize their frame of reference. Perhaps the facts would result in a change in attitude. A competent behavioral psychologist could explain for all of those involved what happens when negative views are spread from person to person, as is being done today. He could explain in detached terms what happens when there is a "self-fulfilling prophecy" of failure going the rounds among students, staff, and community people. The common words for this today are "failure syndrome."

#### Possible solutions to the problem:

1. The community, students, and teaching staff should be invited to participate in an objective evaluation of the school, conducted by the system itself, with whatever outside guidance would be required. An example of the type of guidance which may be available is shown by the letter on the next two pages.



117 richmond drive ne  
albuquerque, new mexico 87106  
area code 505 260 9561

May 18, 1970

Mr. Harry Stanley  
445 South Miller Street  
Mesa, Arizona 85204

Dear Harry:

Enjoyed our conversation today on the telephone. It seems to me the last time I saw you in person was about this time last year in Chandler--time seems to fly.

Your educational discrimination study in the Phoenix High District is extremely interesting. Unfortunately, the problem, though an awesome one, is not unique to inter-city school districts throughout the nation.

In rapping about your study, I believe you indicated you were addressing yourself to three major areas:

1. The dropout (literal) in trying to answer the questions where does the school district fail, why and what steps can they take to succeed.

2. The dropout (mental) is the student who is physically present in school but has mentally dropped out, perhaps years ago.

3. The successful achiever (by inter-city school standards). The problem, as I understand it, is that the student evidentially is a successful achiever by the schools standards, but when compared to middle class Anglo schools he is obviously deficient in many areas.

With the above points as common departure, perhaps I can suggest where the Lab may or may not be helpful in assisting the Phoenix Board of Education in any future planning.

I doubt very much if the Laboratory would be interested in conducting a curriculum study analysis for the Phoenix Union District. A study of this nature usually runs in the area of \$400,000 to \$600,000. I am not sure the Southwestern Cooperative Educational Laboratory is interested in being involved in the type of activity you outlined over the phone. However, I would like to express a few ideas for your reaction.

SWCEL is quite concerned about some of the problem areas that you discussed over the phone. We have a strong bias that communities should attempt to solve their own problems as much as possible rather than having some outside agency to diagnose and prescribe important issues. There are, however, a number of important

Mr. Harry Stanley

May 18, 1970  
Page Two

program thrusts in education that could be accomplished effectively by teachers and community members if they only had some guidance.

With this in mind, then, we at SWCEL have developed a five-prong program which helps teachers establish responsibility and accountability; and, ultimately, they begin to resolve some of the critical issues within their school districts. Without taking time to elaborate here, we believe the program described below is the first step towards establishing a differentiated teaching staff (with a positive reward system for students) in a school system.

The program we have put together consists of the following general phases:

1. Assist educators within a school district to identify the most critical issues that confront them and their students.
2. Help educators develop a systematic plan for getting at these issues.
3. Help educators write performance criteria to accomplish the goals they are after.
4. Help educators write a performance agreement (contract) with the school board. In this regard we help educators answer the question, "What evidence will be accepted that performance criteria has been accomplished?"
5. Help educators become catalytic agents for change within a school district in order that any school district can become self-dependent, rather than relying upon an external agency such as the Southwestern Cooperative Educational Laboratory.

(balance of letter not included)

2. The Citizens' Advisory Committee may want to suggest the initiation of an attitude survey in some depth, with the delineation of the new attitudes which are wanted for the entire school system, and the preparation of a detailed "road map" for achieving these attitudinal changes in a significant degree by the end of the year. This would undoubtedly require the help of an outside social psychologist, such as Dr. Walter Muiholland.

Obstacles to be overcome:

1. Real changes in attitudes are very difficult to engineer, and the selection of a practical, competent individual to act as leader is not easy.
2. The money to achieve this will be difficult to get this year, at least from the accounts of budget restrictions.
3. Staff resistance and cynicism will be a difficult factor to overcome.
4. The use of behavioral specialists generally has not been accepted in the large institutional setting, and there will be little interest in trying this approach at PUHS, chiefly because every individual feels that it's the other fellow who has the "hang-ups". There is no easy way to measure irrational behavior internally, and therefore very little hope of recognizing a need for help, at least from the inside.
5. The measurement of attitudes may be seen as a threat to the individuals involved, and this "threat" context may play a large part in reaching satisfactory changes in attitudes.
6. People-related data is likely to have intense subjective interpretations, and every individual in the community is likely to differ on the technique of collecting the data and the interpretation of that data. A research staff tends to shy away from working on subjective data, as a consequence of the questioning.

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UNION SERVICE AREA RESIDENTS ATTENDING OTHER SYSTEM SCHOOLS:

	73		72		71		70		TOTAL	
	No.	%								
Amer. Ind.	8	3.20	6	2.80	4	3.20	2	1.70	20	2.80
Caucasian	97	39.10	98	45.80	79	62.70	68	56.20	342	48.20
Mex.-Amer.	108	43.60	89	41.60	31	24.60	35	28.90	263	37.10
Blacks	24	9.70	17	7.90	6	4.70	11	9.10	58	8.20
Oriental	4	1.60	0	0.0	4	3.20	2	1.60	10	1.40
Other	2	.80	1	.50	0	.0	0	.0	3	.40
?	5	2.00	3	1.40	2	1.60	3	2.50	13	1.90
<b>TOTAL</b>	<b>248</b>	<b>100.00</b>	<b>214</b>	<b>100.00</b>	<b>126</b>	<b>100.00</b>	<b>121</b>	<b>100.00</b>	<b>709</b>	<b>100.00</b>

TOTAL UNION SERVICE AREA RESIDENT STUDENTS:

	73		72		71		70		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Amer. Ind.	18	2.00	12	1.70	18	3.30	5	1.10	53	2.00
Caucasian	122	13.30	128	18.20	94	17.30	90	19.00	434	16.40
Mex.-Amer.	503	54.70	363	51.50	281	51.80	240	50.70	1387	52.50
Blacks	225	24.50	170	24.10	113	20.80	106	22.40	614	23.30
Oriental	11	1.20	8	1.10	7	1.30	8	1.70	34	1.30
Other	3	.30	7	1.00	0		0		10	.40
?	37	4.00	17	2.40	30	5.50	24	5.10	108	4.10
<b>TOTAL</b>	<b>919</b>	<b>100.00</b>	<b>705</b>	<b>100.00</b>	<b>543</b>	<b>100.00</b>	<b>473</b>	<b>100.00</b>	<b>2640</b>	<b>100.00</b>

TOTAL UNION SERVICE AREA RESIDENT STUDENTS AND OUTSIDE MEMBERS:

	73		72		71		70		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Amer. Ind.	21	1.90	12	1.40	21	2.90	9	1.30	63	1.90
Caucasian	140	12.90	147	16.70	121	16.80	129	18.80	537	15.90
Mex.-Amer.	572	52.70	449	51.00	365	50.50	333	48.50	1719	50.90
Blacks	289	26.70	232	26.30	161	22.30	162	23.60	844	25.00
Oriental	11	1.00	8	.90	10	1.40	10	1.40	39	1.20
Other	3	.30	8	.90	1	.10	2	.30	14	.40
?	49	4.50	25	2.80	43	6.00	42	6.10	159	4.70
<b>TOTAL</b>	<b>1085</b>	<b>100.00</b>	<b>881</b>	<b>100.00</b>	<b>722</b>	<b>100.00</b>	<b>687</b>	<b>100.00</b>	<b>3375</b>	<b>100.00</b>

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Study of PUHS - Staff ability/desire to do the teaching job required.  
(Paragraph I-b)

Discussion: Lack of dedication

Staff dedication has been changing since the days of the little red school-house, but the public's opinion of what staff dedication should be has not. The ideal teacher would still be teaching school all day, and then would "board" with various families in the district as part pay, and would help with the farm chores around a rather extended "visiting" circuit. There is no doubt whatsoever that student-teacher relations were close under those conditions. Modern day teachers, however, have other responsibilities and desires; and a return to the "good old days" is not possible or desirable.

What the community means by "staff dedication" is a teacher who cares about the students. Caring is identified as coming to the home to teach, according to the more militant viewpoints; among others, it is merely visiting once in a while to talk student problems over with both students and parents, although there are no hard and fast rules on if or when this should be done. But generally the community has never seen a teacher visiting homes. In fact two hundred and seventy-four (274) responded (Question No. 30) that they had had no such visits out of a total answer (including "no answer" tallies of one hundred and nine (109), of four hundred and thirty-eight (438) individual interviews. The student survey was equally dim; out of ninety-seven (97) inquiries (Question No. 21) only four (4) had been visited at home by a teacher, while ninety-three (93) had never seen a teacher during the high school years.

The idealism of youth is unmistakable in talking with them. Here again the dedication of teachers, if it was visible to the students, presumably would inspire emulation. The statistics are not discouraging, at least for Mexican-Americans and the "all other" class, where the percentages approach forty and fifty per cent; but for the Blacks, only four (4) out of twenty-four (24) wanted to be teachers. With these attitudes, and with considerable vocal ability, the Blacks have much influence on the credibility and reputation of the teachers for being dedicated.

Possible solutions to the problems:

1. The Citizens' Committee may want to reinforce the concept of the teacher and counselor as examples for youth to look up to. Showing a desire to be helpful, showing a desire to work, and making an extra effort make a difference in student and community attitudes.
2. The Citizens' Advisory Committee may want to recommend that the school administration employ teachers and counselors who are willing to play the role of the "Vista worker." There is an overriding need for contact between the professional staff and the community, with the students knowing about the contacts.
3. Discipline is an important item to the community, particularly where horseplay is concerned. There were reports of paper airplanes sailing out of windows, etc.
4. Parents in the school would be of some value in showing the community what teaching involves.

Obstacles to be overcome:

1. Teacher unwillingness to play a role effectively will be a serious obstacle, since this conflicts with their individuality.
2. Some cultural awareness will be needed for the white, middle-class teacher to make such home visits successful.
3. The fear of danger in the ghetto and the barrio will have to be overcome. The survey team experienced no problems, day or night, and usually this is the case.

Study of PUHS - Staff ability/desire to do the teaching job required  
(Paragraph I-b)

Discussion: Hiring Policies

The minority community indicated clearly in the survey that the teaching, counseling, and administrative staff should be "mixed". There seemed to be no strong concern over percentages. The students felt the same way. While there is overall agreement that there ought to be more minorities in the school in the professional positions, there is little faith in the school administration's intentions in hiring such staff members. There is a distrust of the school system which is resting on a very firm foundation of remembered discrimination against minority staff members who have "finally" succeeded. As the minorities see the school administration's efforts, there usually are no applicants on file, or they are unqualified, or there is no money for recruiting trips, and so on ad infinitum. There is also a firm belief that those recruits who do pass the test are either never called, or are given what is known as the psychological "put down". This is thought to consist of statements which turn the applicant away indirectly, and this almost universal belief will persist until proven otherwise.

1. The school administration, through the Citizens' Advisory Committee, will want to demonstrate its good faith by actively recruiting more minorities for the professional staff by going where they are. It is important that a hiring plan be documented, and that the results of the minority recruitment campaign get public attention. The Citizens' Advisory Committee can perform a useful purpose in proving or disproving the psychological "put down" theory by personally interviewing the applicants who do not accept offers.
2. Educational requirements act as barriers for many minority teachers who should be hired and given specialized training in very narrow fields to get them started. The continuation of formal course work should continue in order to meet certification. According to Mrs. Ward in the Department of Public Instruction, the law bars any teacher from signing a contract if the certification notice has not been received from the Department. The only exception is the

existence of a clear emergency. The route to follow in this case, where the Citizens' Advisory Committee feels that not having enough minority teachers is really an emergency, is to have the District Superintendent identify a specific candidate and request a waiver of certification from the Department of Public Instruction.

3. The Citizens' Advisory Committee may want to recommend salary differentials for minority staff members, which differentials are necessary to halt the brain drain to California. These differentials could be based on bi-lingual ability and cultural rapport, as examples of current minority thinking on the subject. Tuition refund, relocation expenses, and extra duty pay for working in the community in the evenings are other ways of adding to the financial rewards for staying in this school district.
4. The Citizens' Advisory Committee may find it profitable to have a study made of minority applicants who have applied to PUHS for positions without success. What they have to say can be fed back into the educational system to correct abuses, whether they are real or imagined.

Obstacles to be overcome:

1. The differential pay and expenses for relocation will be cited by the dominant culture as discriminatory, if such differences are based on cultural rapport and bi-lingual capability. These complaints will have to be ignored.
2. The publication of recruiting data will be resisted by some sources, presumably because these negotiations are assumed to be confidential, or the private knowledge of minority leaders "in the know". The tendency to keep this flow of information from the community will have to be resisted.
3. The teacher and counselor certification routine has strong support from those teachers, counselors, and administrators who have already "arrived". The lowering of requirements becomes an emotional issue with many vocal professionals.

4. An attempt will be made to use minority individuals in the teacher "aide" category, in order to avoid the problems of trying to change professional attitudes on certification. Professional unions are very strong on this issue also. The "aide" designation has unpleasant connotations for many of the bright individuals, and this will undoubtedly enter into the picture as strong feelings come to the front.
5. Financial reasons will be advanced for not doing recruiting out-of-state, paying relocation, or paying other differentials.
6. "Setting precedents" will be an argument used against making such changes.
7. Studies to find out how professional personnel and other staff personnel treat applicants is usually the subject of strong resistance. The staff usually is immediately on the defensive, and some staff members develop intense antagonisms on such subjects.
8. Accusations of interview prejudice are resented by most Anglos, and this resentment closes off the path of communication. Getting any individual to "listen" effectively will be a major task for cultural training team.
9. The Citizens' Advisory Committee may want to suggest the development of minority interview training techniques for administrators and department chairmen of the dominant culture.
10. The minorities have cited a practice, which they identify as the "psychological put-down" as one way to recruit minority teachers without having to worry about any of them accepting an offer. This technique involved pointing out the negative with appropriate emphasis: maybe housing won't be available, teachers and students will make things hard for the new recruit, opportunities for promotion will be limited, and so on. This technique is widely used, despite the directives from the top administration, according to the survey; and this practice will be a major obstacle to counter-act regardless of the truth of the assertion.

COMMUNICATION

Study of PUHS - Communications in the school and Community  
(Paragraphs I-0 and II-h)

Communication within the school and within the community, including the dialogue between the two groups, is a recognized and serious problem which affects the operation of the school. There are a number of communications problems which the survey has either brought to light or has confirmed. Some of these are concerned with the act of communication itself; others are related to the credibility of the communication. Certainly the problems which are listed are not all of the possible selections, but the choices do represent some of the more noticeable aspects of communication. Briefly, these problems are:

- Slanted newspaper coverage
- Suspicion, distrust, and paranoia
- Language barriers
- Censorship of ideas, speakers, and reading materials
- Secrecy of financial budgeting and reporting
- Educational barriers
- Community apathy
- Unwillingness to listen
- Inadequate representation
- Rumor control
- Fear

Study of PUHS - Communications in the school and the community  
(Paragraphs I-o and II-h)

Discussion: Slanted newspaper coverage

Much of the unrest in the school and the community can be traced to a lack of adequate communication. Parents do not know what is going on at school, and the staff of the school is largely unfamiliar with the events and opinions current within the community. There is virtually no back-and-forth visiting occurring between the two groups. Selcom did the survey workers ever find evidence of a teacher, administrator, or counselor visiting any of the homes in the area, and a great many parents have not visited the school.

Rumors and opinions about the school tend to thrive under these conditions. Word-of-mouth and the coverage offered by newspapers appeared to constitute the only available means of communication, other than occasional radio and TV newscasts during the riots. The newspapers, both morning and evening, and the one weekly cited by some readers, offer very little comfort to educators; and from many comments appear to do much to destroy a belief in the educational system. A significant number of educated individuals also question the fairness of newspaper coverage. It is apparent that the role of the newspapers in providing effective communication to the community has come into serious question.

The dimensions of the problems are seen when minorities feel that their views will be ignored; when the accuracy of articles is questioned by the participants; and when minorities make statements, as they do, that the Voice of South Phoenix is the only outlet for unpopular views. A number of comments have been made to the effect that the editor of the Weekly American News has not talked to any known school source before or after writing articles about violence and discipline at Phoenix Union High School.

Aside from deliberate misinformation, the newspapers most often read for news of the school (The Phoenix Gazette and the Arizona Republic) distort the news in at least two major ways, both of which have contributed to a considerable negative opinion of the school. One of these is by the type of headline: "Fear Engulfs Phoenix Union High", was the way one headline read in the Phoenix Gazette for March 27, 1970. "Fear Engulfs" as words, carry a weight of meaning and dread which did not match the real situation at the high school. The other distortion is the failure to follow up on the story. As an example the "Fear Engulfs..." is typical, for there has been no real evidence of fear on the campus since the middle of February, and no follow-up story with soothing head-lines to counteract the previous story, to tell the truth, as it were, to the community. Significantly, the "fear engulfs" concept still lingers in the community, with the survey showing that the individuals interviewed sense fear on the part of teachers whom they had never met or seen.

A blatant example, infuriating to minorities, was the article in The Arizona Republic, dated February 16, 1969, entitled "Arrogant amateurs entering shoplifting trade". The clipping was produced during an interview, and while exception was not taken with the contents of the article, the accompanying picture was pointed out as "typical of the unfair press minorities get". The caption for the picture was: "Typical pupil push in downtown Phoenix; many of these youngsters unaware that classmates may be shoplifters," and pictured mostly Negroes and Mexican-Americans, without their permission or knowledge of the purpose of the picture, and directly below the word "arrogant" in the headline mentioned above; the inference was clear to the person who owned the clipping that this was a derogatory "slap" at minority kids.

Newspapers do cater to an adult readership devoted to the sensational, and the natural result is that bad news sells more papers than good news. But the failure to report good news ruins careers, damages institutions, and hinders any real chance of building a good image of success at Phoenix Union High School. This is not to say that Phoenix Union is the

only educational target: Professor John Morris, in an article on April 23, 1970, in The Arizona Republic, asked for an end to "the unrelenting attacks" on ASU's administration and faculty by some legislators and the press. Education today is the target, and with it the students, administrators, and teachers who are caught up in the situation. A climate of distrust, fear, and hysteria is the result when newspapers do not exercise restraint, judgement, and balance.

The adult criticism of newspaper fairness is well known since the attacks of the last few months which have been made by Vice-President Spiro Agnew. Of more ominous portent for the future of freedom of speech in newspapers and other media is the student and teacher view of newspapers and their fairness. A large percentage of the students apparently read the local papers, if the results of the sample are accurate. Out of ninety-four answers on whether or not the newspapers are fair, sixty-five students took an absolute stand and said "no". That is almost seventy per cent. Nearly another twenty per cent felt that the papers were fair some of the time. Only three students felt that the papers were fair all the time, and eight said "most of the time". The students who hold these views are soon to be full-fledged citizens and will (as they state now) want the imbalance in news corrected.

Even the administrative branch is the target of unusual treatment. The recent budget meetings, covered briefly in the newspapers, got special attention from the man who writes headlines with regard to the Superintendent's salary, although the article had more important content to the public than the salary question. A headline is a distillation of the content of an article, as the headline writer sees the situation, and the Superintendent, Dr. Seymour, was most fortunate in the choice of headline words, since they tended to focus the critical view within the community on his high salary, rather than on the total budget problem. Perhaps the headline writer does not recognize the power for good and for evil of the headline, and the responsibility which goes with it, as a community source stated.

The school staff had their opinions about the newspapers in two questions which were a part of the staff survey. The results indicated that the staff held these opinions:

As to whether the newspapers present accurate news on school events:

17% said "yes"

38% said "no"

50% said "sometimes"

As to whether the newspapers were sympathetic to the teaching profession:

19% said "yes"

72% said "no"

One of the obvious conclusions which must be drawn from these statistics is that these same professional staff members, reflecting the society in which we live, will not be building up the image of newspapers as being fair as much as they will be noting the weaknesses.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to recommend that the school system establish a weekly newspaper for residents of the PUHS attendance area. This paper could be similar to one published by the Mesa Public Schools, keeping the public informed on school news on a weekly basis rather than the monthly basis of most school publications. There should be an English and Spanish version of each article, preferably side-by-side. The problems at PUHS demand a timely flow of information, which a weekly publication would insure to a greater extent than is now possible.
2. The Citizens' Advisory Committee may want to visit the various editors of the local newspapers to present their views personally to those officials. Community residents in the ghetto and the barrio never get to meet such officials under normal conditions, and their lack of awareness of the minority viewpoint results from this self-imposed isolation, according to the survey. Here, too, the fact that personal visits are soon forgotten should not be overlooked. A formal procedure for the communication of minority viewpoints is needed, and this should be in writing so

there is less chance of misunderstanding. The normal route for such communications is to the editor, but the next step of going to the publisher, Mr. Eugene Pulliam, should not be overlooked if satisfaction is consistently denied.

3. The Citizens' Advisory Committee may want to recommend the establishment of a local press council, whose members would be made up of laymen and newspaper representatives. Minority representation would be especially important. This council could be established under guidelines of the American Society of Newspaper Editors, an organization which has some interest in newspaper ethics. An experimental local council was established by Robert W. Chandler of the Bend Bulletin in Oregon, with beneficial results for the public and his newspaper. The same approach could be used effectively in Phoenix. Norman Isaacs, President of the American Society of Newspaper Editors, Louisville, Kentucky, would undoubtedly be receptive to a request for advice.
4. Flagrant cases of misrepresentation can sometimes be pursued through the courts, if money is available and if an attorney can be found to pursue the case. Minorities usually find both problems difficult to solve, according to comments made during the survey.
5. The Citizens' Advisory Committee may want to recommend a suggestion uncovered during the survey: the newspapers should establish a school "news" desk. This desk would be a full-time job for a reporter or reporting team, and would add significantly to the continuity needed for school news reporting. The source of this suggestion felt that the desire of the newspapers to be objective could be measured by their willingness to establish such a desk.
6. The Citizens' Advisory Committee may want to recommend that some judgment be exercised by sources of news within the school. It is difficult to prevent deliberate distortion of views on the part of some news sources, and it is more difficult to exercise judgmental control over the media themselves. Much criticism has been directed by the community and the school against The Weekly American News for unfair and inflammatory writing. There is no substitute for sound judgment in dealing with such papers.

Obstacles to be overcome:

1. Newspapers thrive on sensational news, and there will be resistance to providing continuous, normal everyday news of a balanced content because this type of news does not sell as many newspapers.
2. There is a strong feeling of impotence within the minority community as regards having their views expressed in the local newspapers. Without a determined effort to convince them that they do have a voice, if the newspapers provide such an outlet, they will not believe in the press.
3. If the newspapers do provide a fairer picture of events within the inner city and within the school, a considerable public relations effort will have to be made to convince the residents and the school-connected population that this is really so.
4. If the Citizens' Advisory Committee recommends the publication of a school newspaper, the same ideal of absolute fairness and full disclosure will beset the editor/publisher. Factions within the community may try to present an imbalance themselves. School personnel may resist full disclosure because of their uncertainty as to what reaction might be suffered.
5. The cost of a school newspaper for the inner city will be cited as an obstacle, and a newspaper designated for the inner city will encounter opposition from taxpayers of other school attendance areas.
6. The competence of news reporters on the local papers is a matter of some question. Since no newspaper can afford to assign a full-time reporter to PUHS, the school is faced with the limited attention of reporters who show up for the newsworthy items; that is, the crises. The solution of a permanent "school" desk will seem expensive and not worth the effort, even though this would provide continuity and more expert coverage of the news.

7. The local newspapers, from all indications and opinions from the survey, will tenaciously try to maintain the status quo, resisting the changes in social outlook which are occurring in the city. Where the classroom teacher tries to deal with the facets of modern life, such as in the areas of drugs, sex, crime, broken families, and job discrimination, the attacks of the newspapers will be a solid deterrent, as such educators have admitted during the survey. Prominent community representatives have also supported the admission that such attacks are ill-founded, in view of the fact that almost all of the students are familiar with the "street scene" and want the guidance that comes from free discussion. The classroom teacher who provided real-life insight into homosexuality had to contend with an editorial attack in The Phoenix Gazette of January 19, 1970, entitled "Classroom Perversion." A subsequent article about the resignation of this same teacher, appearing in The Phoenix Gazette of May 7, 1970, had the headline entitled "Teacher Who Let Homosexual Address Class Resigns."
8. The newspapers will continue to resist hiring minorities, according to many individuals in the community. The racist viewpoint of the newspapers is, in their opinion, impossible to change without the addition of such minority representation at all levels from printer to management. Because of the serious affect this is having on the self-image of the minorities, as well as the destructively critical attitude being generated and built up within the community, corrective action needs to be taken by the publishers.
9. Many teachers see themselves as "second-class" citizens because of newspaper attacks where they are impotent to make their own views known.
10. The cost of starting a newspaper with the circulation of the two large dailies is prohibitive. This outlet is usually cited as a way to get the minority view across to the public but this is not a suggestion which can be taken seriously in view of the trend to newspaper mergers and dissolutions because of costs.

Study of PUHS - Communications in the school and the community  
(Paragraphs I-o and II-h)

Discussion: Suspicion, distrust, and paranoia

Communication among individuals and groups is seriously hindered in the Phoenix Union School District by the lack of trust and confidence shown by many people. Perhaps this is best characterized by the tendency to look for the lie in every statement, or to look for the propaganda and ulterior motive in not only statements but actions. Much of this distrust, which in its extreme form becomes a type of paranoia, is justified in the minority community by what has happened to them at the hands of the "Power Structure." To most of the minorities, there is no doubt that they have been prevented from enjoying the benefits of American society in the economic and social senses. There also is little doubt that the "Power Structure" is determined to keep them in an inferior position. Virtually every decision and statement of the school administration and the Board of Education is interpreted in the light of what is considered historical fact. Some typical examples of actions and statements in a local school system which warrant suspicion are as follows:

1. The Chandler School Board, in a night meeting on Monday, April , stated that there were 3000 applications on hand for teaching positions, but only one application from a Black. They said that they had notified the Urban League in Phoenix of their desire to hire a Black teacher. Their policy at Chandler has been to wait for Blacks and Mexican-Americans to apply rather than to set up an active recruiting program.

The minorities feel that discrimination has been practiced for so long that Blacks and Mexican-Americans do not on their own apply at such high school districts. Those who do apply are discouraged psychologically from joining the system by subtle means of indicating

a "lack of housing" or "social ostracism," or "trouble from the students" as factors that the prospective teacher must endure. The minorities feel that a stronger and more positive recruiting program must be utilized in order to convince the minority teacher that he or she is really wanted in the system. The failure to recruit in this fashion is itself a feature of racism, in the minority view. The school system above was to send the job specifications to the Urban League (which it never did) and the Urban League never followed through.

A complaining parent usually feels overpowered by the ability of the school officials to talk smoothly and quickly. The ability to express one's thoughts and feelings is very important to a minority parent in a public meeting, and is an ability not often developed by the social system or the school system. This is not a serious problem as long as the school system is not only operating in good faith but is thought by the parent to be operating in good faith. With the inarticulate the only humane response is to bend every effort to get at their feelings and the truth behind them.

2. At the same meeting in Chandler, the Board of Education and the administrators were faced with a Black community protest over the arrest of a Black youth outside a school dance. There was a dispute over the lack of an ID card, and some swearing at a police officer, and then the arrest. The school authorities took the position that the arrest was an incident brought on by the youth, and that it had no connection with any other event in the community. The Black community took the position that recent attempts to prevent the Black males from dating White females was at the root of the trouble. This isolation of incidents from previous provocations is a popular technique in dealing with citizen complaints, since it disallows the psychological and historical background of the situation to be ignored.

There were two incidents of serious import to the Black community that night. The comment from one of the young Blacks, during the interchange

between the Black citizen's representative and the Board's spokesman, was this:

"Watch! They gonna trick 'em!"

Significant numbers of vocal Blacks came away from the meeting with their hopes for fairness and justice known to be denied. The denial, in their opinion, was not on grounds of logic, but on the slippery grounds of trickery and fast talking.

3. School board members and administration officials give the appearance of not listening to powerless parents or citizens. This is an offense of manners primarily, but it is taken as racism by the minorities, with considerable justification. Sometimes this can be just the fact of not looking at the speaker, as often occurred at the Chandler meeting, when a prominent businessman and Board member let his eyes wander around the room when the citizens were talking.

These three incidents from another school system are cited with respect to the PUHS system to illustrate the severity of normal communications when there is a built-up residue of honest distrust. White society on the poverty level is used to being treated this way, since they have no power. Black society identifies this same treatment as racism. This interpretation gives their reaction a much stronger counter-thrust than is usually found in the same sector of the poverty-stricken White society.

Possible solutions to the problem:

1. The solution to the lack of trust lies almost entirely with the administration and the Board of Education. The minorities can make their grievances known. The dominant culture, if it wants to solve these grievances, has only to listen attentively and take quick action. There is no other way to eradicate the deepening sense of suspicion and alienation from the main stream of American society. There are no half-way measures at this point either.

The community and the school could identify each of the grievances in sufficient detail to make a solution thinkable, and then could show the process of actively resolving the problem, so that the problem-solving function is visible and public.

2. The White society is strangely silent during confrontation between the school and the community. Blacks, Mexican-Americans, and Indians rightly feel that they are left to struggle alone for their own rights, without visible, public support from the Whites. After the confrontations, it is usual for such individuals to stop to talk to the minority speakers and offer consolation and "I'm with you all the way" speeches. At the same time, the Board of Education is not able to plumb the depths of support for the minority causes if everyone is silent during the meeting. The White individuals must be encouraged to speak up in defense of the demand for justice and equal treatment, if the suspicion is to be put away from the minds of the minorities.

The Citizens' Advisory Committee needs to develop resource contacts within the Establishment, whose voice can be counted on to swing the scales of justice on the positive side.

#### Obstacles to be overcome:

1. The racism of the dominant society, which is not understood by the dominant society, and which is seldom articulated in understandable words and phrases by the minorities. Much communication is needed in this field, particularly of a frank and cordial nature.
2. Discourtesy and evasiveness of the professional and clerical staff, as noted over the telephone during the survey, and as reported by many minority contacts.
3. Trickiness and subterfuges in dealing with the citizenry, and the same factors within the community in dealing with the school.
4. Fear of ostracism within the community, and the loss of one's job.

5. The inarticulateness of the minority community.
6. Lack of knowledge of the rights of citizens and parents with respect to the school.
7. Lack of responsiveness by the school to community interests.
8. Racial antagonisms, among both the minorities and the dominant white society.
9. Social and economic rivalries within the community.
10. The threat of violence to achieve the goals of justice and fair treatment.
11. The tendency to lunacy is rising as the frustration level of youth rises, leading to extensive property damage and suicidal confrontations with police authority. There is little possibility of continuing to attempt communication with this sector of the population.
12. Fear of the news media.

Study of PUHS - Communications in the school and the community  
(Paragraphs I-o and II-h)

Discussion: Language Barriers

Language is a serious barrier to understanding between the school and the community. The fact that so many of the people within the community speak Spanish at home, and not English, creates two problems: one of these is the difficulty of communicating with the family if the school personnel do not speak Spanish, and the other is that the children do not achieve sufficient mastery of English to permit them to compete in the dominant culture.

The other language barrier is that of the youth within the ghetto. This communications speech pattern differs in many respects from the adult language expected and used by the teaching staff at the school. This youth language includes a difference in vocabulary and sentence structure.

Possible solutions to the problem:

1. The best solution which permits every individual to communicate effectively is the development of a bi-lingual capability. For this area, every individual should know both languages, English and Spanish, fluently. The teaching staff needs to know the argot of youth as well.
2. Another solution is to hire the necessary interpreters. This usually is the solution which is followed, but it still does not provide for instruction in subject matter in the language of greatest utility to the learner, which oftentimes is Spanish.

Obstacles to be overcome:

1. There is little opportunity for mono-lingual people to learn other languages. There are few classes, and sometimes too many outside responsibilities to permit time. There also is seldom anyone with whom to practise conversational and written Spanish or English, not to mention the Indian languages which exist.
2. There is a lack of motivation for the different linguistic groups to learn other languages.
3. There is no legal requirement for bi-lingual ability as a condition of teaching in the inner city schools.
4. The Spanish spoken is commonly called "street" Spanish, and is not a language with its own instructors at the college level.

Study of PUHS - Communications in the school and community  
(Paragraphs I-o and II-h)

Discussion: Censorship of ideas, speakers, and reading materials

Educated elements in the inner city expressed, during the survey, a keen interest in freedom of speech and the freedom to read. Where there is known censorship in the school, there was a critical view expressed. Newspaper attacks on controversial speakers, and on the use of controversial books, also generated critical remarks. Much of the pressure for repression comes from the comments of some legislators and from the local newspapers.

A specific example on speakers was the newspaper's sustained attack on Mrs. Ingrid Montano, a teacher in the Phoenix High School System who arranged for her class in sociology to hear a homosexual. The editorials and articles were considered to be serious infringements of the learning process for inner city students. Many students during the survey, and the educated members of the community also, wanted to know why they were not allowed to read books with four-letter words in them. After all, they said, we use these words every day. The specific book mentioned was Eldridge Cleaver's Soul on Ice, which were at one time withheld from the student body by the administration. Freedom of speech and freedom to read are continuing problems in our society, and promise to go on being problems. Students generally are taking the position that they "want to know," and they do not agree with restrictions. They are supported by some in the community.

Possible solutions to the problem:

1. The Citizens' Advisory Committee, if it wants to pay heed to the students' desires and those expressed opinions in the community, usually teachers, for freedom of speech could lend support to the administration in disseminating ideas without fear.
2. The Citizens' Advisory Committee could recommend a tightening of the rules for access to controversial materials and speakers. There is an element within the total community which would support this approach, but this element usually is less vocal and less gifted with legal support and judicial precedents.

3. The Citizens' Advisory Committee could dodge the entire issue, probably in the correct belief that there will be more and more freedom regardless of what anyone says.

Obstacles to be overcome:

1. The words and ideas uttered by speakers and read in books today still offend a major portion of the dominant culture today, and their resistance is often quite emotional.
2. Students see the difference between "what is said and what is done" in the adult world. Many student comments were addressed to this sense of hypocrisy. Their objections to censorship in any form are intense. As for words, students are using four-letter ones with verve if not variety.
3. If the Citizens' Advisory Committee opts for freedom of speech and all this entails, then the support of the community will have to be mobilized to protect the teachers who are trying to develop objective social learning experiences. The newspaper "branding" of a teacher usually prevents that teacher from getting employment in a school system other than at the university level.
4. School administrators will try to prevent "extremes" of any persuasion from entering the classroom, again because of community pressure.
5. Whatever course of action is taken, the community needs to know what the benefits are and what the guidelines are.
6. Student demands for more outside speakers will accelerate each year. Taboo subjects of yesterday will be requested on a full-disclosure basis tomorrow. The construction of "guidelines" will provide some protection for the school staff.

Study of PUHS - Communication in the school and community  
(Paragraph I-o and II-h)

Discussion: Secrecy of financial budgeting and reporting

Local school systems at one time published a detailed accounting of budgets and expenditures, generally in the local newspapers of the day. Appropriations and expenditures being open to the public, everyone knew what was spent and who got the money and what it was for. Questions could be asked with intelligence under that system. With the growth and complexity of the financial system required to run the modern school system, there also arose a tradition of privacy, so that today it is difficult for the average citizen to gain access to either budgeting data or actual expenses. And the accounting systems used are difficult to understand. The staff whose responsibility it is to manage the fiscal affairs of the school system plays a cagey hand of cards with the citizenry, at least in the opinion of the critics. The suspicion that all is not well in the allocation of money persists, and the protective attitude which the school system displays makes the suspicions believable.

Much of the citizen discontent is due to communications. The recording of obligations and payments usually is not up-to-date because of the volume of work. Records are thus unavailable at times, or incomplete, or made up of so many descriptions and categories that exact measurement is extremely difficult. The disclosure of what information is available is fraught with danger, according to the individuals working on the books; and the upper echelons of the school management have become "gun-shy" at the prospect of the misuse of any data they might release. With suspicion as to motives on both sides, not much communication of any real value goes on.

A basic example this year, in the eyes of the inner city residents, was the scramble for transportation funds. The administrative position was that there was no money left for transportation. The minority rejoinder during the survey was that the money for the survey was a waste, and that it should have been used for bus fare.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to recommend better and fuller disclosure of financial records. The pressure for such information will rise as the need for minority-established priorities becomes more urgent, and the demand for real community involvement increases. Full disclosure will do much to establish the credibility of the educational system, and may do much to forestall the pressure to economize on education. The Committee should not have to press for independent audit. The best approach would be to work through the established channels since a successful and cooperative effort would restore much-needed confidence in the educational institution. A State audit is made periodically, but this has little credibility within the community.
2. The Citizens' Advisory Committee may want to recommend the creation of a special auditing function reporting to the Committee, so that spending patterns and priorities could be determined and measured. The work in evaluation would be a significant factor in Committee operations, however.
3. The Citizens' Advisory Committee may want to ignore money as a problem, concentrating instead on "programs". Detailed reports on specific items could be requested from the administration as the need arose. A concentration on the program approach would allow the financial experts to manage the money, with the Citizens' Advisory Committee advising the Board on program direction and evaluation.

Obstacles to be overcome:

1. The Board of Education and the administration, having had the prerogative of controlling the access to budget and expenditure data for so long, might view the outside view as a threat. In that event cooperation might be minimal.
2. The cost of a special assistant to the Committee would be cited as a duplication of effort which was not really necessary. Without building up confidence in the administration, the Committee would find it difficult to convince the community

of the credibility of administration-supplied data. It is, however, worth a try.

3. The detailed knowledge and comparison of the costs of one school with another, if it were possible to do this easily, would create contention for the Board. As it is now, the costs are planned in categories in one school, and these are done differently in another school, so that comparison is difficult. The inner city view is that this inability to compare is planned. The ultimate effect of standardized accounting procedures would lead to more than better cost data; it would establish a higher level of credibility within the community.
4. The financial data released to the public is of the "overview" variety, either in a "pie slice" chart or in the typical proposed budget, examples of both of which are included. Budget items are usually in gross quantities, such as the following:

Teaching supplies	\$90,577
Other	\$179,478

The community has been critical of this budget technique, and the survey did discover on the part of the more concerned citizens a desire to have better data available, certainly in more detail.

5. A major obstacle will be the long-established tradition of non-disclosure, which is firmly entrenched within the administrative and clerical staff. Even in a routine telephone call to the school on May 22, 1970, a request for the name of the secretary who answered the telephone was refused, a practice later alleged to be the policy of the Personnel Office. The minority advisors relate that this is a typical "put-down" for those in the community without power or connections, and there is a strong belief held that they are too powerless to have the discourtesy corrected. With such traditions, getting data more detailed than a name is endlessly involved for the ordinary citizen.

6. The obstacle most likely to arise, however, is the fact that large public organizations are unable to keep accounts up-to-date. The fiscal report on actual cost data is usually far behind the obligations and expenditures. This lack of accurate cost data leads to administrative reluctance to divulge information which is out-of-date.
  
7. The Citizens' Advisory Committee, if it is to establish a real tie with the administration on financial data, must be prepared to establish guidelines for the handling of the information. Of particular importance is the act of loud confrontation, which is a counter-productive force when dealing with accounting operations. Reasoned approaches have to be engineered to keep the people-relations problems from getting in the way of the facts and their use in solving problems. At the same time, the Committee may want to be certain that it does not present another barrier to disclosure itself.

SAMPLE BUDGET PAGE SUPPLIED BY PUHS

PROPOSED SCHOOL DISTRICT BUDGET fiscal year JULY 1, to JUNE 30,

II. INSTRUCTION--2000  
Salaries

2020 Supervisors of Instruction	( 7.5 )	( .9 )	133,844.60	173,844.60	175,931.00
4030 Guidance & Psych. Personnel	( 98.6 )	( .99 )	1,234,907.21	1,209,907.21	1,314,000.00
2040 Class Room Teachers	( 1034.14 )	( 1055 )	11,427,309.38	11,227,309.38	12,962,427.00
2070 Other Instructional Personnel	( 78.5 )	( .72 )	276,389.15	376,389.15	410,189.00
2080 Librarians	( 23 )	( .23 )	258,345.00	258,345.00	275,674.00
2090 Secretarial & Clerical Assts.	( 141.8 )	( 144 )	746,441.12	746,441.12	921,631.00
Supplies and Expense					
2100 Teaching Supplies			405,022.00	385,022.00	475,000.00
2200 Library Books			90,577.25	90,577.25	95,000.00
2400 Travel			30,760.00	15,760.00	24,000.00
2500 Other			<u>179,478.67</u>	<u>144,478.67</u>	<u>185,000.00</u>
TOTAL			14,783,074.38	14,628,074.38	16,838,852.00

Study of PUHS - Communications in the school and the community  
(Paragraphs I-o and II-h)

Discussion: Educational barriers

Many of the problems in communicating with adults in the community, as noted during the survey, arose from the differences in education. Vocabulary was an important factor, as was the subject matter under discussion. Naturally the lack of English capability in many homes was a serious educational factor.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to recommend the use of residential block advisors whose responsibility it would be to explain school objectives, events, and responsibilities in terms understood by the community.
2. The school administration may want to devise a "handy-dandy" pocket-book guide to the same end as above, written in terms easily understood by the community in both English and Spanish.

Obstacles to be overcome:

1. Education, in terms of comprehension and vocabulary, is difficult to bring about within the community. The importance of education is not one of the most understood concepts within the community, and this attitude towards education will have to be turned around.
2. The most effective way to do this, using community block advisors, encounters the durable problem of apathy and the problem of a lack of time.
3. Developing people who care is a very difficult task for the Citizens' Advisory Committee, and except for one or two who have the time, a task of too great sacrifice.

Study of PUHS - Communications in the school and the community  
(Paragraphs I-o and II-h)

Discussion: Community apathy

The community survey showed clearly what the school staff already knew; parents seldom visit or communicate with the school. Seventy-seven (77) per cent (Question No. 31) had not visited the school in the last two years.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to spend considerable time and effort on this characteristic of the community, since communication with the school is a necessity for the community. The standard white-middle-class concept of school meetings at the school probably will continue to be ineffective for many of the people in the inner city. This approach should not be abandoned entirely, however. Visits to the neighborhood and to the homes of parents and community residents who are not parents with students in school would be another way of bridging the talking gap. Home visits have to be handled very carefully, but even so the survey indicated that visits with a purpose, of brief nature, would be welcomed. The staff should be actively involved in this effort without relying on community aides who cannot speak for a specific teacher on a specific problem when the need arises.
2. The Citizens' Advisory Committee may want to arrange car pools for central meetings, whether they are held in the neighborhood or in the school. Transportation was a definite barrier for many residents.
3. Another part of the solution to communication with the school might be the adoption of the community school concept. With persuasion and a truly adequate program related to their real needs, the community residents might respond in sufficient numbers to create an awakened interest in not only the school but education.

Obstacles to be overcome:

1. The school staff is usually not receptive to community contact of any great amount, and will have a tendency to ignore the need. The time involved is one factor; and the possibility of confrontation is another.
2. During the survey a number of individuals expressed a lack of interest in this school, or they expressed genuine hostility. Their influence on community opinion should not be overlooked by the Committee. Some of these individuals have been declared "persona non grata" by school staff members, and this attitude towards the citizenry has to be overcome. The hostility makes the undecided unwilling to participate; they don't want to "get involved."
3. Language and educational barriers pose a serious problem in the communication between the middle-class teaching staff and the inner city residents. Many of the individuals interviewed had only a primary education, and many had no command of English.
4. The struggle for survival apparently was a factor in the lack of interest; there wasn't time left to get involved in school matters because of the need to work long hours.
5. The educational programs which are needed to up-grade the residents who want to improve themselves are not available in this City. Such programs have to be in the neighborhood, and have to be a locally-controlled and operated function in order to get the people out.
6. Much of the community is suspicious of strangers, and it will take some time to overcome this suspicion if the school staff were to make visits. They will be mistaken for bill collectors or the police.
7. If such communication links are established, it will be important to take action on suggestions, whether it is to be a "yes" or "no" and then to let the petitioner or suggester know what happened.



known to be reluctant to join this class because it is considered closed to them.

Our suggested solution: A Black instructor should be hired immediately, and instruction in the care and beautification of Blacks should be given to every student. Black girls should then be recruited for the class. We have found that the following girls would be interested:

- a.
- b.
- c.

We would like to have your reply to this suggestion in time for our meeting on \_\_\_\_\_. If you do not agree with our solution, or feel that you have a better solution, we would like to be advised of this fact in writing. We also would appreciate a date when you feel this solution could be put into effect.

Any obstacles which you foresee as preventing the correction of this problem should be identified with the rationale for the impediment.

**Obstacles to be overcome:**

1. The most serious obstacle will be psychological in nature. The Board of Education is used to giving orders, not taking them; and the transmission of such requests will be certain to be considered in the light of "giving orders." The Citizen's Advisory Committee will be confronted with the "we know best" concept, which the community activists identify as being all through the educational system.
2. The recruitment of minorities for both instruction and as students will take some persuasion.

3. The Citizen's Advisory Committee will have to develop the resources to prepare and follow-up on these requests, including typing and clerical services. Money will be a problem, but the Board of Education could provide this support.

4. There are always more talkers than there are listeners anyway, and this is true within the "militant" community to a special degree. Procedural routes for change are too slow for these impatient individuals today in view of the long history of resistance to change, which is what they accuse the dominant culture of doing. The Citizens' Advisory Committee will probably have to recommend a Pert chart concept for the administrative staff, so that problems and solutions can be plotted on a "progress map." In this way, many of the procedures required to make changes can be seen visibly and can be explained in terms of step-by-step actions.

Study of PUHS - Communications in the school and the community  
(Paragraphs I-o and II-h)

Discussion: Inadequate representation

Today it is a truism that everyone feels unrepresented. The major reason for this state of affairs is that representation is felt to be in terms of political, racial, or even sexual views; and that representation cannot be by proxy. Under these conditions every committee should theoretically have the entire world population at the conference table. Since individuals more often represent their own personal views rather than the views of their constituents, the dimensions of the outsiders dissatisfaction are understandable.

Possible solutions to the problem:

1. The Citizens' Advisory Committee now makes its membership appointments on an "organizational" basis: Chicanos Por La Causa, Classroom Teachers Association, etc. The Committee may want to invite members to join the deliberations to represent industry, commerce, the Indians, the Anglos, the private trade and academic schools, the colleges within the area, and even an accountant/auditor representative.
2. The Citizens' Advisory Committee may want to explore the possibility of establishing guidelines for the subject matter of the meetings. The major question might be: Is this discussion related directly to the problems students are having in mastering the fundamentals of education? The right questions can minimize the effect that racial, political, and just nit-picking discussions have on making real educational progress every week.
3. If the Citizens' Advisory Committee is unable to broaden its representation physically, there is always the alternative of making one or more individuals responsible for the input of the

needs and desires of the excluded groups and their ideas, with feedback to them on how matters fared at the meetings.

Obstacles to be overcome:

1. Attendance and attention of most individuals is sporadic, when voluntary, as the Citizens' Advisory Committee has experienced.
2. The Indian community will take persuasion to get someone to join, and perhaps even more persuasion to get the feelings of the Indians into the discussion. Their absence will eventually be a serious obstacle to educational improvements.
3. The members of the Citizens' Advisory Committee have limited vision when it comes to thinking of the education of the students: Blacks are thinking of Blacks, Mexican-Americans are thinking of Mexican-Americans, and very few supporting statements of interest are shown for other minorities, particularly the Indians, or the few Anglos within the system. Without a widening of each individual's vision to include the needs of all students, some student group will be left out. A partisan outlook creates unrest in the under-represented individuals, and will be a serious handicap to unity in seeking educational improvement.
4. Adequate feedback will be difficult to accomplish under the conditions which the Citizens' Advisory Committee is operating. Reports of meetings apparently are not issued, and agendas are not prepared. As far as can be determined from comments during the meetings, no information has been fed back to the community. No knowledge of the existence of the Citizens' Advisory Committee was found in the community during the surveys made by the principal investigator. The lack of communication with the community will eventually be a source of dissension, and will handicap the Committee in maintaining credibility with the school system. The school system does not need to listen very attentively to groups whose credibility is low.

Study of PUHS - Communications in the school and community  
(Paragraphs I-o and II-h)

Discussion: Rumor control

The school has no communications system for the control and dissemination of news that is factual. Such news, if available by telephone and intercom system in the school, would do much to hinder the spread of unfounded rumors, particularly in a time of violence.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to explore the system in use in the Mesa school system for public information and control of rumors, and may want to explore the advantages of a similar installation.
2. The Citizens' Advisory Committee has already been informed of the installation of an intercommunications system in the school. This is a desirable solution to internal communications.
3. The Citizens' Advisory Committee may want to have the types of rumors documented, with telephone numbers and contacts in the school for checking such rumors.
4. The Citizens' Advisory Committee may want to recommend the establishment of a student organization to help control rumors.

Obstacles to be overcome:

1. The money involved in maintaining the telephone service, and the cost of having someone man the telephone during school hours, would be the major cost.
2. Finding the individual with tact, in at least two languages, and with an understanding of both the community and the school staff may pose a problem of selection.

Study of PUHS - Communications in the school and community  
(Paragraphs I-o and II-h)

Discussion: Fear

The complexity of the subject of modern-day fear limits this discussion. Certain aspects should be identified, however, in the following way:

The fear of getting in trouble with "the boss" and losing one's job.

The fear of getting "involved," because of what might occur as a direct or indirect result of that involvement.

The fear of reprisals or attacks from one's own racial group for having assumed a position of leadership on any subject.

The fear of violence.

The fear of social ostracism or economic pressure from one's own social, professional, or economic group.

Possible solutions to the problem:

1. The staff, from all indications, needs to be reassured that the school operates in an "open society" atmosphere, and that whatever mistakes might be made as a result of getting something done or in letting the public know what is going on can be corrected without undo fuss and certainly without jeopardizing efficiency ratings and job security. The Citizens' Advisory Committee may want to make suggestions on this because of the close tie this subject has to staff morale.
2. The Citizens' Advisory Committee may want to emphasize the need for more understanding among the racial groups, and particularly within the racial groups. Two of the consultants, whose help in Mexican-American and Indian affairs would have been of great value, indicated that in-house fighting within their own groups prevented them from helping. The same feelings were expressed by the professional staff.
3. Physical violence arises in large part from frustration, which is one of the problems with which the Committee may have to struggle.

Obstacles to be overcome:

1. Defining behavior patterns which lead to harmony and which yet allow progress and change is difficult to do and explain.
2. Active confrontation with those who spread hate, gossip, rumors, or threats is a must; but this in itself is difficult for many people. Group pressure is difficult to bring together on this, because of political, family, racial, or other ties.
3. Selling the concept of peace is difficult today because of the lack of trust within many sectors of the population, and because of the slow rate of change in making improvements.

**JOB DEVELOPMENT**

Study of PUHS - Job Development  
(Paragraphs II-1 and III-e)

Discussion: Job Development

Many critics of the educational system view the poor results obtained by the school system as somehow being entirely the responsibility of the teachers and the students. Mr. James E. Patrick, an executive of the Valley National Bank, is typical of the "single cause" theory of poor education. At the Arizona Education Association's annual meeting, as reported in The Arizona Republic for April 4, 1970, Mr. Patrick blamed the educational ills on the failure of teachers to welcome innovative teaching techniques such as differentiated staffing and team teaching. Mr. Patrick mentioned other facets of education also, but did not, if the newspaper reported the speech correctly, mention the community, parental, or business world influences.

Even though we may be entering a period when the youth of the city do not want to work in the same old way their parents did, at least from the articles about youth in the periodicals, the fact is that there are significant numbers of minority youth who do want jobs. A casual walk through almost any business establishment in Phoenix, within three miles of the high school, would show relatively few minorities in any but menial jobs. The problem confronting the teaching profession, then, is how to develop motivation for learning in order to take a job in society when the minority students knows by actual observation that such jobs as will lead to a rise in the business world do not exist. The survey of older drop-outs confirmed the connection between jobs and learning motivation. Student comments also confirmed this tie. The experience gained on Manpower programs with adults, in particular the National Alliance of Businessmen's MA-4, MA-5, and JOBS 70 programs, also confirms the psychological tie learning has to a specific job possibility.

Job discrimination in the Phoenix area has been an historical fact since the start of the twentieth century. The Indians, Mexican-Americans,

and Blacks have experienced this job discrimination on the part of business, industry, and education for so long that there is now a minority-identified feeling of perpetual failure. The typical minority job-seeker does not inquire of the personnel manager what the company's minority employment statistics are: he typically walks through the store or the front office of the plant, and if there are no Blacks and no Indians and no Mexican-Americans, he assumes there is job discrimination, and he doesn't apply. What's the use!

Job development, then, is an essential need for the students of PUHS.

Possible solutions to the problem:

1. The Citizens' Advisory Committee, because it lacks industry representation, must through some other means secure the advice and assistance of men of stature like Mr. Patrick. A list of active participants could be made up from the "Who's Who of Phoenix", and these people could be shown how it is to their advantage to bring pressure to bear on every single business in Phoenix to employ some minority people.
2. The Citizens' Advisory Committee can decide to make its own employment survey, similar to the one made by the survey team during the month of May. Some twenty-five places of business were walked through, on the ground or street floor, just as Blacks walk through; and in these businesses, only two Mexican-Americans and two Blacks were seen as employees. No managerial or professional people were seen at all. This type of survey, if it were published periodically, might do much to focus the attention of the business community.
3. The Citizens' Advisory Committee could initiate consumer boycotts of businesses which do not hire minorities. Such boycotts might involve individuals within the community, who would refuse to buy from grocery stores, clothing stores, appliance stores, and other such establishments, as long as minorities are not hired at all levels. Such consumer boycotts could also extend to firms doing business with the school (supplies, books, office machines, banking, etc.) and firms doing business with manpower programs within the city. Local government could do its share in developing jobs for the minorities in the same way.

4. The Citizens' Advisory Committee may want to invite the participation of the various Coalitions in bringing economic and legal pressure to bear on businesses which discriminate. The Mexican-American and Black Coalitions are currently thinking about this problem, and may be able to provide real organizational assistance.
5. The Citizens' Advisory Committee may want to become a party to legal actions for discrimination against unions, trade associations, and various local governments.
6. The Citizens' Advisory Committee could initiate investigations of city, county, and state governmental bodies, including the educational institutions, to determine how many minorities are working in those places, and at what types of jobs.
7. The Citizens' Advisory Committee may want to initiate a movement to change the testing requirements for jobs which many employers use to discriminate against minorities. The Arizona State Civil Rights Commission can be of considerable assistance in this effort, at least to the point where such testing techniques can be identified for the future work of the Committee. Mrs. Angelita Torrez would be the contact.
8. The Citizens' Advisory Committee may want the above change in testing requirements to apply to local and state governments, which are noted for high test requirements for employment.
9. The Citizens' Advisory Committee will find at least two schools of thought in the educational system: those who believe that the school should not get involved and those who believe that the school should get involved. The Citizens' Advisory Committee may want to have the school adopt a position, probably in the direction of getting "involved". The "Jobs for minorities" issue becomes an issue to the school as soon as the motivation to study is tied to jobs after graduation. The school has a vested interest in seeing that jobs are available for its graduates, which the administration will probably admit but be unwilling to do much about because of the reaction from the business community.

Obstacles to be overcome:

1. White employers traditionally claim that on the basis of their entry tests minorities are not qualified. Most refuse to change the tests (which oftener than not do not apply) or refuse to offer a helping hand on the job to get minorities started.
2. Businesses have subtle ways of discriminating, which the White society does not recognize. This subtle discrimination forces many minorities not to complete the interview process. Some of these forces are brought to bear by the behavior of the interviewing staff, who will:
  - a. Make faces
  - b. Tell them there are no jobs available
  - c. Tell them about the problems of working with Whites
  - d. Laugh at them surreptitiously
  - e. Send them home to fill out applications when Whites are seen filling out the applications in the office
  - f. Ask impertinent questions about the marriage "state", or illegitimate children, or about social diseases
  - g. Let them wait in the reception room while others get taken care of
  - h. Administer "weeding-out" tests
3. Business leaders are busy, and are difficult to secure for extended committee work. In addition to this, they are sensitive to the give-and-take criticism which this Committee has experienced, and at this time are apt to be on the "defensive".
4. The studies, extra work, legal actions, and other actions required to increase the availability of jobs are all quite expensive, and the Citizens' Advisory Committee may want to attempt to set up a non-profit corporation, seeking outside funding, to accomplish many of these objectives. The Board of Education could be a funding source; but it is unlikely that the business leaders of the community would want tax dollars spent to harass them for employment opportunities.

This would be a worthwhile project for business and industry leaders because of the credibility this would help to create within the inner city community. When their money and their management personnel are used to create employment justice, the frustration-which-turns-to-violence should be cooled measurably.

5. The dominant society seems to be unaware of the amount of discrimination in the work world, and also is oblivious of how the minorities measure this discrimination. Typically, the minority shopper or job-seeker encounters the visible signs of discrimination in specific business establishments. The grocery store, the bank, the cleaning shop, the telephone company, the electric company, and many other places where the minorities do business, are all indications to the minority of the status of his group. The White society seldom sees this aspect or thinks about it. The obstacle to understanding is awareness. One has to see it to believe it.

One of the survey tasks was to sample this aspect of our society by assuming the job-seeking or shopping role of the Black, the Mexican-American, or the Indian. A number of businesses were selected at random, and a stroll was made through the ground floor sections of these establishments where whoever is working is on public view. The "public view" aspect is important. The following companies and business establishments were checked in the morning hours during one day in May. They are located in the business section within walking distance of the homes of the inner city residents. Fifteen such businesses had a total of one Black and two Mexican-Americans at the time of the walk-through.

Mountain States Telephone Company

J. R. Newberry

S. H. Kress and Company

National Shirt Shops

First National Bank of Arizona

Lerner Shops (one minority)  
Daniel's  
Franklin's (one minority)  
Indian Trading Post  
First Federal (one minority)  
Stone's Shoe Store  
Western Savings  
Transamerica Title  
Wilson's Cameras  
Stylerite Beauty Salon

The same walk-through was carried out at the Sky Harbor Airport by two members of the survey team. Only one minority was seen in other than the bag-carrying and porter functions, and this was a reservations position at TWA. The car rental agencies (Hertz, Avis, and National), the restaurant (The Coffee House), and the airlines (Western, Air West, and American) were all lily white. A check of ground crew personnel from the walkways and the observation deck yielded the same results.

Local grocery stores (Basha's and A. J. Bayless, for instance) were also reported by the survey team to have the same employment selection process. The City of Phoenix also was checked, with the same results, in the higher level jobs. Statistics, taken from the City of Phoenix Employment Progress Report for the fiscal year 1968-1969 show that there are fifty-three (53) administrative positions filled with one (1) being held by a Black (down from two in 1968) and two (2) being held by Mexican-Americans.

The point is that the White society does not understand how pervasive discrimination is because it is always the other fellow who does it and who ought to reform his hiring practices.

6. An additional obstacle is the failure of the community to be specific in their requests for a "commitment". This is a fine-sounding phrase, but it is more productive to forget the fine-sounding phrases and ask for a concrete action to be taken. This "asking" should be in writing.

The Indian Trading Post, for instance, could be asked to hire an Indian. A date could be agreed upon for interviews of prospective candidates selected by the community leaders, with the final selection being made by the business owner or manager. The community leaders could then keep an eye on the job situation there to be certain that the "commitment" was kept honorably. Then the community leaders could start with American Airlines. With persuasion supplied by the Board of Education and the Superintendent, there is little doubt that jobs would be produced for minorities instead of what the minorities now call "just talk".

With written requests for action, the minority community then could measure the progress being made; and the business world would have no excuse for not knowing about available minorities.

STUDENT INCOMPETENCE  
ON LEAVING HIGH SCHOOL

Study of PUHS - Student incompetence on leaving high school

Discussion: Student inability to read and write effectively

The students leaving high school today, as the survey discovered, do so with a considerable disability in reading, writing, and mathematics. Some of the survey workers who were initially hired could not read the questionnaire and could not write down the answers which were given to them when they were interviewing. This lack of competence is the single greatest factor in advancing on a career ladder, and it absolutely prevents such advances wherever reading and writing skills are required.

Possible solutions to the problem:

1. The juniors and seniors can still be helped by intensive work in the basics. They must want to improve, or must be shown why they should up-grade their skills. Much of the work of this level is dull, so much persuasion will be needed.
2. The years from sophomore on down need attention also. For the adults, however, including the drop-outs, an extensive educational effort is needed. The manpower programs do address themselves to this problem, of course, but there are not now and probably never will be enough such programs to take care of the rapidly increasing numbers of functional illiterates. Such programs are a partial solution.
3. The Citizens' Advisory Committee may want to suggest the start of a comprehensive adult educational program devoted entirely to the three R's. An adult communication skills testing program would indicate the severity of the problem. The school and the community, working in the neighborhoods every evening during the week, and some hours on the week-end, could provide not only the instruction but the practice in oral communication as well as written communication.

4. Jobs are a vital part of motivation, and the Citizens' Advisory Committee may want to secure the cooperation of the business community to make bona fide job commitments to students who, having left school without ability, now have become versatile in language and mathematics skills.

Obstacles to be overcome:

1. Students who have left school and have been rebuffed in their efforts to secure employment do not understand why. A fair amount of counseling will be required to bolster their hopes and motivation.
2. A comprehensive educational program in the community, while very desirable, will not be met with overwhelming welcome. Costs will certainly be a factor, but these can be kept within bounds with the use of voluntary help.
3. The better-educated members of the community will support this idea up to the point where a demand is made on their time to help. Their support is vital, however, and can be secured if the value to them can be explained.
4. The adults in the community do not value education as much as they should. Radio and TV announcements and "plugs" for education, as well as personal campaigns, should be a continuing effort of the entire community.
5. The support of the Department of Public Instruction will not be easy to secure when it comes to getting financial and professional support. This support is essential, and the Committee should be persistent in trying to get measurable help.
6. Many of the students who are out of school are "turned off" on the middle-class teacher, regardless of race. The selection of the teaching staff should be based on ability to get along and lead as much as on licenses and certification requirements which have been met.

**VOCATIONAL EDUCATION**

**VS**

**ACADEMIC EDUCATION**

## Study of PUHS - Vocational Education

### Discussion: Vocational education versus academic education

From the results of the survey, the problem of having vocational education at PUHS is a manufactured problem, at least to this extent: it is true that the minorities are sensitive to vocational education as a career, but only if it is the only option open to their children. The student survey indicates the same opinion, as does the staff survey. Banning vocational education from PUHS is not what is desired by the majority of individuals concerned with PUHS. There are a few uncompromising individuals who favor complete abolishment, but this has to be taken in context with political objectives within the community, not educational objectives.

Eighty-seven (87) students (Question No. 57) responded to the question related to closing PUHS. Seventy-seven (77) felt that it should remain where it was. The vocational education response among students (Question No. 34), when asked if this program should be retained, was ninety-three (93) in favor and four (4) votes against retention.

Within the community, two hundred and ninety-four (294) adults (Question No. 67) felt that the vocational program should be retained with the college-bound program. There were thirty-four (34) other answers, and one hundred and one (101) "no answer given." This data is supported by the three hundred and fourteen (314) votes (Question No. 57) out of four hundred and sixty-six (466) to retain the vocational program, with ninety-three (93) "no answers" and fifty-three (53) votes to close the vocational program.

Possible solutions to the problem:

1. The Citizens' Advisory Committee will probably want to make certain that the school has both objectives in mind: vocational education and academic education.
2. The Citizens' Advisory Committee will probably want to make sure that both programs have equivalent possibilities for a quality education. Some students may elect to start with the vocational program, with a change in objective midway; and the minority complaint is that the vocational program neglects competence in, for instance, reading and writing.
3. The Citizens' Advisory Committee will probably find itself having to formally notify the elements in the community who do not agree with this course of action that this is indeed the course of action that the community, students, and staff wish to pursue. The reasons and the evidence should be stated.
4. The Citizens' Advisory Committee will want to bring to the attention of the Board of Education whatever complaints are brought to the attention of the Committee. These complaints are serious, and have to do with discrimination (cosmetology) or waste (automotive mechanics just standing around, or working on old, obsolete cars), and the like.
5. The Citizens' Advisory Committee will want to invite industry representatives to give their view on the various trades being taught. There is much comment about this not being the case.
6. The union representative to the Citizens' Advisory Committee has stated that his union would prefer a good academic education and that the vocational training would be supplied after school, the impression being that the union would do this. The minority views have been rather forceful in this direction, most of the statements having to do with the racial discrimination practiced against minorities with respect to gainful employment by the unions. The solution suggested is full of danger where the majority of job openings are non-union, and

where the discriminatory practices of unions still exist.

7. The Citizens' Advisory Committee may want to set up machinery in order to keep informed on student opinion regarding the vocational education program, with the results being used to make the programs more useful to the student body.
8. The vocational student, if the Citizens' Advisory Committee elects to recommend it, will secure actual job training in his field before he graduates, so that he is actually employable when he graduates.

Obstacles to be overcome:

1. Militant minority opinion which views vocational education as a trick of the Establishment to keep the minorities from rising into the professional and managerial classes tends to obscure the fact that some individuals want this training close to home.
2. Obsolete vocational education practices and rules, which are inappropriate for the major part of the student body coming from the PUHS attendance area.
3. Lack of sufficient minority teachers in vocational education.
4. Minority unwillingness to be "the first Black or Brown to be in the class".
5. The tendency for academic staff to look down on vocational staff, which is related directly to the "white collar versus blue collar" emphasis in American life.

RELEVANCE OF EDUCATION  
TO REAL LIFE

Study of PUHS - Relevance of Education to Real Life  
(Paragraph I-a and III-f)

Relevance as an educational term is much in the language today. There are at least two levels on which to center attention when we speak of educational relevance. The most difficult level on which to concentrate is to make the assumption that much of what is done in the modern American society, whether it be work or recreation, is irrelevant to the real purpose in living, whatever is meant by that phrase. For those students who are subscribing to that view there is little that can be done at PUHS in the near future, since the entire society, its purposes and its means, must be changed. But if by relevance is meant the fact that the twelve years in school does not teach one how to live or to die, then there is something that can be done in the here and now.

For inner city youth, the first step should be to discover what abilities and experiences they bring to school on an individual basis. The aspect of individuality cannot be over-emphasized, for this is a part of being relevant if we understand the student survey correctly. This assessment should start in the primary grades. The next step would be to identify one or more basic career objectives for each individual, preferably as early in the school life as is consistent with the interest and ability of the student. There would be no reason why this preliminary decision could not be established for each student by the fifth grade.

With a goal in mind, then the student should be permitted to proceed down an educational path with flexible prescriptions for the body of knowledge that would be required not only for that career objective but also for the task of living. The types of facts and decision-making skills which each student should know are shown under the section entitled "Counseling" in this study, where typical examples of adult orientation and counseling programs are described in outline form. Of particular interest would be the motivating connections that must be shown to exist between the working and living problems and the development in language skills and mathematics which everyone

knows to be the fundamental necessity if any student is to be able to cope with the modern industrial world. It should be noted that college or higher-level vocational training might be goals selected at an early age, as well as job-related goals which would be reached after high school graduation.

A further development of individuality, and hence relevance, would be the structuring of the educational program to take advantage of the interest and behavior patterns already established for most inner city youth by the community (including parents). For an example, the interest span is shorter in terms of overt attention; there are other, more important problems for inner city youth to concern themselves with than most high school subjects. Some of these are jobs, cars, girls, family fights, ghetto living conditions, and so forth. It is during those days when inner city youth can concentrate that the school system must operate effectively, and the only way that the behavior of "temporary drop-out" can be harnessed effectively is to have the corresponding behavior accepted of "temporary drop-in." Many of the students who had dropped out, as was found in the survey, needed the time off for many personal reasons; BUT THE DOORS WERE CLOSED WHEN THEY TRIED TO RETURN. This meant, since the survey team was operating in March and April, that school could not be attempted again until the following September. School abilities begin to fade with disuse, and the chances of any such student returning after that long a wait and staying are and have been remote, as the survey indicated.

Logically, if any one course could be broken into discrete increments, with no increment lasting more than three weeks, then the typical drop-out could come back to pick up where he or she had left off, with the maximum length of lost time being three weeks. If one further aspect of individuality could be tried, as it once was when education wasn't a mass society project in America, there would be the chance for any student to progress at his own rate. Those who are bored by repetition would then be beyond such boredom. There is even the possibility of taking a "mastery examination" and hardly attending class at all. This idea, suggested by one of the Black students, makes a lot of sense if what the educational system is trying to do is to educate and not pile up "time in grade" records.

If we were to add to all of the above the idea that course content would be related to eventual life goals, then the students feel that education would be relevant, certainly more relevant than it now is.

Possible solutions to the problem:

1. The changes required in the school are so far-reaching that the Citizens' Advisory Committee would have to work with the school and the community to plan and organize a new curriculum, a new and expanded career guidance function reaching into the primary schools, a new concept of job development which would insure business and industry participation in the planning and implementation process, and even new attendance and testing techniques.

Obstacles to be overcome:

1. The major obstacle would be finding the leadership necessary to get such new educational concepts implemented. Much opposition would come from established professionals at the State and university levels.
2. Students who could finish school by the age of fourteen would face the problem of employment. This would necessitate legislative action, for one thing, and would certainly require an educational program for industry and business which at this time are reluctant to hire seventeen-year old boys and girls because of age.
3. Much of the experimental work on such programs has been done in one part of the country or another, often at great expense. The need to "invent the wheel" is strong in the human mind; but PUHS could minimize the cost of developing such a program if the experience gained in other places could be put together by the research staff over the next year, with a pilot project scheduled for September of 1971.

## **COUNSELING**

Study of PUHS - Counseling  
(Paragraph 1-d)

Discussion: Counseling

The need for more and more counseling effort is a recent development in education, both within the school system and in the community. There are many reasons for this change in educational requirements, but the more important ones seem to be derived from the changed role of the teaching staff and the changed role of parents. Teachers have become more specialized, preferring a pure subject orientation, and resisting the corollary field of counseling assistance to students; while the parents in many cases are not available, or cannot communicate with their children, or do not understand the tensions in the modern society for the students. In many cases, the parents themselves are in need of counseling, especially where there are family problems.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to determine how many counselors are required for the inner city student population. There appears to be a need within the community for such a heavy concentration of counselors that every "block" would have its own team to work with parents and students on absenteeism, behavior, study habits, and general educational performance.
2. The Citizens' Advisory Committee may want to suggest the content of a counseling and orientation program for the students. Middle-class citizens usually do not know what is needed for the inner city; therefore, it is necessary to be very specific. The most important problem for many of the students is not education but adjustment; and this adjustment has to be an on-going process while the learning of language skills and subject matter is accomplished. As examples, such a counseling program would delve into Career Guidance, Personal Relations, Family Problems, Sex Education, and other subjects too lengthy to list. A typical program for adults living in hard-core poverty is attached to this section to give

some idea of the detail and objectives of such a program. Many of these objectives apply to high school seniors.

3. The Citizens' Advisory Committee may want to recommend that the teaching and counseling staff achieve closer communication with each other and the students. Students and parents report minimal contact, for one thing; and the staff reports (Question No. 18) that working together is not one of the important considerations.

Obstacles to be overcome:

1. The cost of implementing a concentrated guidance and counseling program will be considered prohibitive. These cost figures, when they are put together, would then have to be compared to the cost of training one individual in the adult manpower programs. The Federal guidelines for the training of one individual permit as much as \$5600 to be spent in one year for that individual; and when it is realized that every drop-out will require such training in order to become a part of the mainstream, the cost figures for effective counseling early in the educational career do not seem so prohibitive.
2. The selection of community personnel will mean that formal education requirements may be inappropriate. Training programs for these people would need to be in counseling functions, and the opposition to their employment would come from the professional ranks and from some of the individuals in the community.
3. The communications between teachers and counselors usually become difficult over the "hard" line and the "soft" line, with the counselor trying to see beyond a particular incident or a specific behavior. Many teachers do not want to get involved in personal problems, which creates antagonism between the two groups.
4. The counseling staff is usually concerned with the meetings and paperwork functions of counseling, since this is where the administrative measurement of their performance seems to lie. The Citizens' Advisory Committee may want to suggest a re-ordering of priorities from clerical, in-the-office duties to people-oriented, person-to-person contact.

Outline of a typical adult program in orientation:

Trainee Worksheet

Outline

- Introduction to the Program
- Dealing with emergencies
- Doing the job
  - Organizations and how they work
  - Rules and regulations
  - Learning the job
    - Thinking through a job
    - Thinking through your own job
- Using money
  - Knowing your real income
    - Your pay, benefits, and company pay policies
    - Problems with your pay
  - Using bank services
  - Deciding what to buy
    - Deciding what you need to buy
    - Understanding advertising
    - Budgeting
  - Getting good quality
  - Getting good prices
    - Comparing prices
  - Credit
    - Loans
    - Charge accounts
    - Credit traps
  - Insurance
  - Taxes
- Coping with personal problems
  - Getting medical help
  - Getting legal help
  - Getting housing help
  - Taking part in the community
    - Other community services
    - Government
    - Community action
- Getting ready to move up
  - Finding out about jobs
  - Planning your career
    - Finding out who you are
    - Finding out where you can go
  - Getting more education
  - Getting more training

Outline of a typical adult program in counseling:

Trainee Worksheet

Outline

Introduction to the Program  
Making it in the world of work  
Playing the game  
Seeing a situation clearly  
Open discussion  
Sharing responsibility  
Kinds of people  
Differences of attitude  
Open discussion  
Handling problem situations  
    Reacting to situations  
    Describing situations accurately  
    Practicing problem solving  
Kinds of supervisors  
Listening well  
Open discussion  
Making excuses  
Passing on information  
Handling problem situations with supervisors  
    Reacting to situations  
    Describing situations accurately  
    Practicing problem solving  
Open discussion  
Handling family situations  
Handling community situations  
Seeing yourself as others see you  
Open discussion

## TRANSPORTATION

Study of PUHS - Transportation  
(Paragraphs I-h and II-g)

Discussion: Community Transportation

School transportation cannot be divorced from the transportation problem which the entire inner city has. Public transportation service has been allowed to deteriorate to the point where not only do students find public transportation unavailable but job-seekers also are very much restricted in their choice of jobs unless they own cars or can find other means than buses.

For an inner city high school, transportation supplied by the school is as essential as it is in the rural areas. Distances are too far to expect students to walk, especially when the high school attendance area is so large. Such transportation, however, should be supplied in the form of free or minimum-charge tickets on a publicly-supported transportation system which would serve all of the public.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to continue supporting a build-up in the school's capability in student transportation until the City of Phoenix begins to recognize its responsibility in providing a workable transportation system.
2. The Citizens' Advisory Committee may want to add its voice to the request for City action on the transportation problem.

Obstacles to be overcome:

1. The City will probably move very slowly.
2. The Board of Education is beginning to recognize the demand for transportation, and will probably continue to be aware of the community demand.
3. The transportation supplied by the school will continue to be unable to serve the student who leaves school at hours varying from the bus schedule. This will make it difficult to transform the school schedules, since the bus schedule will tend to dictate student class schedules.

**CULTURAL ORIENTATION**

Study of PUHS - Cultural orientation  
(Paragraphs I-f, II-e, and III-h)

Discussion: Cultural awareness for everyone

There are two aspects of cultural awareness for all races which are of paramount importance. One is the extent of racial dislike which many individuals of all races practice, although there is universal denial; and the other is the real differences in cultural outlook which may lead to much of this discriminatory behavior since the races quite obviously do not understand each other as well as they might. There certainly are other aspects which should be considered, but for the purposes of this paper they are not as important as the two mentioned.

The racial discrimination which is based on sex and job competition is likely to be difficult to eradicate. Dating patterns of mixed races do not meet with the approval of the older members of the community, judging from the survey. The younger members do not seem to be as strongly opposed, and by younger this means the high school age level. Mexican-American feelings are quite strong on the subject of mixing with the Blacks, particularly the Black male. As for job competition, the only real openings at the management level for the minorities have been with the manpower programs. Here there has been strong competition, although the Black and Brown Coalitions did manage to promise endorsement of each other's candidates in order to prevent the "Establishment from giving it to a White," as was reported during the survey. But it was an uneasy peace.

The other form of discrimination appears to be based on a lack of understanding of cultural differences, perhaps a lack of toleration and respect for different life-styles. The Mexican-American, for instance, has many attributes and behavioral attitudes which Anglos, Blacks, and Indians do not understand. The Mexican-American, in turn, does not really understand cultures outside his own. Because there is little real mixing on the social level of real "Mexican" Mexican-Americans and Anglos, for instance, there is little opportunity for

either cultural group to get to know each other. What mixing that does go on is between Mexicanized Anglos or Anglicized Mexican-Americans, and apparently not much can be learned of cultural differences when there aren't many that show. The same relationship applies among mixtures of Blacks and Anglos, as well as other races. The real nub of the problem in the inner city is that the purer the cultural traits, the more poverty-stricken the individuals are, since they do not fit into the white-middle-class concept of someone on the way up. They usually don't go up, as a matter of fact. There is a class distinction, then, which prevents any real mixing of cultural sets. This in itself is not a good thing, but the evil is compounded when the attributes of the poor Black are taken and applied to all Blacks, or the attributes of the hill farmer from Appalachia are taken to apply to all Whites. The injustice of the attitude is seen immediately, yet according to the minorities that is exactly what happens. At least some of them have voiced objections to this technique.

Cultural awareness as a subject is usually brought up to indicate that there is discrimination or self-hatred because of the discrimination. What the minorities want to do is to build up pride in their own people. Mexican-American courses would be for the Mexican-Americans, just as Black studies are often considered by the Blacks to be for Blacks only. There may be a period of time when this approach will have to be taken because of the thrust for self-pride. But the ultimate aim of the multi-cultural society will probably be for the education and orientation of all races in the society with what might be known as world culture. There is little room for built-in misunderstandings.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to recommend that cultural courses be taught to all students. These courses should include a modern subject which is called cultural history, the aim of which would be to explain all of the cultural interests of a particular race. In addition this course should cover in depth cultural behavior patterns, including the taboo subjects of racism and sex.

2. The Citizens' Advisory Committee may want to recommend that such courses be made available through classroom instruction, home visits, or educational TV to the community, which is in great need of such orientation, according to remarks made to the survey team.

Obstacles to be overcome:

1. There are few competent people around who can prepare this type of material, and those who are able to do it are worked too much now with demands on their time. Competent teachers are also scarce.
2. Indian and Mexican-American educators are reluctant to develop such material because of militant pressure to distort the facts.
3. The market for such material is too slight to interest publishers in the dominant culture, which means that the financial support will be hard to secure.
4. Much of the cultural material and the cultural beliefs on which this material is based are false because those who have prepared it have a limited, parochial view. There is great danger in teaching false doctrines since this teaching tends to make the falsehood a genuine truth for later investigators.
5. Many individuals believe that there ought to be one culture and one language in the United States, and they object to the cultural diffusion embodied in teaching other than WASP.

DISCIPLINE AND SELF-RESTRAINT

Study of PUHS - Discipline and self-restraint  
(Paragraphs I-1, II-c, III-b and III-g)

Discussion: Discipline and self-restraint

The ultimate means for enforcing adequate discipline in schools was until recently always force of some type, usually of a physical nature. With the change in laws and mores, physical force has come to the point where it is seldom used. There has been a corresponding change in respect for authority, and since the modern-day student need fear no physical force, and since the moral force of old has also been weakened, there is little reason for any student to exercise self-discipline and self-restraint unless he or she wants to. The problem arises, then, when large numbers of students decide to forgo proper behavior or to condone the improper behavior of one of the group. Many of the staff responses, the community responses, and the student responses noted the lack of discipline, particularly with regards to vandalism and violence at PUHS. Also to be noted were verbal threats, mentioned by students, parents, and staff members. The principal investigator, however, saw no signs of a breakdown in discipline in the school on any of the innumerable visits to the school during the past two months, so it is probably fair to say that the problem has been blown out of proportion. Discipline as a problem does exist, but it is a matter of degree.

Possible solutions to the problem:

1. The Citizens' Advisory Committee could play an important role in helping to establish community understanding of the violence, vandalism, and verbal abuse problem at PUHS. The solution can only be arrived at in combination with the community, particularly parents, and with students and teachers. All of them should be drawn into the solution, with room being made for the parents of the worst offenders, even if this attendance of such parents has to be by court order.

2. The Citizens' Advisory Committee may want to recommend the employment by the school of a percentage of the student body for academic credit, training them in "security management" and at the same time indoctrinating them with measurement standards of acceptable behavior from the standpoint of the society at large. This would help achieve two objectives: better control and a very important educational lesson for individuals who get a minimum of training in the community. Such student help could then supplement the present monitoring force.
3. The Citizens' Advisory Committee may want to recommend that a special institute on discipline for the inner city youth be set up to bring the community, the students, the administration, and the teaching staff together on a common understanding of what is required. There is considerable difference in opinion between the teaching staff and the administrators of discipline if they are not the teachers involved; in short, if a teacher sends a student to the office for an infraction of rules, the expectation is that the student will be summarily executed. That's an exaggeration, of course, but to the student that is the way it looks. The administrator, however, sometimes looks beyond the immediate incident and makes allowances for such things as hunger, frustration before the specific incident, family problems, teacher frustration, and perhaps ten or twelve other significant factors to the student. The designated punishment, with all of the other factors thrown into the hopper, often does not please the teacher, and then there is criticism of "lax discipline." This where an understanding of the total discipline problem is essential for all concerned.
4. The Citizens' Advisory Committee may want to publish a handbook for the teaching and counseling staff to inform them of staff behavior which often frustrates and drives a student to confrontation. Very little effort is spent in teacher training institutions on the practical aspects of student psychology, most of such courses being too theoretical when they are not just drivel. Many of the student accounts of injustice required only elementary understanding on the part of teachers to see the psychological damage that was being done. If there were a few complaints on this score, this could be ignored; but in student gathering after student gathering the same complaints of injustice kept cropping up, and with justi-

fication. This handbook should consist of simple cultural insults which are typical and of simple actions which are taken by teachers in authoritarian ways.

5. The Citizens' Advisory Committee may want to recommend that the teachers and counselors, along with the administrators, get to know the parents of the more obstreperous students. Visiting the neighborhood is the best way to do this. In particular, administrators have a real function to play here.
6. The Citizens' Advisory Committee may want to recommend that the research staff keep up on and report periodically on disciplinary plans at other inner city schools in the nation, particularly where success is being achieved.
7. The Citizens' Advisory Committee may want to seek the active participation of business and industry in providing part-time jobs for inner city youth, since the discipline of having a job is considered of great worth in supplementing what is being taught in school.

Obstacles to be overcome:

1. The administration of discipline is the "dirty" job in any school, and the individuals who are responsible for discipline usually get little thanks and much criticism. Great understanding is hard to come by.
3. There is a strong tide of repressive behavior in any institution, and outside also. The tendency is to be harsh on the symptoms, while paying no attention to the causes. It will be difficult to keep the "law and order" faction quiet while some of the causes are worked on.
4. Many of the militants will be interested in keeping things stirred up for the high school students. Usually this is by inflammatory statements. Moral force is probably all that is available to the Citizens' Advisory Committee to keep this element from producing minor and major confrontations.

5. Making a distinction between firm and fair discipline and authoritarian behavior is very difficult for some teachers. This may require a considerable educational effort, particularly with the problems of cultural obliqueness which exist in all of the races at PUHS.
6. Building up peer pressure is essential, but it is also difficult unless the students are given some real responsibility for the management of campus security. There must also be something of value for the student. Like adults, they too ask "what's in it for me?"
7. News media coverage will be an obstacle of some proportions, and much effort will have to be spent in trying to remedy the damage already done, particularly among the older Mexican-American families. Many of these families have indicated that they prefer to have their children drop out of school rather than continue under the present conditions which they have read about.
8. The administrative work-load will continue to be heavy until the causes for disciplinary infractions are seen or recognized and worked on by the community (including business) and the school.
9. The teaching staff will have to do its fair share of working on discipline. With so many teachers desirous of a transfer, there is a real possibility that adequate discipline will not be administered by teachers. The tendency would be to take a "short timer's" attitude and let the student get away with behavior problems or let the administrator do it all.
10. The involvement of parents will be an up-hill battle, particularly for those parents whose control of their students was lost because of lack of interest or other more pressing concerns.

**THE BUILDING PROBLEM**  
**Remodel, Rebuild, or Move**

The Citizens' Advisory Committee, at least since March 4, 1970, has concerned itself with the development of educational proposals for Phoenix Union High School. Four such proposals were developed by the professional staff members assigned to the Committee. These proposals were identified and discussed during the weekly meetings held by the Citizens' Advisory Committee, with the understanding that no commitment was intended by the discussions. Great care, in fact, was taken to assure the members of the Committee that the General Learning Study would be used to assist in the final selection of the proper path to take. These proposals, which Mr. Franklin R. Dallas, Staff Consultant to the Citizens' Advisory Committee, documented in a May 4, 1970, letter, are as follows:

1. Continue the school as it is presently constituted; remodel and rebuild as necessary.
2. Close the academic school; bus the students to the other high schools for their academic education; share the vocational school with Maricopa Technical College and Arizona State University to form an educational complex.
3. Close the academic school; build a new academic high school closer to the students' residences; share the vocational school with Maricopa Technical College and Arizona State University to form an educational complex.
4. Build a new academic high school with its own administration and staff at and/or adjacent to the present location and add to the land space with the help of the City of Phoenix; share the vocational school with Maricopa Technical College and Arizona State University to form an educational complex with its own administration and staff.

These proposals are presented in detail, without change from the original presentations at the meetings. The proposals are largely concerned with the facilities: the buildings and land uses. The format for evaluating these four proposals is also included as part of this study.

**FORMAT FOR PROPOSALS**

**PUHS STAFF**

The professional staff of the Citizens' Advisory Committee was asked to develop a proposal format for the decision on which "building" route to follow. The importance of the building issue was high-lighted by the availability of the money through the bond issue, and the fact that the present buildings under consideration (Nos. 5 and 8) are obsolete in terms of effective learning conditions, if for no other reason.

This format is included as a part of this study, since it reflects the emphases attached to the problem by the assigned staff. It is illustrative of the decision processes and parameters which the professional staff considers important. The organization of the format and the vocabulary are important aspects for the community to know and to understand. It is also important to note the level of generalization, which describes any specific problem in terms which another educator could understand if nothing was to be done about the problem through this type of format and reporting.

The ordinary citizen and the educator have a very real difficulty in communicating with each other: educators know what they mean when they say a building is "educationally obsolete," but many people in the attendance area do not know that this has to do with high noise level, heating and cooling, storage space, lighting, decor, and a host of other factors which are a part of learning today.

Suggested  
Format  
for  
Proposals

Citizens  
Advisory  
Committee

Phoenix  
Union  
High  
School

**Recommendation:**

(This part would include the general recommendation of what should be done, succinctly stated.)

**Advantages:**

(This part would include the advantages of the plan, including the reasons and any research that would lend supportive data. Each reason (or item) should be numbered.)

1.

2.

3.

4.

5.

etc.

**Disadvantages:**

(This part should include the disadvantages of the plan, including the reasons and any research that would show that the plan has limitations. Any plan that did not show disadvantages would hardly be realistic in the complex decision making process. Each item should be numbered.)

1.

2.

etc.

**Conclusion:**

(This part would compare the advantages and the disadvantages, weigh the evidence, and give a conclusion.)

The Superintendent is the educational leader of the System, and as such shall present to the Board the most recent desirable trends in all phases of educational endeavor so that the System will retain its leadership among comparable school systems in the nation.

The Superintendent shall interpret the roles of the schools to the public, inform the community of the progress of the schools, and maintain a program of publicity. This will assist in establishing better understanding of the schools, and may serve as an impetus to build higher morale among the employees.

3.21P Supporting Personnel to the Superintendent--Schools

Secondary Schools. Subject to the rules and regulations of the Board and to the instructions issued by the Superintendent or his assistants, the principals and associate principals are assigned responsibility for the buildings and grounds under their supervision and all activities pertaining to the operation of the school.

The principal of the school shall be the Director of Instruction and responsible for all phases of curriculum, instructional materials, guidance and other activities closely related to the instructional program.

The administrative organization of the secondary schools shall include an Associate Principal who will report directly to the Principal, but who as executive officer of the school, shall carry on all business, managerial, organizational, and administrative responsibilities necessary to facilitate the operation of the instructional program.

The Associate Principal shall have as his subordinates such administrative assistants as shall be needed to carry on the functions of his office.

Department heads shall report directly to the Principal of the high school.

2. How well does this plan meet the educational needs of our students?

The students should have the opportunity for the offerings of broad comprehensive programs. The educational needs include the following:

1. College preparation courses
2. General education courses
3. Vocational, technical, or occupational courses
4. Remedial courses
5. Special Educational courses
6. Intraschedule co/curricular programs
7. Corrective Referral Program and/or Opportunity Room
8. Empathetic teachers who believe that minority students can learn and teach accordingly.
9. Courses which contain the rich cultural heritage of minorities
10. Bilingual (Spanish and English) Instruction for students who want and would benefit by this kind of program
11. Summer school program
12. Instructional Materials Center which will include library and audio-visual services for both students and faculty
13. English courses which stress American English usage
14. Interpersonal relationships in a small (or little school) approach rather than a large school impersonal approach
15. Classes that have a good mixture of the social classes
16. Study-work programs
17. Teachers, administrators, and staff of different ethnic groups

3. How well does this plan provide adequate supportive services that our students need?

1. Pupil Personal Services
  1. Counseling and Guidance
  2. Nurse
  3. School-community workers
  4. Psychologist
  5. Social workers
  6. Employment counselors
  7. Teacher for hearing laboratory
2. Free textbooks
3. Food services (including free meals for students who cannot afford them)
4. Transportation from students' neighborhoods to the schools
5. Enough classified workers to inform parents when students are absent from school or classes
6. Special guidance services for students so that regular checks can be made on their school progress
7. In-service teacher and staff training to alert teachers to minority students needs
8. Low admission fees to athletic events
9. Drop-out program to try to prevent dropouts and to help those who do; a program which would also help parents of dropouts
10. Paid tutors; tutoring teams in the community
11. Strong parental support of the schools
12. Intercommunication (electronic) system in the schools
13. Study-Library facilities near students' residences
14. Schools which contribute to leadership in the neighborhoods
15. Compensatory education
16. A campus that will insure students from being threatened by physical violence; personal security
17. Schools and/or campuses which students are proud of

4. How well does this plan resolve identified problems?

1. No Administration Center

The administration of the PUHS is physically scattered in at least three locations, which does not lend itself to the coordination and communications of functions as well as to the efficiency in operations.

2. Racial Imbalance and Racial Tensions at PUHS

Students seemingly have a difficult time in residing and attending school together harmoniously. Cities throughout the nation have attempted to correct de facto segregation that exists in almost every city. One method has been to bus students from school to school, attempting to achieve a more proportionate racial balance for the entire school community. Other methods include consolidating physical plants, changing boundaries, and building new facilities. An opposing (and emerging) philosophy dictates separateness and compensatory education. "We want to be by ourselves, but give us the education that will fit our needs", the proponents of this philosophy might say.

3. The Dilemma between Academic and Vocational Programs

Only about 10% of the present PUHS students are enrolled in T and I programs. The demand for academic and professionally oriented curricula seems to be strong now.

4. Squeeze on Small Classes

There is little question but what financial deprivation will put the squeeze on the small classes in the System. Phoenix Union has one third of all the system classes which average below twenty per class. And this fact does not include Special Education, Freshmen Block, or the Bilingual Program at Phoenix Union.

5. Obsolescence--Educational and Mechanical

The PUHS plant is not only mechanically obsolete in many ways (for example, air conditioning) but it is educationally obsolete. To replace Buildings #5 and #8 does not alleviate obsolescence at PUHS, it alleviates only part of it.

6. Deteriorating Image of Phoenix Union High School

The declining membership and the increasing number of students who live within the PUHS attendance zone going to other schools

suggest that the image of PUHS is not as desirable as it could be. Disturbances on campus have not contributed to the improvement of our image.

7. Declining Teacher and Staff Morale at PUHS

The request for transfers by teacher and staff plus some difficulty in getting substitute teachers for PUHS indicate poor staff morale. With the racial tensions and the obsolescence, teacher and staff morale will likely decline even further unless these problems can be satisfactorily solved.

8. The T and I Program, Almost Successful

The T and I School has acquired the same image as PUHS; consequently the membership in the T and I program has not increased as expected. Although capacity could be approximately 2200, the present membership is about 1450.

9. Lack of Adequate Finances

Phoenix faces urban educational problems demanding more financial support than any other type of district but the fact is that all Arizona districts are facing stringent limits in financial support.

10. Other Problems at PUHS

Language barriers exist. Inner city students tend to achieve less, drop out more frequently, and attend school less regularly. The absence rate at PUHS is about 12-13% compared with a System average of 6-8%. The area of the inner city school tends to be transitory and full of poverty. For example, a recent survey suggests that about half of the students who attend Phoenix Union come from households where the annual income is \$3,000 or less. The area also can be characterized by deterioration in housing. It is not expected that to pursue any plan can solve all these problems, but to choose one that has hope of solving some of them is possible.

Recommendations:

In order to best meet the needs of students at Phoenix Union High School the Citizens' Advisory Committee recommends the following course of action:

1. Phoenix Union should continue as a complete comprehensive high school at its present location, including both the academic and vocational programs.
2. Plans should be immediately implemented to plan a new classroom building(s) which would replace buildings five and eight.
3. There should be a continuation of plans to remodel, rebuild, and up-date the buildings and to improve the grounds so that by September 1974 the entire campus and buildings would be comparable with the newer schools in the Phoenix Union High School System.
4. There should be a continuation of plans to develop and implement courses and programs that will especially fit the unique needs of students at P.U.H.S.

Advantages:

1. Phoenix Union High School is an established school with all of the traditions and loyalties attendant therein.
2. The present location serves the immediate community.
3. The present location is easily accessible to traffic.
4. The Area Vocational School is conveniently located.
5. It could eventually become part of an educational park.
6. It is easily accessible to governmental, civic, business, and cultural resources for educational and employment opportunities.

7. It has an auditorium.
8. It has well equipped science facilities.
9. Its central location for the entire system makes it a good location to house specialized courses.
10. Money would not have to be expended elsewhere to duplicate the facilities here.
11. It has potentiality for the development of the school-community concept.
12. Special curriculum needs for Black students and for Mexican-American students could probably continue to be developed and implemented here more effectively than at the other schools.
13. It might please those of our community who espouse the feeling that "We want to be by ourselves, but give us the education that will fit our needs".
- 14.
- 15.
- 16.

Disadvantages:

1. The plan would do little to resolve the ten (10) identified problems of Phoenix Union except possibly the problem identified as Obsolescence-Educational and Mechanical.
2. The present City of Phoenix housing projects within the Phoenix Union High School attendance zone allows more students from the lower socio-economic group to attend PUHS than is educationally desirable. Studies tend to show that the more balance in the socio-economic range of a school, the better the school seems to be in encouraging a democratic society.
3. The division of the campus created by Seventh Street contributes to the inconvenience of the school in terms of students and faculty mobility and communication.
4. Phoenix Union has an environment which is aesthetically deficient.
5. If there are more business buildings constructed south and east of the campus as a result of a newly revived downtown business and civic section, the school could become physically isolated from the community which it is intended to serve.
6. There is the possibility that the cost of completely modernizing this school at a comparable level with the newer schools of the system might equal or exceed the cost of building a new academic high school at another location.
7. The continuation of this plan commits the PUHS to maintain a segregated school.
8. (de facto seg)
9. The environment (surrounding community) is not an esthetic contribution to learning.

E. Smith: Concerns for an integrated society are paramount if we are to accomplish an ideal society.

Criteria for Evaluating Possible Alternatives

Proposal Number One

1. How well does this plan coincide with the overall Phoenix Union School System policies?

This plan is in accord with district policies. However, it seems doubtful if the present program actually fulfills the intent of the second sentence in 7.17 P which says "The System shall establish such curricula and courses as will best serve the needs of the community".

2. How well does this plan meet the educational needs of our students?

The school does not have programs mentioned in numbers six and seven although such programs could be implemented.

The school does not have conditions as mentioned in numbers fourteen and fifteen. Because of the arrangement of the buildings on the campus the school might have to go on double sessions to achieve the small (or little) school approach to education. It is most unlikely to accomplish every number fifteen.

The school partially meets the requirements of numbers eight, nine, twelve, sixteen, and seventeen.

3. How well does this plan provide adequate supportive services that our students need?

It lacks personnel mentioned in 1.5 and 1.8 although they could be authorized and employed with Board approval. There is not the adequate personnel to fulfill the intent of 1.6.

Numbers two, four, five, six, eight, nine, ten, twelve, eighteen, are lacking although this could be done with a change of state law on number two and appropriations by the Board.

Perhaps the City of Phoenix could be asked to fulfill number thirteen. Students do not use our library after school hours. In all probability the school would have to be closer to students' homes for it to be used after school or at night.

Number eleven is lacking although there has been considerable progress made in this area recently.

Items which are partially filled are numbers seven, fourteen, sixteen, and seventeen.

4. How well does this plan resolve identified problems?

With the exception of parts of numbers five and ten, this plan does little to resolve these problems.

5. How well does this plan complement community developments?

It is difficult to determine the long range effect the newly revived downtown and civic section will have on the school. It could be favorable but it could be unfavorable.

Many of the newly urbanized Blacks and Mexican-Americans continue to choose the Phoenix Union High School attendance zone in which to settle upon arriving in Phoenix. There is no indication at the present time that this will change. Therefore the school serves those who already live in the area plus those who come here to live. Projected enrollment figures show that the school will keep a rather steady enrollment similar to the present figures over the next ten (10) years.

6. This question was eliminated.

7. Will this plan be accepted by the parents of this school and the community at large?

The staff thinks that it is necessary to see the results of the General Learning questionnaire before trying to answer

8. Are there adequate physical facilities and geographical space to carry out this plan?

Yes. However additional land, should it be required, should be purchased in the near future to make the acquisition more financially feasible.

9. How does the cost of this plan compare to the presently planned capital and operating costs?

The operating costs would be increased from \$150,000 to \$200,000.

The capital costs would be about the same as presently anticipated but an accelerated time schedule would tend to telescope the capital costs. Nevertheless the immediate recommendations would add approximately \$275,000 to the capital budget.

10. Are there governmental (especially court) decisions and/or programs that coincide or conflict with this plan?

At the present time there is nothing that will conflict with this plan.

Until the Supreme Court of the United States decides on the Constitutionality on de facto segregated schools the future of this school as it is presently constituted is somewhat tentative.

Criteria for Evaluating Possible Alternatives

1. How well does this plan coincide with the overall Phoenix Union High School System policies?

There is nothing in this plan which directly conflicts with district policy. However the plan does not necessarily coincide with an implied, but not written, district policy which has been to construct, maintain, and operate schools which would draw students residing close to the schools; that is, a kind of neighborhood school concept.

2. How well does this plan meet the educational needs of our students?

The other schools already have the items mentioned in numbers 1, 2, 4, 11 12, and 15.

Numbers 3, 5, 6, 7, 8, 9, 10, 13, 14, 16, and 17 would have to be either refined to a greater extent or instituted in those schools.

3. How well does this plan provide adequate supportive services that our students need?

The other schools have 1.1, 1.2, 1.7, 3, 12, 16, and 17.

Number 1.3, 1.4, 1.5, 1.6, 1.8, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, and 18 would have to be added to or instituted.

4. How well does this plan resolve identified problems of minority students, the attendance and drop-out figures are not likely to diminish.

5. How well does this plan complement community developments?

Should the development around the new civic center form a physical barrier to Phoenix Union, there may be little difference between the alienation that might increase between the community and Phoenix Union or between the community and other schools.

It will be necessary to wait for the results of the General Learning questionnaire before any further evaluation of this point should be made.

Additionally, the City of Phoenix may be instrumental in developing an answer to this question on all proposals.

6. Question omitted.

7. Will this plan be accepted by the parents of this school and the Community at large?

It will be necessary to wait for the results of the General Learning questionnaire before trying to answer this question. However, the community at large probably will not look with favor on any plan which would call for bussing and integrated schools if we can judge Phoenix by what has happened in the rest of the country.

8. Are there adequate facilities and geographical space to carry out this plan?

Obviously there would be a shortage of parking spaces, lockers, offices, and possibly classrooms in some schools. Other schools definitely would have to have an extended schedule to accomodate the increase in enrollment. In all likelihood there will be problems which cannot be anticipated.

9. How does the cost of this plan compare to presently planned capital and operating costs?

See additional sheet on busness costs. There would probably be a minimum cost (transportation costs not included) of approximately \$200,000.

10. Are there governmental (especially court) decisions and/or programs that coincide or conflict with this plan?

The Federal government has encouraged desegregation by providing agencies which will help schools to solve the problem of desegregation. The nearest to Phoenix is the Technical Assistant Center in New Mexico, directed by Dr. Armond Seidler of the University of New Mexico.

There is no indication that present government programs in which the school system participates would not continue.

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Proposal Number Two

Recommendations:

In order to best meet the needs of our community the Citizens' Advisory Committee recommends the following course of action:

1. The academic and general education offerings at Phoenix Union High School should be discontinued.
2. Maricopa Technical College should be invited to share the facilities at Phoenix Union and to combine its vocational program with Phoenix Union's vocational-technical-occupational programs. Maricopa County Junior College System should be encouraged to offer many of its general education courses at Phoenix Union.
3. Arizona State University should be invited to have its downtown extension at Phoenix Union, particularly offering junior, senior and graduate courses at Phoenix Union.
4. The District Administrative Office and the District Services Office could be located at Phoenix Union-could sell DAO land.
5. The attendance zone for Phoenix Union should be redistricted so that our students go to East High School, North High School, Central High School, Carl Hayden High School, West High School, Camelback High School, Maryvale High School, Alhambra High School, and eventually Trevor Browne High School.
6. Transportation for our students should be provided to get to and return from those high schools.
7. The kinds of programs and curricula which would especially fit the needs of Black students and Mexican American students, including programs which would assist students from Phoenix Union into fitting into the receiving

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schools and assist the receiving students to understand how to cope with the problems resulting from the increased enrollment size, should be provided.

Advantages:

1. This plan will contribute significantly to resolving seven of the ten identified problems as outlined in question four of the evaluative criteria; specifically the following: no administrative center, racial imbalance and racial tension, the dilemma between academic and vocational programs, obsolescence--educational and mechanical, deteriorating image of Phoenix Union High School, declining teacher and staff morale at PUHS, and the T and I program, almost successful.

2. Students who are socio-economically disadvantaged tend to achieve more in racially and socio-economically balanced schools than in schools segregated by either race or social class.

Reward: It would give the students an opportunity to participate in more affluent school environment.

3. It will help in achieving a racial balance in our school system and close a de facto segregated school.

4. It will eliminate the need for a baseball field at Phoenix Union.

5. It would allow for additional parking development at Phoenix Union.

6. It would allow for the expansion of a Phoenix vocational center.

7.

8. It will allow more local facilities for extension of university education (Agrees with 3.). Can this be worked into an advantage.

9. The community-school
10. It would remove students from the downtown area which is a continuing attractive nuisance; that is, students find it too convenient to be truant because of downtown proximity.

Disadvantages:

1. The distance between the receiving schools and the students' residence may tend to alienate further the parents and the students from the schools. Thus the school-community concept would be considerably weakened.
2. It would create a hardship for students who wish to participate in co-curricular activities.
3. It would abolish the neighborhood high school.
4. It may arouse the people who remain loyal to Phoenix Union and who want it to continue as a comprehensive high school.
5. Those in the community who advocate a separatist education for Blacks and for Mexican-Americans will not be satisfied.
6. The expense of transporting large numbers of students (possibly as many as 2,000) will be considerable.
7. Innovative programs for Black students and Mexican-American students may be hindered because of possible limited enrollment.
8. It would take students away from the governmental, civic, business, and cultural resources for educational enrichment.
9. Students going to other schools may face the possibility of being so disoriented that they will have difficulty adjusting to a different situation.

10. It will be much more difficult to institute the kinds of changes desired (that is, the educational needs and the adequate supportive services) at ten schools than at one school.

11. It will require additional facilities or extended sessions at the receiving schools because of increased enrollment.

12.

13.

Proposal Number Three

Recommendations:

In order to best meet the needs of our community the Citizens' Advisory Committee recommends the following course of action:

1. The academic and general education offerings at Phoenix Union High School should be discontinued. Would leave T & I purely academic.
2. A new academic high school should be built to serve the students and community within the presently constituted attendance zone of Phoenix Union High School.
3. The new academic high school within the Phoenix Union High School attendance zone along with the other academic high schools should be closed schools; however in order to encourage racial balance in the schools transportation should be provided for those Mexican-American students and those Black students who live within the Phoenix Union High School attendance zone but wish to go to some other high school and for Anglo students who reside in other school attendance zones but want to attend the new high school in the Phoenix Union High School attendance zone.
4. Maricopa Technical College should be invited to share the facilities at Phoenix Union and to combine its vocational program with Phoenix Union's vocational-technical-occupational programs. Maricopa County Junior College System should be encouraged to offer many of its general education courses at Phoenix Union.
5. Arizona State University should be invited to have its downtown extension at Phoenix Union, particularly offering junior, senior, and graduate courses at Phoenix Union.
6. There should be continuation of plans to develop and implement courses and programs that will especially fit the

unique needs of Black students and Mexican-American students at the new school.

7. The District Administrative Office and the District Services Office could be located on the present Phoenix Union campus.

Advantages:

1. The plan will contribute significantly to resolving five of the ten identified problems: no administration center, the dilemma between academic and vocational programs, obsolescence--educational and mechanical, deteriorating image of Phoenix Union High School, and the T and I Program, almost successful. (It will not solve the racial imbalance, squeeze on small classes, and the lack of adequate finances.) If the positive programs of the criteria are instituted, some of the problems such as the dropout and attendance could be partly solved. Staff morale would be improved in the vocational school. It would more than likely improve in the new school; however, this is difficult to predict.
2. The new location would serve the immediate community.
3. The new would probably be more accessible to the immediate community.
4. It would be easily accessible to governmental, civic, business, and cultural resources for education and employment opportunities.
5. It would have the potentiality for the development of the community school concept.
6. Special curriculum needs for Black students and for Mexican-American students could probably continue to be developed and implemented more effectively at one school than at several other schools.

7. It might please those of our community who espouse the feeling that "We want to be by ourselves, but give us the education that will fit our needs." But it would allow for those ethnic groups who wish to go elsewhere.
8. It would eliminate the need for a baseball field at Phoenix Union.
9. It would allow for additional parking development at Phoenix Union.
10. It would allow for the expansion of a Phoenix vocational center.
11. It would allow more local facilities for higher education.
12. Depending on the location, it could remove students from the downtown area which is becoming crowded by traffic and high rise buildings.
13. If the \$2,000,000 from the bond issue originally intended to replace buildings five and eight at Phoenix Union; if the property originally intended to be the location of a DAO-DSO complex could be sold; if the present location of DSO could be sold; and if ten-cent levy money could be used, the total amount of these funds could go a long way in financing the building of a new high school.
- 14.
- 15.
- 16.

Disadvantages:

1. Expenditure for a new school will be considerable and a bond issue calling for the construction of a new inner city high school may not be approved by the voters.
2. It may arouse the people who remain loyal to Phoenix Union and who want it to continue as a comprehensive high school.
3. Of the identified problems it won't solve numbers 2, 4, and 9; namely, racial imbalance and racial tension, the squeeze on small classes and the lack of adequate finances.
4. No location will be entirely convenient for all students getting to school.
5. The present City of Phoenix housing projects within the Phoenix Union High School attendance zone would allow more students from the lower socio-economic group to attend the new school than is educationally desirable. Studies tend to show that the more balanced the socio-economic range of a school, the better the school seems to be in encouraging a democratic society.
6. It makes a commitment by the Phoenix Union High School System to maintain and operate a de facto segregated school.
7. The students in the new school still would probably not have the benefit of having a more positive academic environment which comes from the peer group that the other schools have. Consequently achievement would continue to be low.
8. It may not be possible to locate the school in an aesthetically pleasing environment.
9. To purchase and clear as much as forty acres in an area which would be somewhat centrally located in the PUHS attendance zone might cost from \$2,000,000 to \$3,000,000. An exception to this would be to purchase land adjacent to the present campus to build a new school.

### Criteria for Evaluating Proposals

1. How well does this plan coincide with the overall Phoenix Union High School System policies?

It coincides with board policies to a considerable degree except that it would still allow for a school which has an enrollment of well over eighty-five per cent of the two ethnic groups, which, although not against board policy, does not really meet the needs of the students.

2. How well does this plan meet the educational needs of our students?

If the educational needs as outlined by the Criteria were instituted, all of the needs could be met except number 15--classes that have a balanced mixture of different socio-economic levels.

3. How well does this plan provide the adequate supportive services that our students need?

It would have 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 3, 13 (partly; however perhaps the city could be asked to build this kind of facility), 15, and 17.

The new school would not need those items mentioned in 1.6, 1.8, 2, 4, 5,6, 7, 8, 9, 10, 11, 12, 14, 16, and 18.

4. How well does this plan resolve identified problems?

This plan would contribute significantly in solving five of the identified problems: no administration center, the dilemma between academic and vocational programs, obsolescence--educational and mechanical, the deteriorating image of Phoenix Union High School, the T and I Program, almost successful, and possible a sixth problem, the declining teacher and staff morale at PUHS.

It will not resolve three of the problems: racial imbalance and racial tensions, the squeeze on small classes, and the lack of adequate finances.

If positive programs are instituted as outline in the needs and supportive services questions in the Criteria, some of the other problems as mentioned in number ten of the identified problems could be alleviated; however the crucial problem of achievement would hardly have a dent made in it even by a new school.

5. How well does this plan complement community developments?

If the present PUHS campus continues to become more physically isolated from the residences by the future developments around the new convention center, it might be better to have a new school nearer the community and farther away from the immediate downtown area.

We shall wait for the results of the General Learning questionnaire to see if there should be additional responses to this question.

6. Will this plan be accepted by the parents of this school and the community at large?

We shall wait for the results of the General Learning Corporation's questionnaire to try to answer this fully.

It would seem doubtful if a bond issue would be passed to build a new inner city high school if we might analyze future bond elections by past elections for schools.

7. Are there adequate physical facilities and geographical space to carry out this plan?

The cost of acquiring and clearing the land could be from \$2,000,000 to \$3,000,000 unless the land were acquired adjacent to the existing campus.

If the facilities comparable to the new Trevor Browne High School were to be built, the cost would probably be slightly in excess of \$6,000,000.

If the educational needs and the supportive services as outlined in numbers two and three of the Criteria were implemented, the operating

costs would be increased from \$150,000 to \$200,000.

Are there governmental (especially court) decisions and/or programs that coincide or conflict with this plan?

Like Proposal Number One there is nothing that will conflict with this plan; however the new school's continued existence could hinge on the determination of any individual's court suit, should the Supreme Court of the United States decide that de facto segregated schools (and who constitutes such a school) are unconstitutional. On the other hand if one might be permitted to project a possible future attitude of the Supreme Court (a very risky business), it would seem that as President Nixon replaces retiring or deceased members of the high court, the new justices will be those who as strict constructionists (or those of judicial restraint) may become the court majority and then may issue decisions which state that de facto segregated schools are not the same as de jure segregated schools--as President Nixon seems to suggest from his papers on the subject.

Proposal Number Four

Recommendations:

1. The present Phoenix Union High School should become two entities.
2. Much of the present school should become part of a Phoenix vocational center with its own administration and staff.
3. Plans should be immediately implemented to acquire and clear land adjacent to the north and/or east of the present Phoenix Union High School campus and to build new facilities for an academic high school so that by September of 1973 the campus and buildings for the academic high school will be ready for school and community use.
4. The City of Phoenix should be asked to expand Verde Park and cooperate with the Phoenix Union High School System in developing a comprehensive recreation and park area to be used by both the school and the community.
5. There should be a continuation of the development and implementation of courses and programs that will especially fit the unique needs of the students of this community.
6. Maricopa Technical College should be invited to share the facilities at Phoenix Union and to combine its vocational program with Phoenix Union's vocational-technical-occupational programs. Maricopa County Junior College System should be encouraged to offer many of its general education courses at Phoenix Union.
7. Arizona State University should be invited to have its downtown extension at Phoenix Union, particularly offering junior, senior, and graduate courses at Phoenix Union.
8. The new academic high school at Phoenix Union along with the other academic high schools should be closed schools; however in order to encourage racial balance in the schools transportation should be provided for those Mexican American students and those Black students

who live within the Phoenix Union High School attendance zone but wish to go to some other high school and for Anglo students who reside in other school attendance zones but want to attend the new academic high school at Phoenix Union.

9. The District Administrative Office and the District Services Office could be located on the present Phoenix Union campus.

Advantages:

1. This plan would contribute significantly toward resolving four of ten identified problems as outlined in question four of the evaluative criteria; specifically it would tend to resolve: no administrative center; the dilemma between academic and vocational programs; obsolescence--educational and mechanical; and the T and I program, almost successful. This plan might resolve the problem identified as the squeeze on small classes if those courses which may be deleted from the schedules at other schools because of the lack of adequate enrollment could be offered at Phoenix Union. For example, courses in international languages and third and fourth year courses in mathematics are in danger of being squeezed out of existence. However if they could be offered at the newly created educational park with students being brought in as are the vocational students from all of the schools, the courses could continue to benefit those students who wish specialized courses. Also this plan could go a long way in resolving the deteriorating image of Phoenix Union High School and the declining teacher and staff morale at Phoenix Union High School.

This proposal will not resolve the racial imbalance and racial tensions at Phoenix Union or the lack of adequate finances.

If positive programs are instituted as outlined in the needs and supportive services questions in the Criteria, some of the other problems as mentioned in number ten of the identified problems could be alleviated; however the crucial problem of achievement would hardly have a dent made in it by a new school.

2. This location and the additional land would serve the immediate community.

3. The new school would be accessible to the immediate community.

4. It would be easily accessible to governmental, civic, business, and cultural resources for education and employment opportunities.

5. Special curriculum needs for Black students and for Mexican-American students could probably continue to be developed and implemented more effectively at one school than at several other schools.

6. A baseball field could be provided with the expansion of Verde Park.

7. This plan would allow for additional parking development at Phoenix Union.

8. It would allow for the expansion of a Phoenix vocational center.

9. It would allow more local facilities for higher education.

10. Money to finance the new academic high school could come from the following sources: the \$2,000,000 from the bond issue originally intended to replace buildings five and eight at Phoenix Union; the sale of the property originally intended to be the location of a warehouse, workshops, and offices for the district administration and district services; the sale of the present location of the District Services Offices; and ten-cent levy money.

11. Phoenix Union High School, which is an established school with all of the traditions and loyalties attendant therein, could continue.

The new Phoenix vocational center would be conveniently located.

13. The present location of this campus in relation to the entire district makes it a good location to house specialized courses.

14. The school-community concept could be developed as a result of this plan.

15. Some of the existing facilities could easily become a part of the new academic high school.

16. Existing facilities could be used while this plan is being implemented.

17.

18.

19.

20.

Disadvantages:

1. The plan would not resolve two of the identified problems: the racial imbalance and racial tensions at Phoenix Union High School and the lack of adequate finances for the school district.
2. The present City of Phoenix housing projects within the Phoenix Union High School attendance zone allow more students from the lower socio-economic group to attend Phoenix Union High School than is educationally desirable. Studies tend to show that the more balanced the socio-economic range of a school, the better the school seems to be in encouraging a democratic society.
3. If there are more business buildings constructed south and east of the campus as a result of the newly revived downtown business and civic section, the school could become physically isolated from the community which it is intended to serve.
4. It makes a commitment by the Phoenix Union High School system to maintain a de facto segregated school.
5. Students who are socio-economically disadvantaged tend to achieve more in racially and socio-economically balanced schools than in schools segregated by either race or social class.
6. It would not remove students from the downtown area which is an attractive nuisance; that is, students find it too convenient to be truant because of the downtown proximity.
- 7.
- 8.
- 9.
- 10.

Criteria for Evaluating Possible Alternatives

1. How well does this plan coincide with the overall Phoenix Union High School System policies?

It coincides well with the overall Phoenix Union High School System policies.

2. How well does this plan meet the educational needs of our students?

It would have 1,2,3,4,5,10, and 11.

It would have in part 8, 9, 13, 16, and 17.

The following would have to be instituted: 6,7,12, 14, and 15.

3. How well does this plan provide adequate supportive services that our students need?

It would have 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 3, and 17.

It would have in part 1.6, and 15.

It would need 1.5, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, and 19.

4. How well does this plan resolve identified problems?

It would resolve four of the problems: no administration center; the dilemma between academic and vocational programs; obsolescence-- educational and mechanical; and the T and I program, almost successful.

The plan would contribute significantly to resolving three other problems: the squeeze on small classes; the deteriorating image of Phoenix Union High School; and the declining teacher and staff morale at Phoenix Union High School.

It would not resolve the racial imbalance and racial tensions at Phoenix Union nor the lack of adequate finances for the school district (although there might be some savings by offering the specialized courses at the new educational park.)

Unless the positive programs are instituted as specified in the educational needs and supportive services, this plan will not resolve number 10 (other problems at Phoenix Union High School).

5. How well will this plan complement community developments?

Seemingly this plan will correspond with community developments; however if the present campus continues to become more physically isolated from the residences by the future developments around the convention center, it might be better to have a new school nearer the community and farther away from the immediate downtown area.

Many of the newly urbanized Blacks and Mexican-Americans continue to choose the Phoenix Union High School attendance zone in which to settle upon arriving in Phoenix. There is no indication at the present time that this will change. Therefore the school serves those who already live in the area plus those who come here to live. Projected enrollment figures show that the school will keep a rather steady enrollment similar to the present figures over the next ten years.

We shall wait for the results of the General Learning questionnaire to see if there should be additional responses to this question.

6. Will this plan be accepted by the parents of this school and the community at large?

It will be necessary to see the results of the General Learning Corporation questionnaire before trying to answer this fully.

7. Are there adequate physical resources to carry out this plan?

Land will have to be acquired and cleared, buildings will have to be built, and possibly some relocation of athletic and shop areas.

8. How does the cost of this plan compare to presently planned capital and operating costs?

There would be the increased costs of changing the administrative and coordinating roles of the vocational school.

It would be expected that the City of Phoenix will cooperate in expanding Verde Park. Land acquisition may range from \$300,000 to \$500,000.

If the educational needs and supportive services as outlined in the Criteria were instituted the operating costs would be increased from \$200,000 to \$250,000.

A building program for the new high school would cost approximately \$3,000,000. However it depends on the kind of program that was developed, for the cost could be anywhere from \$2,000,000 to \$5,000,000.

9. Are there governmental (especially court) decisions and/or programs that coincide or conflict with this plan?

At the present time there is nothing that will conflict with this plan; however the new school's continued existence could hinge on the determination of any individual's court suit, should the Supreme Court of the United States decide that de facto segregated schools (and who constitutes such a school) are unconstitutional.

Criteria for Evaluating Possible Alternatives

Each question will have a written answer. Additionally there will be a ten (10) point scale for each question, one being the lowest rating and ten being the highest rating.

1. How well does this plan coincide with the overall Phoenix Union High School System policies?

7.17 P Responsibility for the Program of Instruction

The Board, in accordance with state law, shall prescribe a course of study for all high schools under its control. The System shall establish such curricula and courses as will best serve the needs of the community. The primary responsibility for the development of curricula rests with the Assistant Superintendent of Instruction, working with the approval of the Superintendent and the Board. The Superintendent, through the Assistant Superintendent for Instruction, has the responsibility for making certain that the course of study approved by the Board is executed.

1.21 P Relationship with Accrediting Agencies, Institutions of Learning

The Board, subject to annual approval before adoption of the budget, shall follow the rules and regulations set forth by the North Central Association of Colleges and Secondary Schools.

3.12 P General Responsibilities

The Superintendent is the chief executive officer of the Board for the management of all departments, divisions and buildings in the System, except as otherwise provided by law or by specific direction of the Board. He shall have the power to make rules, not in conflict with the law or with the rules of the Board, and to decide all matters of an administrative and supervisory character in connection with the operation and maintenance of the schools.

The Superintendent shall provide professional leadership in the organization of the school and shall organize or cause to be organized, programs of instruction that will meet the needs of the community, so long as the proposed programs have the prior approval of the Board.

**THE COMMUNITY SCHOOL CONCEPT**

## Study of PUHS - The Community School Concept

### Discussion: The Community School Concept at PUHS

The Community School Concept makes a great deal of sense for the Phoenix Union High School attendance area were it not for the transportation problem. But even if the school or the City of Phoenix were to provide suitable transportation, there would still be the necessity of getting funds for night-time and week-end operations, of finding competent teaching staff, and of overcoming a long-standing community apathy towards education. There is no doubt, after the many personal interviews in the community, that there is a real need for up-grading academic and vocational education, as well as avocational experiences.

The Phoenix System has more to offer in all of these three educational areas than any other school within the metropolitan area, as far as could be determined. Perhaps a pilot program could be initiated if imaginative solutions were found to the objections.

#### Possible solutions to the problem:

1. The financial support for after-hours operation of the school is usually for wages of the teaching and supervisory personnel. The use of retired individuals and other voluntary assistance could be an answer to this lack of funds, which is certain to be a real issue this year and perhaps the next year. There are several organizations in the Valley which could be of assistance in this respect, and certainly in a retirement area such as Phoenix many trades, business, teaching, and other personnel who could be convinced of the worth of such a project.
2. The transportation difficulties for those who live more than a few blocks from PUHS could be handled by car pools of interested people involved in educational or avocational projects on the same night or week-end. Perhaps the same idea which churches use could also be applied, either the use of private cars or a special bus covering specific nights or week-ends.

3. Academic subjects, which would include English and Spanish as second languages, may be easier to initiate at local elementary schools, with more complex subjects requiring materials and equipment not available at the elementary school being taught at PUHS.
4. The Mott Foundation, as the Citizens' Advisory Committee heard during their presentation at one of the weekly meetings, may be interested in initiating a community school at PUHS. If so, this support and advice should be used.
5. Much of the educational program would be more meaningful to the adults if specific job opportunities could be pledged to those adults who complete prescribed courses which business and industry have had a hand in defining and setting up. College entrance guarantees also would be meaningful incentives, as some of the people interviewed indicated. An incentive system in terms of cash could also be set up for the completion of certain job-required courses, such as English or Spanish.
6. Fund-raising campaigns should be successful in Phoenix to help initiate a program such as this.

Obstacles to be overcome:

1. Community apathy and cynicism, particularly about job-and-college guarantees, will have to be overcome.
2. Getting sufficient funds and voluntary staff will require organization and effort. The loan of business executives would be worth considering, much as the National Alliance of Businessmen now borrows executives from the major corporations.
3. The use of educational personnel to set programs up usually runs into procedural problems. Breaking rules and rocking the boat are frowned on, and the administrator who has to return to the school system may not make many decisions if they run counter to the status quo. The same problem, of course, faces loaned executives, but to a lesser degree.

4. Many adults do not progress well in group instruction modes, and often find themselves much happier in an individual instruction setting. Many teachers and administrators resist individual instruction because of unfamiliarity or the greatly increased workload and degree of competence required.
5. Safety and security at night will be a definite requirement if the older adults are to want to go to a community school where night classes are offered. Many women in the community stated that they no longer ventured out after dark. The recent violence reported on East Van Buren street, with fire bombings and sniping, will enforce this stay-at-home tendency.
6. The answers supplied by the community survey questionnaires (Question Nos. 64, 65, 72, and 73) show a minimum of interest in recreation and education projects in the school at night and on week-ends.

RACIAL IMBALANCE IN THE SCHOOL

Study of PUHS - Racial imbalance in the school

Discussion: Signs of de facto segregation

The professional staff assigned to the Citizens' Advisory Committee has been reporting a steady decline in the number of Anglo students at PUHS, primarily because of transfers to high schools outside the attendance area of PUHS. The number of Anglo students reportedly has dropped from over three hundred at the beginning of the school year to less than ninety-two at this time.

Possible solutions to the problem:

1. One solution is to limit transfers, with all residents in the attendance area going to PUHS.
2. Another solution is to widen, or change, the boundaries of PUHS to bring in more Anglos.
3. Cross-busing is another solution, with minorities going in one direction and Anglos going to PUHS in greater numbers.
4. Another solution is for more Anglos to move into the attendance area, as Mr. Calvin Goode suggests. This solution makes the most sense from a racial standpoint.

Obstacles to be overcome:

1. As more Anglos depart, the balance are accelerating their departure also, especially with increasing violence at PUHS as a possibility, or as class offering decline.
2. Busing is always an emotional solution.
3. Changing boundaries may worsen the transportation problem.
4. Getting Anglos to move into the ghetto is economically difficult because of property value problems and the availability of mortgage money to build in the ghetto.
4. Many Anglos may be made to feel unwelcome in the ghetto because of Black social unrest.
5. The community does not realize the extent of school population change, a fact which has limited any action to retain an Anglo element.

## **TUTORING TEAMS AND FACILITIES**

Study of PUHS - After-hours tutoring efforts required  
(Paragraphs I-1, II-d, II-f, and III-d)

Discussion: Tutoring teams and facilities

There are presently very few facilities in the inner city area for students to use at night or on week-ends. The library facilities are non-existent also, and the current plan to build a new library in the vicinity of Fifteenth Avenue means that the neighborhoods to the East will be unserved. Many homes are also not set up for students to study, and the poor showing on books in the home gives some idea of the handicaps these students have to labor under compared to the middle-class culture with its extensive cultural offerings right in the home.

Possible solutions to the problem:

1. The Citizens' Advisory Committee may want to plan for tutoring teams for each residential area, with facilities located in homes, churches, old buildings, and old stores. These tutoring teams could be made up of educated individuals living within the residential area, with the facilities and books being supplied by the school district or donations.
2. The appointment of community aides is a necessity which the Citizens' Advisory Committee may want to initiate. These aides would report to the Building Principal, and would be allocated on the basis of one to each residential block. Their responsibilities would include absenteeism checks, counseling, and some tutoring in areas of their competence. A typical job description for such aides is attached to this section at the end.
3. Part of the tutoring effort should be conducted by older students under the concept of "each one teach one." A master teacher should direct this effort.
4. The library function, where books and materials are available at the tutoring facility, should be run by someone who cares
5. Student team-work to help each other is essential.

more for students and their problems than for books and their orderly appearance. Of special importance is a lending privilege whereby resource materials for term papers can be sent to the facility for temporary use by students.

5. The Citizens' Advisory Committee may want to recommend to the City government that large libraries not be built as long as smaller facilities cannot be built within the inner city, preferably one every six blocks. The transportation problem for the poor also prevents them from using the tax-supported cultural improvements which the City builds for the middle-class and upper-class residents.

Obstacles to be overcome:

1. Money for such projects will be needed in large amounts. No cost estimates are available, of course, but each facility will be different than all the others. Volunteer help and donations may make such a concept possible this year.
2. Vandalism will be serious unless the students have a responsible role for security and for tutoring.
3. The professional staff undercuts community aides with remarks, citing their lack of education. An orientation program for both professional teachers and counselors and the community aides needs to stress the difference in roles and the effect of what the minorities call "the psychological put-down."
4. The community in general does not see the need for this effort now, but chiefly this is because they as residents have no real way to measure the difference in performance levels between their students and those going to other high schools. Such a tutoring effort will not succeed without community support.
5. Professional librarians usually have difficulty getting along with students. Community workers in most cases would perform better, with guidance from a professional group in the area of reference support.

NOTES ON THE SURVEY

The community survey was random sample, with selected numbers being interviewed in the areas indicated on the map on Page 228. The student survey was run at the senior and junior levels. The staff survey was of the entire staff. Oral interviews supplemented this data. The data itself, when in written form, was not corrected, but was entered exactly as given, except for libelous remarks.

The survey team was of local hire out of the districts shown on the map, insofar as the team captains could accomplish this objective.

There were approximately 430 responses on the community survey, approximately 100 from the student survey, and approximately 108 from the staff survey. The number of answers sometimes vary because of the responses, but no questionnaire was void unless there were negligible responses.

Some of the more personal data desired from the community was difficult to get because of the near-neighbor reluctance to disclose personal data to residents in the community.

## APPENDICES

Tabulation of Community Questionnaire

Question No. 1 Should we keep the high school where PUHS now is?

	<u>Yes</u>		<u>No</u>	
Mexican-American	166		19	
Blacks	86		46	
Caucasian	75		11	
Indian	9		1	
	336	81.3%	77	18.7%

Conclusions:

1. Roughly eighty (80) per cent of the survey population would like the school to stay where it is.
2. The survey population is not aware of the future plans of the City, however.
3. If the Citizens' Advisory Committee wanted to recommend some other location, the objections would have to be overcome with a public relations campaign.
4. Ease of access and familiarity with the school in its present location were important reasons for wanting the school where it is.

\*\*\*

Question No. 2 If not, would we build one or two other high schools in the PUHS area for your high school students?

	<u>Yes</u>		<u>Yes on #1</u>		<u>No</u>	
Mexican-American	26		75		26	
Blacks	5		32		57	
Caucasian	11		57		6	
Indian	4		1		3	
	45	14.9%	165	54.6%	92	30.5%

Conclusions:

1. The results of the affirmative vote confirm the desire of the community to have the school in the neighborhood.

Tabulation of Community Questionnaire

Question No. 3    Where should these new schools be?

<u>No. of Answers</u>	<u>Comments</u>
	<u>Mexican-American</u>
	Between 16th and 6th St., Buckeye and river bed
3	In the neighborhood (Cocopah) Close to PUHS
	Between South Mountain and PUHS
3	South part of town North side All over Close to downtown
5	Good location
2	North of McDowell By 24th North and South side Central location South side East and north Central and 1st Avenue
	<u>Black</u>
	PUHS area
8	Good location Where Civic Center is Anywhere
	<u>Caucasian</u>
2	Neighborhood (Cocopah) Centrally
2	All over Should be moved because of lack of expansion
3	South part of town Is good location Neighborhood

23/a

**TABULATION OF THE COMMUNITY QUESTIONNAIRE**

Tabulation of Community Questionnaire

Question No. 4 Is PUHS an integrated school?

	<u>Yes</u>	<u>No</u>
Mexican-American	144	32
Blacks	107	22
Caucasian	75	7
Indian	9	2
	335 84.2%	63 15.8%

Conclusions:

1. The community response indicates that the school is integrated, but there is a strong possibility that the survey population is not aware of the population shift in the school.
2. Community reaction might be predictably strong when the shift is discovered, or becomes common knowledge.

\*\*\*

Question No. 5 Do the teachers try to help your high school students with their studies?

	<u>Yes</u>	<u>Some</u>	<u>Not Much</u>	<u>No</u>
Mexican-American	115	8	1	17
Blacks	84	9	1	18
Caucasian	38	2	1	10
Indian	2			
	239 78.1%	19 6.2%	3 1.0%	45 14.7%

Conclusions:

1. Community reaction was very favorable.
2. Attention should be paid to those parents who feel that the school is not helping the students. This is a sore point in the community among the vocal elements.
3. Reinforcement is in order, however, because of increasing negative viewpoints.

Tabulation of Community Questionnaire

Question No. 6 Does the school care about your high school students?

	<u>Yes</u>		<u>No</u>	
Mexican-American	121		21	
Blacks	85		14	
Caucasian	34		4	
Indian	8		1	
	248	86.1%	40	13.9%

Conclusions:

1. This reaction is also favorable, but the number of negative answers is significant, particularly since those holding negative views tend to spread them around.

\*\*\*

Question No. 7 Is the education at PUHS good?

	<u>Yes</u>		<u>No</u>	
Mexican-American	163		15	
Blacks	112		10	
Caucasian	55		21	
Indian	12			
	342	88.1%	46	11.9%

Conclusions:

1. From the results of this survey, the opinions being passed around by the students and the vocal elements within the community have not as yet had any real effect.

2. Many of the parents who were interviewed had no real knowledge of the actual competence of their students. The opinions would not have been as favorable if there had been any comparison possible.

Tabulation of Community Questionnaire

Question No. 8 Is the diploma from PUHS as valuable as the diploma from other high schools in the city?

	<u>Yes</u>		<u>No</u>	
Mexican-American	142		26	
Blacks	105		21	
Caucasian	58		18	
Indian	8		4	
	313	81.9%	69	18.1%

Conclusions:

1. The majority opinion is favorable, but there is a significant number of people who do not feel that the diploma is as good as it ought to be.

2. These are the type of responses which should be a matter of continuing investigation. There is no way to compare this response to a similar question in 1951, but eighteen (18) per cent is still a high number when dissatisfaction is what is being talked about.

\*\*\*

Question No. 9 Is PUHS giving school work which is too hard for the students to do?

	<u>Yes</u>		<u>No</u>	
Mexican-American	18		149	
Blacks	17		109	
Caucasian	3		67	
Indian	1		11	
	39	10.4%	336	89.6%

Conclusions:

1. The significance of this response is apparently that the homework assignments are not being given, to any great extent. Some of the survey responses were critical of the lack of homework, but the parents who were checked may not know what is not being done.

2. Usually if the students are not working hard at school, in the opinion of parents, this is a sign that not enough classwork or homework is being given. Parent opinion should be given a great deal of weight by teachers in the establishment of a suitable workload.

Tabulation of Community Questionnaire

Question No. 10 Does your high school student like going to PUHS?

	<u>Yes</u>		<u>No</u>	
Mexican-American	84		24	
Blacks	84		9	
Caucasian	13		17	
Indian	2		2	
	83	77.8%	52	22.2%

Conclusions:

1. The majority of the minorities appear to like going to PUHS, even though there are the predictable number who obviously do not.
2. The Caucasian split is of significance, especially since there is an exodus reported in the number of such students attending PUHS.
3. The negative percentages are too high for comfort, indicating that some actions must be taken to alleviate the reasons for the negative votes.

\*\*\*

NOTE: Question No. 11 was void on the survey.

Tabulation of Community Questionnaire

Question No. 12 Why?

No. of Answers

Comments

Mexican-American

	Teachers try hard
4	It is his school and he likes it
4	It is a very good school
2	Family school
	No trouble to send children to school
5	Children like school, counselors doing fine job helping students
	They have more courses than some schools
15	Good buildings and location
5	Friends go there
	Going for an education, not entertainment
	Better facilities than other schools
	Everyone is more concerned about PUHS than the students
	They let you get away with a lot and the work is not hard
	No problems for my child
	She wants to get her diploma
	There are still some good teachers left
	Last year
	Daughter is a monitor and gets encouragement from teachers
	Felt pride in PUHS when I attended it
	Wants to learn
	Never been to any other
2	Too many problems
	Because of riots
	Have had problems with colored guys

Tabulation of Community Questionnaire

Question No. 1.2 cont.

No. of Answers

Comments

Too much drugs  
Want to go out of town  
Doesn't like high school  
Felt closed in and want to be free  
It's like prison  
No transportation  
Lots of misunderstandings at school  
To prejudice  
Can't get along with Blacks  
Have heard blacks abuse other students  
Can't get along with teachers  
Daughter wants to attend St. Marys  
Wish we could afford to send to another school  
Indifference with students  
Plan to send to another school next year  
Don't like it  
No students there

Black

Because it is near  
Between '57 and '61 it was an excellent school, had choice of education  
Have many chances to learn many skills  
Yes, except for this year...too many new and young teachers  
3 Location...Black program  
Organizations  
2 Get to do what they want  
Like it  
Friends are there  
Like it better than any other  
Would send to another school if it weren't for the red tape  
Mean teachers, don't help students  
Because of violence

Tabulation of Community Questionnaire

Question No. 12 cont.

No. of Answers

Comments

Caucasian

2

No children there  
Likes it but doesn't have enough for college  
Kids are friendly, variety of subjects to choose from  
Best in Phoenix  
Has had numerous well paying jobs as a result of PUHS  
If a student likes school, he'll like any school

2

Doesn't like it  
Feels closed in, wants to be free  
Students are lazy  
Just doesn't like school  
Is only at PUHS because we can't afford to send him to St. Marys

Indian

Caterers make trouble  
Would send to another school if could afford

Tabulation of Community Questionnaire

Question No. 13 Is vocational education a good thing to teach at PUHS?

	<u>Yes</u>		<u>No</u>	
Mexican-American	175		4	
Blacks	103		7	
Caucasian	65		1	
Indian	12			
	<hr/>			
	355	96.7%	12	32.7%

Conclusions:

1. With responses of this size in the affirmative, the school would be ill-advised to listen to the element which wishes to disband vocational education.
2. There is a need, however, to keep the image of vocational education in a favorable light for the sake of those students who still want to follow this path.
3. There is some feeling that the community response is a conditioned one, whereby the older people have been convinced by the dominant society that this is the only path anyway, therefore, it is wanted. This may be true in some cases, which is a facet that the counselors should watch for.

\*\*\*

Question No. 14 Do you like the grading policy at PUHS?

	<u>Yes</u>		<u>No</u>	
Mexican-American	107		17	
Blacks	86		16	
Caucasian	21		17	
Indian	6		1	
	<hr/>			
	220	79.7%	51	18.5%

Conclusions:

1. There were no strong feelings on this question, but there is a possibility that the method of grading is confused with the grades that some of the students got.

Tabulation of Community Questionnaire

Question No. 15 Pass or fail are the terms used to identify satisfactory work in school. Would you prefer "credit and non-credit"?

	<u>Yes</u>		<u>No</u>	
Mexican-American	77		45	
Blacks	94		19	
Caucasian	29		15	
Indian	7		3	
	207	71.4%	83	28.6%

Conclusions:

1. The connotation for the word "fail" in a community where so many students fail probably accounts for the affirmative vote for another way of grading.

\*\*\*

Question No. 16 Is the discipline good in the school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	71		75	
Blacks	61		55	
Caucasian	26		46	
Indian	10			
	168	48.8%	176	51.2%

Conclusions:

1. There is no doubt that the stories of violence and vandalism have had some effect on the community response. Almost all of the survey population knew something about the trouble at PUHS, and felt that something ought to be done about it.

Tabulation of Community Questionnaire

Question No. 17 Is teaching high school students an easy job?

	<u>Yes</u>		<u>No</u>	
Mexican-American	10		136	
Blacks	8		118	
Caucasian	2		80	
Indian	0		11	
	20	5.5%	345	94.5%

Conclusions:

1. The teaching staff has some sympathy in this area. The difficulties of the profession are seldom really understood by the population outside of school, however, and there needs to be some effort made to publicize this without the element of self-serving being too obvious.

\*\*\*

Question No. 18 Should the teacher help students at school after school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	94		71	
Blacks	71		51	
Caucasian	48		31	
Indian	8		3	
	221	58.6%	156	41.4%

Conclusions:

1. Many of the responses which were negative took the position that it was not the obligation of the teacher to stay after school. Among the younger individuals, the feeling that they should stay was considerably stronger, and in fact this attribute was considered a major element in "caring about the kids".

Tabulation of Community Questionnaire

Question No. 19      Should the teachers help students after school in the neighborhood?

	<u>Yes</u>		<u>No</u>	
Mexican-American	54		119	
Blacks	49		82	
Caucasian	24		59	
Indian	8		3	
	135	33.9%	263	66.1%

Conclusions:

1. The community response to teachers in the neighborhood in the evening was negative. If this were to be a program, the opposition to paying for it would have to be overcome, if the survey is any indication.
2. A tutorial program in the neighborhood was found to have more support, from the results of the oral survey. Much of the comment received depends on the explanation of what would happen and where this help would be given. Study areas located in each block were thought to be a good idea, notably in those neighborhoods where large families and small accommodations meant little or no study space.

\*\*\*

Question No. 20      Should the teachers visit the family once in a while to discuss the high school student's progress in school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	159		17	
Blacks	101		26	
Caucasian	55		27	
Indian	9		2	
	324	81.8%	72	18.2%

Conclusions:

1. The community wants an occasional visit from the teaching staff, and this element of the profession is considered to be the most important part of the "caring for the students" complaint.
2. Community aides for each block would assist the teacher in identifying problem student's families.

Tabulation of Community Questionnaire

Question No. 21 Do the teachers encourage the high school students in the school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	119		24	
Blacks	89		20	
Caucasian	51		22	
Indian	8		1	
	267	79.9%	67	20.1%

Conclusions:

1. The community has a favorable impression of the teaching staff, but the ratios of disaffection rise as one goes from the first group to the third.

\* \* \* \* \*

Question No. 22 Are the teachers afraid of any of the students in the school?

	<u>Yes</u>		<u>No</u>		<u>Some</u>	
Mexican-American	124		29		5	
Blacks	72		44		3	
Caucasian	56		15		2	
Indian	8		2		1	
	260	72%	90	24.9%	11	3.1%

Conclusions:

1. This response is a predictable one, in view of the newspaper articles. There was other evidence, however, in the minds of some of the survey population, chiefly from what their own students said.
2. This response, when it was affirmative, was made with concern by those interviewed, primarily in regards to the safety of their own students.
3. This aspect of school operations needs detailed research.

Tabulation of Community Questionnaire

Question No. 23 Are the teachers bigoted?

	<u>Yes</u>	<u>No</u>	<u>Some</u>
Mexican-American	42	58	9
Blacks	17	76	19
Caucasian	9	48	5
Indian	2	5	4
	70 23.8%	187 63.6%	37 12.6%

Conclusions:

1. This is a very important response in terms of the community population, since it is made up largely of minorities. There probably is no way to dispel this conception without more communication between the professional staff and the community.
2. The word had to be explained to many of the older people, but it was in common usage among the younger population.
3. The attitude of the community towards the Anglo teacher is tied in with the general attitude towards the dominant society, particularly as regards social and economic mobility.

Tabulation of Community Questionnaire

Question No. 24 If you say "yes" in what way are the teachers bigoted?

No. of Answers

Comments

Mexican-American

- 2
- They preach about being equal but they don't give you the opportunity to put it in practice
- They have been treated real bad by student
- The teacher take more care with the Negro students
- They are after them
- Teachers are after me because I worked part time
- To teach and see if the student is truly good
- To show the discipline to learn more about books
- They have the attitude that they are teaching second grade and act accordingly
- They help the student understand school and what is what
- Many ways
- They are human beings
- When a student asks for help, he's ignored by teachers
- Teachers do more for Blacks than for Mexican-Americans
- 2
- They feel handicapped because they can't do anything about it
- Mexicans and Negros don't care if they learn or not
- Show favoritism
- They are afraid of the students involved in the riots
- Involved students are trying to scare teachers
- Some teachers are prejudice towards minorities
- Spend too much time with students who don't really need it.
- Teachers too old, need some who understand students

Black

Keep blacks in back

Tell students and parents different stories

Some have pets

Right or wrong, Blacks are always wrong  
when trouble starts

Resentment to race and indifference

Students are put out of school and no one  
takes the time to find out why

They don't listen to students or try to  
understand their problems

Teachers are antagonized by kids

Caucasian

Some teachers push students around

The students attitudes shows that the  
teachers should do whatever they want them  
to do

Slow learners

No specific reason

Students try to run over the, they are  
treated as servant dogs

By students

Indian

I think students involved in riots are  
after teachers

Make fun of them

Tabulation of Community Questionnaire

Question No. 25 Do you feel welcome at the school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	128		7	
Blacks	104		10	
Caucasian	39		17	
Indian	4		1	
	275	88.7%	35	11.3%

Conclusions:

1. The survey did show this: the more vocal, the less the individuals felt that the welcome mat was out. The survey also is significant in showing that while the majority may feel welcome, they never go; and they really have no way of knowing whether they would be welcome without trying.
2. A number of people were aware of being kept waiting by administrators, or of being avoided by teachers; and this was brought up during the interviews.

\*\*\*

Question No. 26 Do your high school students get to and from school by:

	<u>Walks</u>	<u>Car</u>	<u>Bus</u>	<u>Bike</u>
Mexican-American	30	24	27	1
Blacks	11	23	40	
Caucasian	5	2	16	
Indian	1		1	

Conclusions:

1. There is a significant number who must use transportation, or who at least choose to use transportation, as opposed to walking.
2. A number of parents felt that the students should not go to school when transportation (such as a car or bus) was not available.
3. Absenteeism was thought to be related to this factor by many of the people interviewed.

Tabulation of Community Questionnaire

Question No. 27    Should free bus transportation be provided?

	<u>Yes</u>		<u>No</u>	
Mexican-American	152		13	
Blacks	97		3	
Caucasian	57		4	
Indian	8		0	
	314	94%	20	6.0%

Conclusions:

1. There is little doubt about how the community feels. This cost would probably be a worthwhile investment in community relations, for one thing, as well as assisting in attendance problems.

\*\*\*

Question No. 28    Is it okay if your high school student goes to another high school by bus?

	<u>Yes</u>		<u>No</u>	
Mexican-American	79		35	
Blacks	72		27	
Caucasian	28		10	
Indian	5		1	
	184	71.6%	73	28.4%

Conclusions:

1. How far and how long could not be explained during the interview. However, the response is sufficiently negative to make such a decision to bus out of the attendance area difficult to sell.

Tabulation of the Community Questionnaire

Question No. 29 Does transportation become a problem for your high school student at times and keep them from attending school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	60		49	
Blacks	50		55	
Caucasian	24		12	
Indian			2	
	134	53.2%	118	46.8%

Conclusions:

1. There is probably a need for transportation to be supplied by the school, judging from the survey and remarks made during the questioning. The attendance area is large, and the trend away from walking has been accelerating.

\*\*\*

Question No. 30 Have teachers and counselors visited you at your home during 1969 and 1970?

	<u>Yes</u>		<u>No</u>	
Mexican-American	35		95	
Blacks	14		109	
Caucasian	5		61	
Indian	1		9	
	55	16.7%	274	83.3%

Conclusions:

1. In view of the community and student feeling about the teachers and counselors not visiting, plus the relationship of visiting to the concept of "caring for the student", it would seem that this area of teacher performance would be one which would yield exceptional results.
2. Additional data discovered had to do with the administrative staff, which is alleged to make no visits at all.
3. Teachers and counselors would, from the survey results, be most welcome in the area; and should have no problems in terms of security of person.

Tabulation of Community Questionnaire

Question No. 31 Have you visited the school to talk to teachers and counselors during 1969 and 1970?

	<u>Yes</u>		<u>No</u>	
Mexican-American	31		89	
Blacks	32		90	
Caucasian	7		59	
Indian	1		8	
	71	22.5%	246	77.5%

Conclusions:

1. No one should be surprised today to find that teachers are not visited at school by parents. The data supports this finding, and suggests that here is another area of communication which can be exploited with beneficial results for the students.

\*\*\*\*

Question No. 32 Do you read the newspaper articles about PUHS?

	<u>Yes</u>		<u>No</u>	
Mexican-American	130		48	
Blacks	114		14	
Caucasian	71		11	
Indian	7		4	
	322	80.7%	77	19.3%

Conclusions:

1. Much of the news of PUHS comes from the newspapers. The significance of this source of news for the well-being of the school should not be lost, especially since the majority of the student, staff, and a significant element within the community feels that the news is biased against both minorities and education.

Tabulation of Community Questionnaire

Question No. 33 Do you receive a school newspaper?

	<u>Yes</u>		<u>No</u>	
Mexican-American	27		140	
Blacks	26		103	
Caucasian	4		76	
Indian	2		7	
	59	15.3%	326	84.7%

Conclusions:

1. One significant source of news apparently does not get to the home.
2. No such item as a school newspaper was noted in any home, although a determined effort to locate a copy was not made.

\*\*\*

Question No. 34 Do you high school students tell you what is going on at the school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	91		19	
Blacks	79		13	
Caucasian	17		17	
Indian	2			
	189	79.4%	49	20.6%

Conclusions:

1. Another source of news about the school, and one which is very potent when there is bad news. Many student's reports on the school are negative, and this will continue to build up resentment against the school until a more positive turn is taken.

Tabulation of Community Questionnaire

Question No. 35 Do you and your neighborhood discuss the school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	113		59	
Blacks	74		52	
Caucasian	26		45	
Indian	8		3	
	221	58.2%	159	41.8%

Conclusions:

1. For good or bad, this is another avenue of communication of which the school should take note. What the Citizens' Advisory Committee takes back to the community will probably have a great effect also, through this channel.

\*\*\*

Question No. 36 If one of your children dropped out or was absent from school, did the school notify you the same day?

	<u>Yes</u>		<u>No</u>	
Mexican-American	29		54	
Blacks	50		37	
Caucasian	2		19	
Indian	2			
	83	43%	110	57%

Conclusions:

1. There was more community bitterness over the "no" answers than anything else. This element of communication is extremely important to parents, and the expense of setting up a system of prompt notification would do much to create a better climate of opinion.
2. Many of the parents work during the day, and want to have some idea if their children are in school.

Tabulation of Community Questionnaire

Question No. 37 When you were notified, was this notice by mail, telephone, or personal visit by someone from the school?

	<u>Mail</u>	<u>Phone</u>	<u>Visit</u>
Mexican-American	35	24	5
Blacks	57	29	9
Caucasian	2	11	3
Indian	3		
	97	64	17
	54.5%	36%	9.5%

Conclusions:

1. Phone and personal visits were the most popular methods. The mail route of notification was not well-received, but was considered better than no notification at all.

Tabulation of Community Questionnaire

Question No. 38 What did you do when you found out that your high school student had dropped out?

<u>No. of Answers</u>	<u>Comments</u>
	<u>Mexican-American</u>
	Called the school
	Went to speak with school officials
3	Tried to make them go back
	Called the school and got him in again
	Went to see Mr. Ford
	Tried to get her back, but couldn't
14	Still in school
	Mother felt it was daughters fault
2	Got back in again
	Encouraged by school counselors to go back
	No pressure used to back
	<u>Blacks</u>
	Talked him into going back
8	Called the school
	Nothing
11	Still in school
	<u>Caucasion</u>
	Tried to make her go back
	Hasn't happened
	<u>Indian</u>
	Still in school

Tabulation of Community Questionnaire

Question No. 39 Do you know what homework is required each night?

	<u>Yes</u>		<u>No</u>	
Mexican-American	51		43	
Blacks	60		21	
Caucasian	9		15	
Indian	1			
	121	60.5%	79	39.5%

Conclusions:

1. Many of the answers of "yes" appeared to be evasive replies, where the individual did not want to admit that the homework assignment wasn't known.
2. There appeared to be no formal method of letting the parent know what homework was assigned.
3. The need for knowing is obvious for many parents who would be willing to force the issue at home if they knew what the status was each week.

\*\*\*

Question No. 40 What languages are spoken at home?

	<u>English</u>		<u>Spanish</u>		<u>English/Spanish</u>	
Mexican-American	14		30		122	
Blacks	119				1	
Caucasian	74				2	
Indian	2		3		6	
	209	56%	33	8.9%	131	35.1%

Conclusions:

1. This response at least shows the justification for having bi-lingual professional staff if home visiting is to be initiated on any great scale. It also shows the reason for diminished language capability in English, as the students and staff report.

Tabulation of Community Questionnaire

Question No. 41A Does your high school student tell you that he or she...  
Learns nothing in school ( ) Learns a lot in school ( ).

	<u>Nothing</u>	<u>Lots</u>	<u>Average</u>	<u>Not Much</u>
Mexican-American	17	57	8	3
Blacks	5	59	4	2
Caucasian	11	12	1	
Indian		1	1	
	33	129	14	5
	18.2%	71.3%	7.7%	2.8%

Conclusions:

1. As with all negative answers, this is an important segment of public opinion. A great deal of effort would be necessary to get to the root of this problem.
2. Community help in discovering the source of the lack of learning would be beneficial in building up community support in understanding and assisting with the problem of learning.

\*\*\*

Question No. 42 Does the school inform you about the reading level of your high school student has when he or she begins high school at the ninth grade?

	<u>Yes</u>	<u>No</u>
Mexican-American	47	60
Blacks	57	39
Caucasian	10	25
Indian	0	3
	123	127
	49.2%	50.8%

Conclusions:

1. Very few individuals were asked if they had a record of their student's reading level, but those who were asked could not produce a record.
2. There is no doubt that reading levels are low for many students. If the community knew the exact reading scores, and understood the significance of the low scores, there might be more support for the school to take emergency action on the reading and writing skills development.
3. The affluent sections of the inner city showed more concern for reading skills.

Tabulation of Community Questionnaire

Question No. 43 From listening to your high school student, do you believe he or she is working hard at school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	57		39	
Blacks	72		18	
Caucasian	20		10	
Indian	0		2	
	150	68.5%	69	31.5%

Conclusions:

1. The "no" answers confirm much student comment, and much of the staff comment. A major part of the community opinion on this subject must come from the students, of course.
2. The students' respect for the school and its program is seriously jeopardized by too little to do. The work ethic is still very strong within this community, and an environment where so many individuals are thought to be "coasting" leads to time to reflect and is the source of unrest and trouble-making.
3. The work-load for each student must be an individual affair, and this work-load needs to be coordinated with the student, his or her parents, and the staff.
4. The assignment of a proper work-load is a very difficult task, but it needs to be one of the priorities.

\*\*\*

Question No. 44 Do you believe the school teachers, counselors, and administrators are trying to help your high school student?

	<u>Yes</u>		<u>No</u>		<u>Some</u>	
Mexican-American	114		19		5	
Blacks	95		9		7	
Caucasian	39		14			
Indian	5		0		1	
	253	82.1%	42	13.6%	13	4.2%

Conclusions:

1. The image of the school is still very much on the positive side. However, as with all negative opinions, those cast in this direction were quite strong, the meaning of which is that specific solutions are needed.

Tabulation of Community Questionnaire

Question No. 45 Would hiring more Mexican-American, Black, or Indian Counselors improve the school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	137		20	
Blacks	106		21	
Caucasian	62		6	
Indian	11			
	316	87.1%	47	12.9%

Conclusions:

1. The community response indicates that this is a prime requirement.
2. Among the more vocal citizens, this is a source of much unrest.
3. The solution of this problem, by means of qualification standards and salary standards, would do much to eradicate a bone of contention in the "racial movements".

\*\*\*

Question No. 46 Duplicate of No. 45 - VOID

\*\*\*

Question No. 47 Do you think the teachers are afraid of any of the racial groups?

	<u>Yes</u>		<u>No</u>		<u>Some</u>	
Mexican-American	135		20		8	
Blacks	81		40		3	
Caucasian	60		9		1	
Indian	4		3		2	
	280	76.5%	72	19.7%	14	3.8%

Conclusions:

1. The survey workers found that the greatest fear was of the young Black males, and a few Mexican-American males. There were some reports, chiefly from Mexican-American girls, of trouble with the Black girls.
2. This problem has considerable influence on a student's attendance at PUHS, particularly in the Mexican-American community.

Tabulation of Community Questionnaire

Question No. 47 Cont.

3. Violence is a major problem to be worked on, although there is little evidence of violence at the school, and certainly none has been evident to the survey team since the start of the project in early March.
4. The newspaper coverage has been responsible for much of the build-up of fear in the community.
5. Very few individuals have had any personal involvement with violence at PUHS, and therefore do not have any first-hand experience.
6. The fact that there has been no violence of late has not been reported.

\*\*\*

Question No. 48 Does your high school student feel safe at school?

	<u>Yes</u>	<u>No</u>
Mexican-American	57	35
Blacks	70	14
Caucasian	16	30
Indian	2	1
	145	80
	64.4	35.6%

Conclusions:

1. This student apprehension is contagious, and measures have to be taken to see that security is reported as a feeling rather than insecurity.

\*\*\*

Question No. 49 How many children in your family?

This data not included. It was to be used with the income data, but this turned out to be misleading information because of the refusal of the survey population to give surveyors from their own community the necessary financial data.

Tabulation of Community Questionnaire

Question No. 50 Where does your high school student study at night?

All of the answers which were obtained gave the home as the location. The survey team noted that study conditions were far from being suitable in many homes, but this question could not very well be brought up with many of the residents.

\*\*\*

Question 51 How many hours a night does he or she study?

The average for those who answered was approximately two hours per night, with 184 individuals answering the questionnaire.

\*\*\*

Question No. 51a Do you have books in your home?

One hundred and sixty-three (163) individuals reported books in their home. Most families did not have books or magazines.

\*\*\*

Question 51b What kind of books?

The small sampling on this item yielded such things as encyclopedias and school books. There appeared to be no significant collection of books, but it must be remembered that the survey workers were not specially attuned to look for these things.

Tabulation of Community Questionnaire

Question No. 52 Has your high school student been bothered or threatened at school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	22		44 <sub>th</sub>	
Blacks	6		73	
Caucasian	3		34	
Indians	0		2	
	31	16.8%	153	83.2%

Conclusions:

1. The response dropped in this question, which is consistent with the desire not to get involved.
2. This answer, however, confirms the community concern and knowledge of what is reported to be going on. Student reports of threats are likely to be believed by those at home.

\*\*\*

Question No. 53 If so, who made the threats?

In the Mexican-American community, sixteen (16) report Blacks as the source of threats, and one (1) reported a "mixed" group as the source.

In the Black community, one (1) family reported a threat from a Mexican-American.

From the Caucasian group, one (1) reported a threat from the Blacks and one (1) reported a threat from the Mexican-Americans.

The Indians did not answer at all.

Tabulation of Community Questionnaire

Question No. 54 What kind of threats?

Blacks	Bodily harm Verbal No threats, fuss at school, cop sprayed something in her face. I'll kill you nigger for messing with my man.
Caucasian	Physical Was slapped, they tried to take her bus ticket. Money taken from daughter
Indian	No comments
Mexican-American	Was pushed around Asked for money and things... Lunch money was stolen Was hit All sorts Picked fight with daughter Handicapped son was beat up Death threats Safety Pick on son after school Pulling on and playing with cloths Tried to take her money

\*\*\*

Question No. 55 Should PUHS continue as a school, and be remodeled with either new buildings or changed buildings?

	<u>Yes</u>		<u>No</u>	
Mexican-American	127		40	
Blacks	83		47	
Caucasian	55		16	
Indian	11		0	
	276	72.8%	103	27.2%

Conclusions:

1. The community, as it affirmed in Question No. 1, appears to want the school to stay where it is, and to have the buildings remodeled. There were very few complaints on the probable cost, chiefly because such cost figures and their effect on the tax rate was not known to the survey team.

Tabulation of Community Questionnaire

Question No. 56 Should PUHS become an educational park or campus, with all grades being taught at school from 1st grade through 12<sup>th</sup> grade? Or, from 9<sup>th</sup> grade through 12<sup>th</sup> grade?

Conclusions:

1. There were one hundred and forty-five (145) answers in favor of the 9-12 school, with thirty-seven (37) asking for an educational park encompassing all grades.
2. Many answers had to do with the fear of mixing the younger children with older, more sophisticated students.
3. The survey team probably did not understand the concepts well enough to adequately explain them, which resulted in an unusual number of void answers.

\*\*\*

Question No. 57 Should the vocational education part of PUHS be moved somewhere else?

	<u>Yes</u>	<u>No</u>		
Mexican-American	21	147		
Blacks	16	106		
Caucasian	16	53		
Indian		8		
	53	314	14.4%	85.6%

Conclusions:

1. There is a strong belief in the value of vocational education in the community. There are elements, of course, who view vocational education as the assignment by the white society for minorities.
2. There was some awareness of how good the facilities are.
3. There also were comments about not learning anything, chiefly in the auto mechanics shop. Not enough to work on was the subject of several complaints.

Tabulation of Community Questionnaire

Question No. 58 . Should the local community have control of PUHS, with its own school board.

Conclusions:

1. This question was not adequately explained by the survey team, and the results were inconclusive, with many mistakes in answering. Part of this error was in typing the questionnaire.
2. The oral survey did indicate that the educated, vocal citizens wanted more control so as to have minority interests more adequately represented.

\*\*\*

Question No. 59 . Should the school have a teaching, counseling, and administrative staff which is made up from one of the following?

	<u>Indian</u>	<u>Anglo</u>	<u>M/A</u>	<u>B</u>	<u>Mixed</u>	
Mexican-American			4	3	165	
Blacks			1		129	
Caucasian					80	
Indian					11	
<hr/>						
			5	1.3%	3	.8% 385 98%

Conclusions:

1. This is certainly a hopeful sign for the integrated society when such a large percentage of the sample population wants a mixed staff. Had the Anglos had the same idea since 1900, many of the racial problems would be much less today, as the study advisors noted when they saw the results.

Question Nos. 60 and 61 were voided.

Tabulation of Community Questionnaire

Question No. 62 What should be done about the vandalism at PUHS?

<u>No. of Answers</u>	<u>Comments</u>
	<u>Mexican-American</u>
11	Punish offenders more severely
7	Stopped
7	Kicked out of school
2	Better guards and teachers
	Pressurize
	Prosecute
	Make them responsible for their actions
6	Make parents responsible for childrens actions
	No hope for PUHS
3	Never been properly taught at home
3	Something
3	More guards
	Get together with parents
	Contact parents
7	Jail or juvenile home
3	Leave it to the law
	Trained policemen
	Teach them to be better for our society
	Segregate and make them responsible for what they do
	Nothing
3	Let the board decide
	Looked into
4	More punishment
	More freedom
2	Guards at night to stop it
2	Make them pay for damage
	Pay for damage and be suspended for remainder of year
	Give students more freedom; produce petty cash so students can borrow money
2	More control and discipline

Tabulation of Community Questionnaire

Question No. 62 cont.

No. of Answers

Comments

Don't think it's that bad  
Have an understanding with parents about children  
Talk with parents and call police  
Make them work to pay for damage  
Parents should try to get things for their kids so they don't steal  
Parents or students should have to pay  
Parents should help  
Should be stopped; improve the school  
Been going on so long, will have to stop itself  
Let school set together in an atmosphere of cooperation with parents and students  
Get together with parents and law and do something, quick  
Let colored guys go to some other school  
Stop it like they do in other schools  
Talk to and teach parents  
Let parents teach them better  
Law should be enforced  
Do something with colored students, make them responsible for what they do  
Settle it down

Black

43 Stopped  
1 Punished  
Watchmen  
11 Enforce law and find out why  
More guards  
Whatever can be done  
More parents-student cooperation  
Treat all alike  
Open gates remove guards  
Keep fences and more guards

Tabulation of Community Questionnaire

Question No. 62 cont.

No. of Answers

Comments

	Can't really do much
	Settle it down
	More discipline, enforce rules
4	Remove
3	Make parents pay for damage
5	Keep guards
2	Take necessary steps
	Leave kids alone
	Give students more freedom
	Parents whould try to give children what they want
	Didn't know it was going on
	Teachers shouldn't let students know they are afraid
2	Closer contact with teachers and other staff members
	Stop it and give stiff punishment
	Nothing, it's natural

Caucasians

	Make parents more responsible, but make sure the law protects them
	Talk with parents and give them a chance to take care of their own children
	Law should be enforced
3	Let them pay for damage
	Keep closer watch on kids
	Student-parent meetings
	More discipline
	Kick them out of school
	Frison sentence
2	Do something

Tabulation of Community Questionnaire

Question No. 62 cont.

No. of Answers

Comments

2  
3

Expelled  
Bring in police  
Let the law take care of the situation  
More trained guards and or policemen and  
more punishment for offenders  
Make parents pay for what they are doing  
Be more strict  
Get more police  
More punishment for students  
Spank their butts!  
It wouldn't exist if they had the right  
staff and teachers  
It's been going on since the beginning of  
time

Indian

2

Stop it!  
Take care of the ones responsible  
More mixed teachers

Tabulation of Community Questionnaire

Question No. 63 What should be done about violence at PUHS?

No. of Answers

Comments

Mexican-American

	Let school set together in an atmosphere of cooperation with the parents and students
	Get together with parents and law and so do something
	Let the colored guys go to some other school
	Stop it like they do in other schools
7	Make parents responsible for what their children do
	It is up to the school board
3	Put them in Juvenile home
	Let parents teach them better
	Law should be enforced as it is anywhere else
	Up to school board and parents
	Do something with colored students, let them be responsible for what they do
	Settle it down
	More discipline, enforce rules
	Need more local support, not local police
	If control was better, wouldn't be as much violence
11	Kick them out of school
	Make them responsible for their acts
11	Punished
	Never been properly taught at home
2	Put them in the proper places

Tabulation of Community Questionnaire

Question No. 63 cont.

<u>No. of Answers</u>	<u>Comments</u>
5	Stopped Teachers bring the violence Get contact with parents Contact parents Cut down on it Segregate and make them responsible for what they do
4	Let the law take care of it Teach them to be better for our society Talk with parents and let them take care of the situation Establish hard rules for ones involved Investigate where problem is Be more strict Separate Negro students
3	Make them pay Check troublemakers for weapons Better discipline Guards at all times Better understanding between students and teachers Controlled Notify parents and discuss the matter with them
4	Keep non-students off campus Not much that can be done about it Stiff penalty on students All minority groups should try to get along

Tabulation of Community Questionnaire

Question No. 63 cont.

<u>No. of Answers</u>	<u>Comments</u>
4	More guards
2	Guards that can control the violence Send them to a doctor for help Make them understand they are doing wrong Keep the violence down
	<u>Black</u>
46	Stopped
11	More guards More student-teacher conferences Enforce law, find out why Whatever can be done Keep fences, more guards Bring in police Police to patrol area Parent-student cooperation Treat all alike Open gates, remove guards
2	Can't do much
4	Remove
5	Cooperate with each other
7	Keep non-students away Parents need to teach their kids better at home
2	Take necessary steps
2	Give equal rights to students

Tabulation of Community Questionnaire

Question No. 63 cont.

No. of Answers

Comments

Nothing to get upset about, police should be cooperative

Keep trouble makers away and out of school

Is caused by students who have been put out of school

Nothing

Caucasians

Bring in police

2

Something quick

Let the law take care of the situation

More trained guards and or policemen and more punishment for offenders

2

Be more strict

3

More punishment for students

2

Stopped

Put troublemakers in separate department

Find out why, then proceed

Corrected

Been going on since the beginning of time

Wouldn't exist if they had the right staff and teachers

Have a police force all around

Get them out of school

Find a way to stop it

Decided by parents and students

Tabulation of Community Questionnaire

Question No. 63 cont.

No. of Answers

Comments

Keep closer watch on students  
Meet with students and parents  
More discipline  
Prison sentence  
Keep non-students away  
Not much you can do

Indians

	No idea
2	More mixed teachers
2	Stopped

Tabulation of Community Questionnaire

Question No. 64: If night school classes were available to PUHS, would you attend?

	<u>Yes</u>		<u>No</u>	
Mexican-American	53		100	
Blacks	36		86	
Caucasian	12		56	
Indian	3		8	
	104	29.4%	250	70.6%

Conclusions:

1. No reasons were asked usually, but many people indicated they were busy to go to school. They choose other pursuits, but this might change if there were good reasons for going to school and a safe way to get there.

\*\*\*

Question No. 65: Do you go now when night classes are in session?

	<u>Yes</u>		<u>No</u>	
Mexican-American	4		139	
Blacks	9		110	
Caucasian			65	
Indian	2		9	
	15	4.4%	323	95.6%

Conclusions:

1. This is an indication of what the community school concept would be up against. Of course, these statistics are true for the greater part of the adult education projects, according to educators involved in this effort.

Tabulation of Community Questionnaire

Question No. 66 If not, why?

<u>No. of Answers</u>	<u>Comments</u>
	<u>Mexican-American</u>
14	Must care for family Can't
9	Work nights
2	Don't like going out at night Blind Husband sick Going to have a baby
13	No interest No baby sitter
2	Too old
3	Health problem
2	Always busy
3	Work too hard Because I want to start at the bottom Is there a charge for night school Finished
6	No time Don't feel like going back to school Transportation Have already gone
	<u>Black</u>
	Too busy Am expecting, was going to MDTA in day
2	Work nights
4	No time Too much work at home
2	Health problem Have diploma
2	Have family

Tabulation of Community Questionnaire

Question No. 66 cont.

<u>No. of Answers</u>	<u>Comments</u>
	No interest
	No transportation
	Wasn't aware of it
	Too old
	<u>Caucasians</u>
5	No time
9	Too old
	No need
	Going somewhere else
	Don't know when classes are available or what is offered
	Will be employed when I get out of Medical Asst. School
	Didn't know it was available
	College level
	Work nights
	Small children
	Not interested
	Retired, college level
	Health problem
	<u>Indian</u>
	Too old
	No time
2	Not interested

Tabulation of Community Questionnaire

Question No. 67: What to do with PUHS?

	<u>CLOSE PUHS</u>	<u>VOCATIONAL ONLY</u>	<u>COLLEGE- BOUND ONLY</u>	<u>VOC/AND COLLEGE-BOUND</u>
Mexican-American		2	3	113
Black		3	5	118
Caucasian	1	5	1	54
Indian	1	1		9
	2	11	9	294

Conclusions:

1. There seems little doubt that both the vocational and academic programs should continue.

\*\*\*

Question No. 68: What about guards and fences?

	<u>GATES (closed)</u>	<u>FENCES (up)</u>	<u>GUARDS (keep)</u>	<u>NON-STUDENTS (off-campus)</u>
Mexican-American	86	103	145	157
Black	76	87	110	121
Caucasian	54	62	62	73
Indian	2	8	8	11
	218	260	325	362
	<u>(open)</u>	<u>(down)</u>	<u>(have none)</u>	<u>(let them on)</u>
Mexican-American	58	32	9	6
Black	42	32	10	8
Caucasian	19	10	10	5
Indian	8	3	4	
	127	77	33	19

Conclusions:

1. There is little doubt how the community feels about the security of their children. More effort has to be made to explain why guards and fences are necessary (if they are) by actual video evidence of outsiders, dope-pushing, violence, and vandalism, since these activities are the reasons reported for the fences and guards.

Tabulation of Community Questionnaire

Question No. 69: Should students have free books ( ) rent their books ( )  
buy books ( )

	<u>Free</u>	<u>Rent</u>	<u>Buy</u>
Mexican-American	93	70	12
Black	71	51	6
Caucasian	36	38	12
Indian	10	2	
	210	161	30

**Conclusions:**

1. The minority view is heavily in favor of free books, or at least a nominal charge for rent. Actually, there is hardly any more discriminatory practice than charges for books and supplies, particularly for the children of the poverty-stricken inner city.
2. Free books with a "pay-for-damage" stipulation would work less hardship on the ghetto and barrio families.
3. Charges for supplies are another factor which was not explored during the survey.
4. Many of the poor rejected "free" books because of the "something for nothing" concept.

Tabulation of Community Questionnaire

Question No. 70: Should students get breakfast and lunch at school at no cost? With just minimum charge?

	<u>No Cost</u>	<u>Minimum Charge</u>
Mexican-American	45	133
Blacks	29	98
Caucasian	13	68
Indian	3	9
	90      22.6%	308      77.4%

Conclusions:

1. The majority of the community does not want "something for nothing." Whether by choice or not, the fact of the matter is that a significant number of students come to school hungry and lack the money to buy meals, at least if the staff, student, and community reports are true.

\*\*\*

Question No. 71: Should bus transportation be provided free? At a minimum low cost, or be supplied by the student himself?

	<u>Free</u>	<u>Min. Cost</u>	<u>By Student</u>
Mexican-American	136	36	8
Blacks	64	57	1
Caucasian	53	28	5
Indian	10		
	263      66.1%	121      30.4%	14      3.5%

Conclusions:

1. Free bus transportation is desired by the majority, particularly by inner city families with large families in school.

Tabulation of Community Questionnaire

Question No. 72: Should school be open at night and on week-ends for learning and studying by both young and old?

	<u>Yes</u>		<u>No</u>
Mexican-American	75		106
Blacks	56		71
Caucasian	24		50
Indian	2		10
	157	39.8%	237 60.2%

Conclusions:

1. This set of answers is additional evidence of how much usage the community school would get unless the community was convinced that it was worthwhile.

\*\*\*

Question No. 73: Should school facilities be open to residents after school hours for recreation?

	<u>Yes</u>		<u>No</u>
Mexican-American	53		116
Blacks	26		101
Caucasian	20		61
Indian	1		10
	100	25.8%	288 74.2%

Conclusions:

1. There is much to be done in selling the concept of the community school.

Tabulation of Community Questionnaire

Question No. 74: Is PUHS too crowded now?

	<u>Yes</u>		<u>No</u>	
Mexican-American	125		31	
Blacks	54		64	
Caucasian	81		9	
Indian	11			
	271	72.3%	104	27.7%

Conclusions:

1. The community is not aware of the falling attendance patterns.

\*\*\*

Question No. 75: Should class sizes be smaller?

	<u>Yes</u>		<u>No</u>	
Mexican-American	133		29	
Blacks	53		68	
Caucasian	68		7	
Indian:	10			
	264	71.7	104	28.3

Conclusions:

1. Educators are under a delusion that a class has to be a certain size to be taught effectively. The community wants smaller classes, and the ability or competence of the present high school students would almost demand more individual attention. This requirement for improvement demands smaller classes where this attention can be given.

Tabulation of Community Questionnaire

Question No. 76: Do your high school students eat breakfast?

	<u>Yes</u>		<u>No</u>	
Mexican-American	67		20	
Black	61		31	
Caucasian	21		10	
Indian	3			
	152	71.4%	61	28.6%

Conclusions:

1. If thirty (30) per cent of the students are hungry in the morning classes, the school has definite learning situation problems.

\*\*\*

Question No. 77: Do they have money for lunch every day?

	<u>Yes</u>		<u>No</u>	
Mexican-American	64		23	
Blacks	71		22	
Caucasian	29		7	
Indian	1		2	
	165	75.3%	54	24.7%

Conclusions:

1. Hopefully those students who do not eat breakfast are not the same ones who also do not eat lunch. The lunch lack is very serious in terms of learning.

**TABULATION OF THE STAFF QUESTIONNAIRE**

1. Please indicate your ethnic identification.

Race	No.	%
Anglo	87	80.0
Black	7	6.0
Mexican-American	4	4.0
Other	7	6.0

2. Please indicate your assignment.

	No.	%
1. General education (academic) teacher	56	51.0
2. Vocational Teacher	25	23.0
3. Counselor	10	9.0
4. Administrator, coordinator or department chairman	15	14.0

3. If you could (or already have accepted) transfer to a non inner-city school (either existing or in the planning stages) would you accept (if the school were not at too great a distance from your residence)?

	No.	%
1. Yes	56	51.0
2. No	45	41.0

4. Which student grouping would you prefer to teach?

	No.	%
1. All Black	1	1.0
2. All Mexican-American	2	2.0
3. 55% Mexican-American; 30% Black; 1.5% others	9	8.0
4. All Anglo	11	10.0
5. 30% Black; 30% Mexican-American; 30% Anglo; 10% Oriental, American Indian, and others	69	63.0

5. How many home visits have you made this year?

1. 1-2	9	8.0
2. 3-6	13	12.0
3. 7-14	9	8.0
4. 15 or more	28	26.0
5. None	46	42.0

6. How many parent visits have you had at school this year?

1. 1-2	23	21.0
2. 3-6	23	21.0
3. 7-14	16	15.0
4. 15 or more	19	17.0
5. None	22	20.0

7. How many telephone contacts have you had at school this year?

1. 1-5	40	37.0
2. 6-10	21	19.0
3. 11-20	14	13.0
4. 21-40	7	6.0
5. 41 or more	23	21.0

8. If you are a teacher, do you get adequate administrative backing on discipline?

1. always	22	20.0
2. Most of the time	33	30.0
3. Some of the time	20	18.0
4. Rarely ever	10	9.0
5. Never	5	5.0

9. If you are an administrator, coordinator, or department chairman, do you think that classroom teachers do their share in enforcing acceptable behavior in the classroom?

1. Always	6	5.0
2. Most of the time	17	16.0
3. Some of the time	10	9.0
4. Rarely ever	3	3.0
5. Never	1	1.0

10. Do you believe that the general student attitude of Phoenix Union students (not dual registrants) negates academic aspirations (including achievement) by most of our students?

Yes	52	48.0%
No	43	39.0%

11. Do you believe that the general student attitude of Phoenix Union students (not dual registrants) negates any aspirations in vocational training?

	No.	%
Yes	56	51.0
No	43	39.0

12. How many campus monitors are necessary to insure acceptable student behavior on campus?

	No.	%
1. 1-2	1	1.0
2. 3-5	11	10.0
3. 6-10	22	20.0
4. 11-15	19	17.0
5. 16-20	44	40.0

13. Should city police be on campus during school hours as supporting personnel for the campus monitors?

1. Yes	41	38.0
2. No	62	57.0

14. Do you believe that integration with more middle class and upper class students is a must for Phoenix Union students to get a good education?

1. Yes	59	54.0
2. No	47	43.0

15. Do you believe that a new high school nearer the students' residences would have significantly better parental support and cooperation (including school visitation) than Phoenix Union has now?

1. Yes	60	55.0
2. No	48	44.0

16. Do you believe that Phoenix Union can ever attract Anglo students into the academic Program again (92 of 434 Anglos who lived within the Phoenix Union High School attendance zone attend PUHS)?

1. Yes	35	32.0
2. No	65	60.0

17. Are the newspapers presenting an accurate view of events at PUHS?

	No.	%
1. Yes	14	13.0
2. No	41	38.0
3. Some of the time	54	50.0

18. Is there close communication between counselors and teachers?

1. Yes	14	13.0
2. No	37	34.0
3. Sometimes	55	50.0

19. Have you been threatened by students?

1. Yes	37	34.0
2. No	70	64.0

20. Do you feel threatened by students?

1. Yes	14	13.0
2. No	92	84.0

21. What do you think is the maximum number of students you should be teaching per class at PUHS

1. 15	12	11.0
2. 20	41	38.0
3. 25	38	35.0
4. 30	11	10.0
5. 35	1	1.0

22. How many classes per day should you be teaching at PUHS to do an effective job?

1. 2	7	6.0
2. 3	3	3.0
3. 4	62	57.0
4. 5	27	25.0
5. 6	4	4.0

23. If you were to do some home visiting, what drop in class load would you recommend if you were to spend an hour a day at the students' homes?

1. 11-20, 39 36.0% 2. 21-30, 31 28.0% , 3. 31-40, 6 6.0%  
4. 41-50, 5 5.0%, 5. 51 or more, 9 8.0%

24. Are you bi-lingual?

1. Yes, 25 23.0% 2. No, 81 74.0%

25. Do you ask the students to evaluate your teaching periodically?

1. Yes, 65 60.0% 2. No, 37 34.0%

26. Would you favor student evaluation?

1. Yes, 61 56.0% 2. No, 41 38.0%

27. Have your classes been interrupted by outsiders?

1. Yes, 63 58.0% 2. No., 36 33.0%

28. Do you feel the newspapers are sympathetic to the teaching profession?

1. Yes, 21 19.0 2, No, 78 72.0%

29. The following are four abstracts of the proposals which the Citizens' Advisory Committee is considering:

1. Continue Phoenix Union as it is presently constituted; remodel and rebuild as necessary.

2. Close the academic high school; bus the students to the other high schools. Invite Maricopa Technical College to share the facilities here to form a vocational center. Invite Arizona State University to have its downtown extension here. Move DAO and DSO here.

3. Close the academic high school; build a new high school nearer the students' residences. Invite Maricopa Technical College to share the facilities here to form a vocational center. Invite Arizona State University to have its downtown extension here. Move DAO and DSO here.

4. Build a new high school with its own administration and staff at and/or near the present location and add to the land space with the help of the City of Phoenix. The vocational school shares with Maricopa Technical College and Arizona State University to form an educational complex with its own administration and staff. Move DAO and DSO here.

29. Which numbered proposal will be of the greatest benefit to the students of the Phoenix Union High School attendance zone?  
1. 20 18.0%    2. 37 34.0%    3. 23 21.0%    4. 19 17.0%
30. Which numbered proposal in your opinion will students like best?  
1. 26 24.0%    2. 13 12.0%    3. 33 30.0%    4. 26 24.0%
31. Which numbered proposal in your opinion will the people living within the district of the PUHS system like best?  
1. 36 33.0%    2. 17 16.0%    3. 29 27.0%    4. 16 15.0%
32. Which numbered proposal in your opinion will the parents of PUHS like best?  
1. 22 20.0%    2. 15 14.0%    3. 39 36.0%    4. 19 17.0%
33. Which numbered proposal do you personally like best?  
1. 20 18.0%    2. 40 37.0%    3. 23 21.0%    4. 17 16.0%
34. Would you favor an all Black school and an all Mexican-American school instead of any of the numbered proposals?  
1. Yes 9 8.0%    2. No, 95 87.0%
35. What are the three major problems at PUHS in your opinion?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
36. What student behaviors limit your ability to do effective teaching in the classroom?

37. Are you limited in what materials you can use to teach by any of the following?

1. Lack of Materials \_\_\_\_\_
2. Administrative disapproval \_\_\_\_\_
3. Community pressure \_\_\_\_\_
4. Student ability \_\_\_\_\_
5. Colleagues' disapproval \_\_\_\_\_

38. Please feel free to write any additional comments which you wish to direct to the Citizens' Advisory Committee on this page, using back if necessary.

(Please return this questionnaire and the data processing card to the principal's office by May 14. Thank you.)

35. What are the three major problems at PUHS in your opinion?

Disipline is handled with permissiveness, paperwork, and lip service.  
Educational standards are lowered or ignored.  
Faculty morale is lowered from lack of backing.

Lack of discipline and respect for others.  
Poor class attendance.  
Lack of administrative support.

Inability of the students in language skills.  
Lack of preparation of teachers to teach reading.  
Frustrations which reduce self respect.

Attendance.  
Motivation of students.  
Facilities.

Not tough enough suspension rules. (Discipline)  
Lack of enough building monitors for quiet.  
We are allowing poor attendance practices to exist. They tend to cause  
an academic lethargy to pupils.

Poor attendance of students.  
Lack of respect for authority.  
Racial imbalance.  
Lack of a desire to really learn and improve self.

Discipline - disrespect.  
Too easy on disciplinary action.  
Too easy on attendance - treat like any other high school.

Attendance.  
Punctuality.  
Lack of interest.

Attendance.  
Attitude.  
Lack of understanding of the need of all disciplines.

Lack of motive to learn.  
No discipline.

Discipline.  
Respect.  
Attitude.

35. What are the three major problems at PUHS in your opinion?

Poor communication among faculty and students.  
Lack of esprit de corps among faculty and students.  
Lack of common purpose among faculty.

Poor attendance.  
Lack of student motivation for learning.  
Lack of mutual respect between students as well as between students and teachers.

Unqualified personal in Administration.  
Some of the counselors and teachers too immature for this type of program.  
Dress code.  
Teachers handbook.

Racial tension.  
Administrative failure to act on problems of discipline - absences - small classes.

Administration too weak.  
Communication (all lines).  
Students misled too easily.

Low achievement of entering Freshmen.  
Unstable home life of pupils caused by poverty.  
Lack of policy from the administration on attendance & discipline.

Positive interaction of faculty.  
Complete teacher awareness of student's social, educational environment of home.

Attendance.  
Attitude.  
Understanding of needs of Industry.

Poor enforcement of regulations.  
Too much free time for students.  
Poor parent interest in the student.

Apathy - Administration, faculty, students.  
Uninviting, Unattractive, Outdated Facilities.  
Poor Communication.

35. What are the three major problems at PUHS in your opinion?

Lack of intergrated student body.  
Lack of intergrated teaching staff.  
Teacher empathy & lack of motivation.

To much administrative tolerance.  
Insubordination of students to teachers and anybody with authority.  
To much outside intrusion, etc.

Low academic standoards by the faculty and administrators.  
Attendnace problems.  
Weak administration who are not qualified for their positions.

Students bear the scares of being economically deprived - attendance is major problem - low self image & low goals in life - academic achievement below standard when they come to Hi Sc.  
School does not run smoothly -

- a. registration office is confused & poorly run
- b. Can't get anything from warehouse without a fight.
- c. A.V. is not a help to classroom instruction.
- d. atmosphere in library is anti-student. After a few years of trying I just don't use A.V. or library.
- e. many interested concerned teachers frustrated by problems mentioned above.
- f. some narrow, negative, rigid teachers & councelors negate any successes other teachers & counselors might have with community, parents, & students.
- g. location & lay-out of buiteings are such that you can't hear in classroom much of the time.

Finally all the above mean that students do not have any real academic challenge.

Need small classes for more individual help.  
Need security to keep outsiders from interfering.  
Need more trips available for all students.

Incenvenience of everything - parking, mail, effice, etc.  
Lack of coordination and cooperation of elementary districts.  
TV & Newspaper coverage are slanted. Could use better cooperation from newspapers.

All Related - Inter-Related:

Social & Economic Disparities Between PUHS & middle class.  
Lack of Awareness of Mainstream Possibilities & opportunities.  
Lack of Motivation for Academic Achievement.

35. What are the three major problems at PUHS in your opinion?

Teachers who feel they must pit themselves against the students and their cultural background.

Generally negative attitude on the part of most everyone, student, teachers, administrators, clerical help, everyone.

Learning difficulties and lack of cultural & intellectual exposure among students.

Not strict enough discipline.

Keeping the students in school.

Wandering students on campus.

Inflexibility on the part of many.

Lack of resourcefulness on the part of many.

Lack of communication between all groups.

The faculty is too extreme - lenient & authoritative - we lack the common sense middle ground regarding discipline, student's needs & differences and curriculum adaptations. Stability! Uniformity!! Consistency!! Initiated by the administration.

Attendance.

Not enough discipline - teacher attitudes - that these students can not learn & allowance should be made for them.

Teachers.

School Buildings.

Attendance.

Lack of respect by the students for an education due to the same in the home.

Permissive attitude of the administration.

Reflections of the racial problems across the Country.

Not necessarily in this order:

Prejudice of teachers toward students.

Prejudice of students toward teachers.

Lack of interest at the district level - they don't put their money where their mouth is.

Most students' attitude toward learning.

Lack of rules (we seem to have none & they are not enforced)

General disregard for any authority.

Stronger teacher discipline.

Stronger teacher ability in teaching.

35. What are the three major problems at PUHS in your opinion?

Students have a negative school concept.  
Teacher attitude.  
Parental Unconcern.

Attendance.  
Discipline.  
Student motivation.

Attendance.  
Inability of students to read and comprehend.  
Insufficient parental concern of their children.

Need for a staff with full empathy for students.  
Need for educational revisions to make for quality education for all.  
Need for modern buildings and adequate equipment and supplies.

Student apathy.  
Absenteeism.  
grade schools not doing adequate job.

Getting the students to attend class regularly.  
Set up standards for attendance & discipline and stick to them.  
This is not a school where we should be saddled with inexperienced teachers.

Hiring of inadequate personnel (Adm. & Freshman Block)  
The lack of leadership by all administrators.  
Letting known troublemakers come back to school.

As a school policy:  
Lack of discipline for poor attendance.  
Lack of discipline for tardies.  
Lack of discipline for poor behavior.

Attendance (lack of) - Roaming campus & not in class  
No strong measures for correcting attendance & discipline.  
Low standards of achievement expected of the students as compared to other schools.

Lack of interest in school activities and academics.  
Poor student and teacher attitude & a lack of respect for school rules and regulations.  
Overall misbehavior and wrongs committed by most students.

35. What are the three major problems at PUHS in your opinion?

Operating finances.  
Obsolute Buildings.  
Unsatisfactory racial mixture.

Lax administrative control - fear!  
Poor planning in class offerings (time).  
Activist teachers & students allowed to remain.

Administrative structure in attendance & discipline.  
Lack of empathic staff personnel.  
Revalent curriculum.

The school has become segregated.  
Poor attendance.  
Lack of school rules and discipline.

Permissiveness on part of administration.  
Dirty rooms, dirty campus.  
Indifference on the part of the students.

Nature of physical plant.  
Conflicting philosophy about function of ghetto schools and students.  
Misunderstanding between what is to be taught to whom.

Communication between staff.  
Lack of proper structure/guidelines that is fair and can be understood by all.  
Poor facilities for teaching.

Not making our Tech dept. clear to Inner City.  
Deemphasizing the academic depts.  
Need more sympathetic teachers.

Discipline.  
Attendance.  
Apathy - Students, Parents, teachers.

Segregation.  
Proximity to City Center.  
Community Pressure.

35. What are the three major problems at PUHS in your opinion?

Need for more firm, consistent, but understanding administration of discipline.

Need for more opportunities for informal communication between and among administration and staff.

Need for greater accuracy and clarity as to policies and procedures with respect to the establishment and utilization of records.

Discipline.

Motivation.

Poverty.

Weak discipline and lack of set of values agreeable to Ed Standards.  
Poor teacher training for student having poor elementary preparation.  
Low standards to meet community approval - social standards are low.

Lack in doing things well by faculty & students.

Condoning and excusing wrong acts.

Lack of building, publicizing, and encouraging excellence.

Teachers should give more direction to students.

Students need to improve attitudes toward learning.

Clear policies from administration.

Students allowed to wander halls, campus, etc.

Too many class periods mean too many free periods for too many people.

Idleness breeds trouble.

LOWERING OF EDUCATIONAL STANDARDS.

Lack of supplies and Equipment.

Lack of supplies and Equipment - Attitudinal problems of pupils.

Lack of Motivation of part of students - Lack of interest

Poor Attendance - Student's personal problems interfere with learning.

Student and teacher attitude.

Parents not kept informed of student progress.

Both student & Teacher attitudes.

Lack of discipline on campus.

Lack of enforced rules on attendance.

No dress code.

35. What are the three major problems at PUHS in your opinion?

Lack of basic learning skills & achievement satisfaction in students.  
Victims of sociological & cultural isolation - also geographical.  
Inability of schools to find basic ans. to the two points above.

Poor attendance.  
Poor Initiative.  
Lack of a good self-concept.

Discipline, lack of.  
Teacher morale.  
Apathy.

Attendance - (Lack of).  
Promptness (lack of) - being on time.  
Subordination to responsible authority (lack of)

Attendance.  
External classroom discipline.  
Administration.

Attendance.  
Discipline - outside classroom.  
Administration.

Student attitude and behavior (lack of courtesy)  
Let down in quality of dress code.  
Some adm. & teachers attitudes & behavior  
Drugs.  
Lack of cooperation in counseling & teachers & adm. - Confusion in  
Communicating at times.  
Lack of money for supplies & personnel.

Absences.  
Discipline.  
Cooperation.

Curriculum.  
Staff attitude.  
Transportation.

Interference from people outside the school.  
Lack of parent-teacher relations.  
Lack of rapport between academic & vocational areas.

35. What are the three major problems at PUHS in your opinion?

The Mad Mad World we live in.

Reluctance of adm. to re-establish and back a fair and just system of institutional self-disciplining rules - anarchy does not breed anything but anarchy. A revised merit system we need.

Lack of continuity between feeder schools & PUGH.

Lack of basic reading skills or fundamentals.

Parental backing for a quality staff.

36. What student behaviors limit your ability to do effective teaching in the classroom?

Attendance.

None.

Attendance.  
Emotional Problems of Individual Students.

Absences.

Tardiness, absentees.

None.

School is a game - lack of purpose & direction.

Attendance - the great difference of ability.

Disinterest in school.

Activity in the hallway and outside the windows by hard-core trouble-makers.

Some students attitudes toward school. They don't seem to know what it is.

Apathy, non attendance, Laziness.

Apathy.

Basic educational background - U can not teach H.S. subjects to those reading at 3-4-5 grade levels.

When students act a fool, argue and refuse to cooperate in doing class assignments.

N/A

Absentee's - foul loud talking - ability level low.

Absenteeism and tardiness.

Failure of students to understand that they must have group, rather than individual instruction at times!

36. What student behaviors limit your ability to do effective teaching in the classroom?

The total atmosphere at P.U. is anti social you must over come this to be effective.

Lack of background & preparation by students.

Our 8A seniors give few problems. they are good kids!!

Poor attendance.  
Refusal to do home work.  
They move so slowly!

Sleeping.

Attitude & initiative.

Ditching & absenteeism.

Language deficiencies and poor reading.

Tardiness, apathy, etc.

No respect for authority.

Belligerent.

Bad attendance, tardiness, inattention.

none.

Ambition & Desire to Learn.

None.

Ditching, Tardiness, Lack of respect for others, including peers.

Attendance, motivation.

Many of our students come from undisciplined homes. They are crying out for rules to follow. We have eliminated most of the rules at PUHS. It is very apparent that the students want rules - they are crying out for discipline in the class room - but the administration has a DEAF ear to the students. Why can't they listen?

36. What student behaviors limit your ability to do effective teaching in the classroom?

Talkative students.

Lack of attendance.

Lack of basic learning skills & achievement satisfaction in students,  
Victims of sociological & cultural isolation - also geographical.

Poor listening skills.

Attendance (lack of).

Absences.

Lack of motivation.

Motivation and attitude of students and administration.

Outside behavior of students.

Inattention of students.

Tardiness, absence.

Poor attendance - poor attitude toward learning.

37. Are you limited in what materials you can use to teach by any of the following?

1. Lack of materials
2. Administrative disapproval
3. Community pressure
4. Student ability
5. Colleagues' disapproval

	<u>YES</u>	<u>NO</u>	<u>N/A</u>
#1	21	30	31
#2	8	36	38
#3	7	36	39
#4	41	20	21
#5	10	35	37

38. Additional comments

The students at P.U. are capable of success, but we need more support from the administration & parents to control the educational atmosphere & process on campus. The general disturbance we have had this year indicate a need for total involvement on the part of the faculty & administration to bring about some measure of discipline. I don't believe learning occurring just because you have discipline on campus, but very little takes place without it.

\*\*\*

All students must wear a plastic ID with a color picture on it at all times. Must have this on when they come in the gates in the morning. In my opinion this will take care of 75% of our problems. Administration must be behind this 100% in follow up disciplinary action on any offenders.

\*\*\*

I wish I could vote in favor of busing students because if it would work that would be the best way to mix the races. Both the whites and the blacks will resist it and I'm afraid it just won't work. Has it really worked anywhere??

\*\*\*

Having taught all three major races in Elementary School for many years; in a predominantly anglo High School; and now here, I believe:

1. Our problems are tripled by the Militants of our school. Troublemakers of any race should be expelled for one semester without exception!
2. Our academic standards should be raised to allow those who have ability to work, to remain in school and advance as far as they are capable. Those who will not try in their subjects will be forced to quit for remainder of the semester.

The lackadaisical attitude of the majority of our students appalls me. They know they can be absent for as much as 25 to 40 days and still be allowed to pass their courses. They can turn in a minimum of work and pass. If a teacher has them for two classes per day, they attend one period and not the other. There is no accounting for their absences and this is reflected in their total philosophies of their school environment. We are at fault - Not them!

Suggestion: First hour teacher sends absence report to office. Before end of second hour a list of absentees is brought to each teacher. If pupils appear late, they report to registration where a close scrutiny is made of reason. No student is given admittance to class without slip from office for tardiness or absenteeism (of previous day or class missed). A reasonable number of days absence is allowed per semester (16?). No reason for absence will give student an F for the day. They will expell themselves or shape up.

\*\*\*

38. Additional comments

Questions vary poorly worded with very little flexibility for honest, exact, meaningful answers.

\*\*\*

The parents should take more interest in attending functions sponsored by the school to see the students accomplishments and compliment the student for his work. Give encouragement good or bad make him feel wanted. Have a fall & spring carnival to raise funds for scholarships to aid those desirous of continuing there education irregardless of academic standing.

\*\*\*

I believe that building smaller schools 3 or 4 within the different communities that surround P.U.H.S.; this would lend itself for better communications with parents and students.

\*\*\*

We spend too much time and effort compensating for the ineffective job the elementary schools have done. There is no more standard of excellence at P.U.H.S. for the individual to strive toward. The continuance of a de facto segregated school like this can only result in further deterioration of the instruction program & its products.

\*\*\*

I feel that the Area Vocational portion of the P.U.H.S. should be a separate school and open to all peoples with the ability and willingness to learn. Most of the T & I instructors control discipline and have learned not to ask for backing of the administration. I feel that we need a strong leader that will set up and enforce good standards for students and teachers to live by. As I see it now, the examples that are being set by some of the administrative staff and teachers in some areas, can do nothing but breed trouble, certainly not respect. Some of the questions on this questionnaire are ok in part but not completely. I would like for your committee to meet with the T & I Vocational teachers.

\*\*\*

If only the white masses in this city cared about the kids here and recognized the urgent necessity of helping extricate themselves from the impossibly discouraging situation in which they live!!

\*\*\*

Must confess - I have all seniors this semester and no problems, except perhaps distance, traffic, and parking. Also the cafeteria food is lousy and overpriced for teachers and students. A 1 hour lunch hour would help teachers and students communicate more freely.

\*\*\*

38. Additional comments

This questionnaire should certainly have included a question concerning the length of time a teacher has been at PUHS. The first year teacher is so bewildered, confused and biased that she or he can not possibly make a valid reply to most of these questions. Why not circulate this questionnaire to former teachers from PUHS who are now teaching elsewhere in the system? I believe that the real truth about the PUHS inadequacies would be revealed.

PUHS should have the best teachers in the system - not the poorly trained, inexperienced, lackadaisical, lazy, non-disciplined, non-qualified faculty that we are now acquiring. The administrators should be the top of the line, not what is left at the bottom of the barrel. Color, race or creed should not be a factor in hiring but currently it is the ONLY factor considered. This is certainly evidenced by the recent hiring of UNQUALIFIED teachers and administrators who are of a certain skin color. One is so unqualified that while drawing his regular salary, he is now doing his practice teaching. That must certainly be a new record for the books...

We must have teachers who demand discipline - and who demand students to perform at a high school level. We MUST have teachers who are teachers and NOT entertainers. The parties in the classrooms must stop. Students can not be taught as they wander aimlessly about the halls, the campus, and streets. Let us have administrators that have the intestinal fortitude to talk up to these students. Let us have administrators who will challenge the students and tell them to go to class. Let us have administrators who are not afraid to raise their voices. Let us have administrators who will refuse to protect students of their own race because of outside pressures.

Ask the students if they must have teachers of a certain ethnic background - ask the students if they want men or women as teachers - ask the students if they want old or young teachers...the answers will always be the same... "All we want is a teacher who is honest and fair and who will teach us something."

The attendance problem at PUHS is undescribly bad. Two community-school workers are employed by the school. My assumption was that one of the duties of these employees was to check on the attendance of the students. The former school-community worker did an excellent job at this. He has now been replaced by two non-functioning bits of protoplasm. One is listed by the newsmedia as an "Ombudsman". The other is a LEAP employee who sits at his desk all day. The day of the functioning home visitor is past and now is the time we need this more than ever. Why is this not investigated? Why isn't something done about this? Why, oh why?

I would hope, yes plead with Citizen's Advisory Committee to contact former Phoenix Union teachers who have now been transferred to other schools in the system. Ask them why they have left - ask them what kind of support they

38. Additional comments

got from the administration - etc...Ask the same questions of the teachers who have asked for a transfer but who have not yet received it. There must be some REAL reason why so many have left or have asked to leave. This doesn't happen for no reason at all. Most of these teachers will indicate that it is not the kids that are the problem at PUHS - it is those other things. What then are those other things? This is where you come in Mr. and Mrs. Committeeman, if you have the courage to ask the question.

\*\*\*

Far too many of our students are unprepared in basic skill areas to benefit from traditional secondary education. The elementary feeder schools must put more emphasis on basic communicative skills or PUHS must introduce a massive remedial education program. We are not presently meeting the needs of the majority of our students and will continue to have trouble and unrest until drastic curriculum changes are initiated.

\*\*\*

1. Please establish a policy of discipline and of attendance. Then, maintain it, regardless.
2. Encourage teachers to upgrade academics in respect of students' future plans.
3. Insist upon teacher-cooperation with one another.
4. Emphasize the importance of the individual in relations to mankind in general. And help students to relinquish this fatalistic idea of cultural deprivation.

\*\*\*

Too many unqualified, inexperienced personnel in administration who think they relate to students because of color or race. They also have such low standards for students that students are not challenged to do as well as they can. After 8<sup>th</sup> grade or age 16 school attendance is a right and privilege but should be restricted to those only who show they wish it, not a place to "hang out".

\*\*\*

This school shows typical efforts, successes, failures & frustrations in attempting to meet, even know, the needs of the students (and their community). The students show frustration because, for the most part, they are not now & have not been in the mainstream of American life. They do not feel empathy with or understand the school or its goals. Gross misunderstanding - all around. It takes time,,,a school is where the neighborhood gets together.

\*\*\*

Do what you can to bring the entire staff together - give them support and their unity will spill over with benefits for our children.

\*\*\*

38. Additional comments

Lack of adult classroom aids for laboratory and for field experiences. Students at Phoenix Union need and require much individual attention. Class loads make this impossible for me to adequately achieve. Adult assistants (not student teachers) would make my role and function much more satisfying and effective.

\*\*\*

I think it is the councilors & administration responsibility to visit the homes, or see that the parent visits the teacher at school.

\*\*\*

Eliminate immediately from the school any student who demonstrates he does not belong or who does not want to abide by the rules.

\*\*\*

Please give first priority to teachers that want a transfer to another school. I want a transfer out of Phoenix Union!!! I am not wanted here, and I don't want to be here!!!

\*\*\*

We need to develop a total program K through 12 - It is hardly possible to develop a good high school program, especially an academic one, when students that enter the school have low reading levels, poor motivation from the home, and pressure groups creating more problems than they have solutions.

All the curriculum changes, new programs, more money, more minority teachers, or anglo teachers, will not solve our problem of social motivation. The Inner City must look not just at PUHS, but to the first six years of school too. If the schools (High School & Elementary School) don't solve the problem by working together, private business could move in to solve it. This is happening in many cities today. If a child in elementary can not read and write, he or she should not be thrown into high school to a life of more and more frustrations. The parent must understand this.

Non-graded elementary where skill levels are established and reading is the basis of all curricula could provide a start to solving PUHS problems. If we can not get our feeder schools in our inner city to develop good reading standards, we are sunk.

\*\*\*

38. Additional comments

There is no choice to be made. The answer's all cut & dry. Convert this school to a tech school that offer both academic course and Vocational - But all students registered at this school would be required to take a vocational course.

\*\*\*

It is encouraging to know that the parents are interested and cooperating in improving conditions for the pupils at Phoenix Union. One of the greatest problems is trying to teach when pupils do not appear for class.

\*\*\*

The idea of busing the students does not seem to be answer. A school within a school or a small new school would help to build pupil moral and teacher moral.

\*\*\*

Phoenix Union High School has had many fine graduates. It is known for fine quality of instruction and encouraging high standard among all races, socio status. It is known for fine curriculum of college prep and vocational courses. Our students have found excellent jobs in the community regardless of color. What has happened to us?

1. The teachers with high standards of excellence have requested to be transferred to other district school to avoid the racial tension and to keep their set of standards.
2. Economic status has been stressed as more important than academic achievement.
3. Empathy has been replaced with sentimental sympathy.
4. Permissiveness has replaced acceptance.
5. JUNTA HAS REPLACED WORK.
6. GOSSIP OR RUMOR has replaced CREATIVE IDEAS.
7. Filth and destruction has replaced pride in the beautiful, old traditional campus.

LET THE WELFARE ORGANIZATIONS CARE FOR THE HOME PROBLEMS ADEQUATELY BOTH ECONOMICALLY AND EMOTIONALLY AND ALLOW THE STUDENT TO ATTEND THE SCHOOL WITHOUT THIS BURDEN ADDED TO THE ACADEMIC AND LEARNING DEMANDS OF THE EDUCATIONAL INSTITUTION. LET THE POLITICAL ORGANIZATIONS CARE FOR THE FINANCIAL BURDENS OF PROVIDING SUPPORT FOR BOTH THE WELFARE AND EDUCATIONAL INSTITUTIONS. LET THE HOSTILE ELEMENT REPLACE EMOTIONAL SURGE WITH LONG RANGE PLANNING BEGINNING WITH THE PLANTING OF POSITIVE WORKABLE IDEAS WITH THE YOUNG, NAMELY KINDERGARTEN AGE.

\*\*\*

38. Additional comments

It would help if one could know prior to summer vacation their teaching assignment. It is very hard to go to school and prepare to teach one subject and in September be given another.

\*\*\*

I think respond #2 - close the school & bus. However - much groundwork at other schools & within the community would have to be done.

\*\*\*

**TABULATION OF THE STUDENT QUESTIONNAIRE**

Tabulation of the student questionnaire

Question No. 1 Are you bored with school?

	<u>Yes</u>		<u>No</u>		<u>Sometimes</u>
Mexican-American	9		7		47
Blacks	10		1		15
All Others	2		1		7
<hr/>					
Total Answers: 99	21	21.2%	9	9%	69 69.6%

Question No. 2 Do you like to go to PUHS?

	<u>Yes</u>		<u>No</u>		<u>Sometimes</u>
Mexican-American	50		9		
Blacks	11		12		2
All others	6		2		2
<hr/>					
Total Answers: 94	67	71.2%	23	24.4%	4 4.3%

Tabulation of the student questionnaire

Question No. 3 Have you been threatened or bothered at school?

	<u>Yes</u>		<u>No</u>	
Mexican-American	15		45	
Blacks	7		20	
All others	2		7	
Total Answers: 96	24	25%	72	75%

Tabulation of the student questionnaire

Question No. 4            The Major problems in the school, according  
to the students, are as follows:

BEHAVIOR

Riots  
Adolescent confusion  
Not enough interest  
Disruptive students  
Bad attitudes  
Stealing  
Boys bothering girls  
Ditching  
Racial inferiority  
Lack of respect  
Students don't know how to behave  
Laziness  
Feel sorry for themselves  
Poor treatment of students

TEACHERS, COUNSELORS, ADMINISTRATORS

The administration  
The teachers  
Teachers don't like students  
Teachers and coaches side with students  
Teachers who don't do the job  
Teacher incompetence  
Teachers lecture too much  
Teachers water down classes  
Counselors give misleading information  
Too many teachers don't care

CURRICULUM

Tests  
Not having the same grading or education of other schools  
Type of courses  
Grades

Irrevelant studies  
Lack of things to do in the classroom  
Lack of materials to work with  
School day too long  
Classes are boring  
Homework  
Not enough minority history  
Not enough activities going on

#### BUILDINGS

Poor buildings  
Classroom atmosphere uncomfortable

#### SCHOOL IMAGE

Reputation of the school  
School government  
Lack of school spirit

#### OUTSIDE FACTORS

Outsiders  
Home environment  
Jobs versus school work  
Money

#### HUMAN RELATIONS

Lack of attention  
Prejudice  
Fear  
Communications are bad  
Atmosphere of hatred  
Prejudiced students  
Student-teacher relationships  
Student to student relationships  
Lack of truthfulness  
Not enough minority teachers  
Racial tensions  
Jealousy among students  
Discrimination built up too much

**RULES AND REGULATIONS**

The police on campus

Banning of speakers

Rules

Fences and guards

Lack of enough discipline

ID cards

Equal rights like teachers

Freedom on campus

Students have no voice in school affairs

Too much discipline

**OTHER**

Food at cafeteria

Short lunch hours

Low educational level

Tabulation of the student questionnaire

Question No. 5 Do you feel that you have much ability in reading and writing English?

	<u>Yes</u>	<u>No</u>		
Mexican-American	47	15		
Blacks	21	3		
All others	3	9		
Total Answers: 95	77	81%	18	19%

Tabulation of the student questionnaire

Question No. 6      What should be done to improve reading and writing instruction?

Get rid of teachers who sleep on the job.  
Have the intellect level divided more surely  
Give more of them.  
More emphasis in English.  
Stronger English block, not watered down.  
Have more interesting things.  
Better tools for teaching.  
Get better qualified teachers.  
Start teaching grammar again.  
The level should be elevated.  
Get reading material the students are interested in.  
Keep the class quiet enough to study.  
Have special classes for those who need it.  
Crack down on students.  
Do work in class.  
To be taught more educationally  
Get teachers who can understand the situation here and who can work with our problem.  
Teach in a way that students will cooperate and like.  
Make reading a longer required subject and make teacher work harder at English.  
Students should be made to write opinions.  
I think that they should be done on an everyday basis.  
Get better material.  
Get teachers that will really do their job in teaching.  
Don't know.  
More interested teachers to teach.  
All students to take Reading Improvement.

Tabulation of the student questionnaire - Question No. 6

This is a problem for grammar schools.

Things up to date should be taught.

Better books, more interesting projects.

Teacher should have different method in teaching.

Get 12th grade level material.

Get a program geared for the Chicano, not the Anglo.

Give it to them straight, no babying around.

More time reading class and writing essay as well.

Anything.

The manner in which it would benefit me is by learning orally.

Go over it slowly.

Devise better courses and get better teachers.

Teachers should make students write essays more.

There should be more taught on the basics.

Not so much dam talking, and more constructive work in Eng.

My English teacher says he isn't any English teacher, he's just  
there.

Let students read, not be read to.

Question Nos. 7 and 8, which required responses as to what subjects were of most interest and least interest, provided data which indicated that all subjects except English had an even spread of interest.

Tabulation of the student questionnaire

Question No.

- 9. How many teachers do you have for classes each week?
- 10. How many of these teachers trust you, in your opinion?
- 11. How many of these teachers are prejudiced, in your opinion?
- 12. How many really try to help you with your studies?
- 15. How many of these teachers bore you in class?
- 18. How many of your teachers do you feel are there just for the job?
- 20. How many of your teachers are afraid of students?

		Question Numbers							
		<u>No. of Teachers</u>	9	10	11	12	15	18	20
Mexican-Americans	7	2							
	6	15	2		3		1		
	5	20	10		1		2	1	
	4	16	16	3	7	2	4	1	
	3	7	9	2	16	6	2	1	
	2		9	7	12	17	9	8	
	1		1	17	14	24	25	16	
	0		4	32	9	12	16	32	
	don't know		4	2					
all						2	3		
Blacks	6	16	1	1	3				
	5	2	5		2	1	1		
	4	5	3		4	1	0		
	3	3	7	1	2	3	1	2	
	2		4	4	6	2	2	5	
	1		2	11	3	13	11	5	
	0		2	8	6	1	9	11	
	don't know		2	1					2
	all						3	1	

Question Nos. 9, 10, 11, 12, 15, 18, 20 Cont.

	<u>No. of Teachers</u>	<u>Question Numbers</u>						
		<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>15</u>	<u>18</u>	<u>20</u>
All Others	7	1						
	6		1					
	5	3	1					
	4	4	1	1				
	3	1	5		1	2		
	2	1	2	1	3	2	1	
	1			1	4	2	2	3
	0			6	1	2	4	6
don't know								
not many					1			
few						1		
a lot								
many				1				
some								1

**Explanation:** As an example, under Column No. 10, the numeral 5 means that five students felt that three of their teachers did not trust them. Statistically, this amounts to fifteen (15) student-teacher contacts where lack of trust is felt.

Tabulation of the student questionnaire

Question No. 13 If you do not like a teacher, do you try to discuss this problem with the teacher?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mexican-American	8	52	
Blacks	6	19	
All others	0	7	1
Total Answers: 93	14 15.1%	78 83.8%	1 1.1%

Question No. 13-A Would this be possible?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
Mexican-American	29	25	
Blacks	12	12	2
All others	4	3	
Total Answers: 87	45 50.5%	40 44.9%	2 4.6%

Tabulation of the student questionnaire

Question No. 14 Do you think you are prejudiced?

	<u>Yes</u>	<u>No</u>		
Mexican-American	21	35		
Blacks	12	11		
All others	3	5		
Total Answers: 87	36	41.5%	51	58.6%

Tabulation of the student questionnaire

Question No. 16 Would you learn more and learn faster with a teacher of your own race?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>Maybe</u>
Mexican-American	12	42	2	3
Blacks	6	12	5	2
All others	3	6		
<b>Total Answers: 93</b>	<b>21 22.5%</b>	<b>60 64.5%</b>	<b>7 7.5%</b>	<b>5 5.5%</b>

Question No. 17 Do your teachers talk over your head?

	<u>Many times</u>	<u>Sometimes</u>	<u>Not very often</u>	<u>No</u>
Mexican-American	0	25	37	1
Black	2	13	10	1
All others	0	0	10	
<b>Total Answers: 99</b>	<b>2 2%</b>	<b>38 38.3%</b>	<b>57 57.5%</b>	<b>2 2%</b>

Tabulation of the student questionnaire

Question No. 19 Do some races get special treatment from any of your teachers?

	<u>Yes</u>		<u>No</u>	
Mexican-American	27		34	
Blacks	19		4	
All others	2		8	
Total Answers: 94	48	51.1%	46	48.9%

Question No. 21 Has a teacher visited you at your home?

	<u>Yes</u>		<u>No</u>	
Mexican-American	3		60	
Blacks	3		23	
All others	1		9	
Total Answers: 99	7	7.1%	92	92.9%

Tabulation of the student questionnaire

Question No. 22 Do you like your counselor?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mexican-American	41	6	16
Blacks	16	4	4
All others	9	0	1
Total Answers: 97	66 67.3%	10 10.2%	21 21.4%

Question No. 23 Has your counselor visited you at your home?

	<u>Yes</u>	<u>No</u>
Mexican-American	0	63
Blacks	0	26
All others	0	9
Total Answers: 98	0	98 100%

Tabulation of the student questionnaire

Question No. 24 Would you like to be a teacher?

	<u>Yes</u>	<u>No</u>		
Mexican-American	25	36		
Blacks	5	19		
All others	6	4		
Total Answers: 99	36	37.8%	59	62.2%

Tabulation of the student questionnaire

Question No. 25 What should be done with troublemakers?

BLACKS

No comments = 3

A compromise should be made.

They should be questioned and in some cases punished.

Place them where it is best. According to the kind of trouble they cause.

Dispose.

Varies.

Disciplinary actions taken.

They should be called in and talked to, to see what's ailing them - bothering them.

Troublemakers should not be allowed on campus.

They should be kept in a separt place and let them do their own thing.

I think they should be suspended from school and when they come back keep a close eye on him and if he causes any trouble suspend him again.

They be suspended from school or sent to a special school for help.

They should be put on probation at first and then suspended if attitude doesn't change.

Put them in a special class for troublemakers and they would get better.

Their problem should be investigated - maybe they have a reason for being a troublemaker.

Try to see what their problem is there must be some reason why they are making trouble.

Troublemakers should be put out of this school and every other school. Let the State handle them.

Maybe they have a problem someone needs to sit down and try to talk it over with them. Maybe that's why their causing trouble.

I feel if they get into trouble once and don't try to do better they should kick them out of school because learning isn't what their are here for.

Given special help to correct their problems. I don't think they should be dropped.

Tabulation of the student questionnaire

Question No. 25 cont. - Blacks

There should be some sort of program for these folks.

Give them trouble.

Discuss the situation there is probably a problem with a student who continues to make trouble.

They should be punished.

MEXICAN-AMERICANS

No comments = 3

Suspend them from school.

Throw them out of school and put them on a detention home for a month or so.

Shot.

Troublemaker, I think should be kicked out of school.

Punish them and not get : : all students for the wrongdoing.

I think they should be kept away from the school.

Thrown out of school.

They should be treated accordingly.

They should be off camp for all school year.

They should be dropped from school and if they come back let the cops handle them.

They should be given only one chance, then call Nat'l guard.

I think there's really nothing to do just try to get by even though they bother a lot.

Put in special schools.

Give them trouble.

They should be delt with indivially not the whole student body be blamed.

Do not tolerate them.

Get kicked out of school.

They should be thrown out of school for good.

They should be token out of school.

They should be expelled from school.

Punished.

Find out his problem.

Talk to them, don't frighten them.

Tabulation of the student questionnaire

Question No. 25 cont. - Mexican-Americans

Kick out completely.

Keep them away from those whom are trying to learn.

Keep them off campus if the don't, take legal action.

They should be given someone to talk to, but handled with discipline.

Try to see why they're doing this and try and help them.

Get them out with no pity.

Try and talk to them and see why there troublemakers.

Depending on average, warned 1 time, then restricted to certain things, and confronted on his opinion of his actions, and his reasons delt with.

They should be thrown out of school for good!!

Keep them out of school.

They should be put on probation. If they break it suspend them from school.

Be put in a place where they can make their own trouble.

They should be prohibited to entire own campus (isolate them)

Treat them with a firm hand and

Dropped from school.

Keep them out of school.

I think they really have a problem of some kind and first we must find it out to help them.

They should recieve the punishment they deserve.

I don't know anymore. So many things have been tried.

Take them out of school.

I feel they should be dismissed from class.

Be dismissed from school.

Give them a trial by student body, then decide what should be done.

They should suspend them from school.

Given some sort of punishment other than Detain them.

taken in & discuss the matter, Then action be taken place if necessary

they should be expose of!

Kicked out for sure!

Tabulation of the student questionnaire

Question No. 25 cont. - Mexican-Americans

I would talk to them and ask them what wrong with you this is a school not a playground.

What can be done?

If they don't cooperate, have them transferred.

Give them something they can look forward to.

Give them just punishment, don't kick them out of school.

Kicked out of school for good or (Suspended).

I think their counselors should talk to them.

I don't think anything can be done with the troublemakers. If you get rid of the troublemakers now, there'll always be some more on the way.

keep them out of the school grounds

ALL OTHERS

Dispose of them!

Suspend them from school permanently, if they are over 16 they don't have to be here anyway.

If they are not coming here to learn they should be done away with as not too bother those who wish to learn.

Immediately suspended no exception.

expelled

Find them, talk to them, find out what they don't like, see what can be done.

Caught & put in jail or a detention home

An understanding, intellectual talk should take place and if the student has no problem then give him one more chance & close classes.

Expelled and given no mercy, P.U. is a school for higher learning not fighting.

I feel they should be put off campus if they can't fly right.

Tabulation of the student questionnaire

Question No. 26 Is PUHS an integrated school?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>Maybe</u>
Mexican-American	30	30		
Blacks	16	6	1	1
All others	7	1		
<b>Total Answers: 92</b>	<b>53 57.6%</b>	<b>37 40.2%</b>	<b>1 1.1%</b>	<b>1 1.1%</b>

Question No. 27 Should the school tell you what to wear?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
Mexican-American	12	46	1
Blacks	1	23	1
All others	0	8	2
<b>Total Answers: 94</b>	<b>13 13.8%</b>	<b>77 81.9%</b>	<b>4 4.3%</b>

Tabulation of the student questionnaire

Question No. 28 Should the school tell you what race you can date?

	<u>Yes</u>	<u>No</u>		
Mexican-American	0	63		
Blacks	0	27		
All others	1	7		
<b>Total Answers: 98</b>	<b>1</b>	<b>1.1%</b>	<b>97</b>	<b>98.9%</b>

Question No. 29 Do you feel comfortable with other races?

	<u>Yes</u>	<u>No</u>	<u>Some</u>		
Mexican-American	35	0	27		
Blacks	14	2	10		
All others	5	0	4		
<b>Total Answers: 97</b>	<b>54</b>	<b>55.6%</b>	<b>2</b>	<b>2.2%</b>	<b>41 42.2%</b>

Tabulation of the student questionnaire

Question No. 30 Do you think the troubles PUHS has had have been caused by the members of one race?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mexican-American	14	39	9
Blacks	3	15	4
All others	3	8	1
<b>Total Answers: 96</b>	<b>20 20.8%</b>	<b>62 64.5%</b>	<b>14 14.5%</b>

Question No. 31 Which race?

	<u>Mexican-American</u>	<u>Blacks</u>	<u>Others</u>	<u>All</u>
Mexican-American	6	20	1	4
Blacks	1	3	1	3
All others	1	2	0	3
<b>Total Answers: 45</b>	<b>8 17.8%</b>	<b>25 55.6%</b>	<b>2 4.4%</b>	<b>10 22.2%</b>

Tabulation of the student questionnaire

Question No. 32 Are students sometimes treated unjustly by the school?

	<u>Yes</u>		<u>No</u>		<u>Don't Know</u>	
Mexican-American	50		12		1	
Blacks	22		1		1	
All others	6		3		1	
Total Answers: 97	78	80.4%	16	16.4%	3	3.2%

Question No. 33 Do students have someone to stick up for them in cases like that?

	<u>Yes</u>		<u>No</u>		<u>Don't Know</u>	
Mexican-American	16		37		2	
Blacks	3		17		1	
All others	6		5		2	
Total Answers: 91	27	29.7%	59	64.8%	5	5.5%

Tabulation of the student questionnaire

Question No. 34 Should PUIS continue the vocational education program?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>Don't Care</u>
Mexican-American	59	2	2	1
Blacks	24	2		
All others	10	0		
Total Answers: 100	93 93%	4 4%	2 2%	1 1%

Question No. 35 Do you mix with other races outside school?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
Mexican-American	43	16	1
Blacks	20	6	
All others	6	2	1
Total Answers: 95	69 72.6%	24 25.2%	2 2.1%

Tabulation of the student questionnaire

Question No. 36 Do adults set a good example for you?

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Doesn't Matter</u>
Mexican-American	25	26	8	1
Blacks	2	17	3	
All others	3	5	3	
Total Answers: 95	30 31.5%	48 50.5%	16 16.6%	1 1.0%

Question No. 37 Should PUHS have fences?

	<u>Yes</u>	<u>No</u>	<u>Maybe</u>
Mexican-American	19	42	
Blacks	2	23	1
All others	7	3	
Total Answers: 97	28 28.8%	68 70.1%	1 1.0%

Tabulation of the student questionnaire

Question No. 38 Should PUHS have guards?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>	
Mexican-American	41		20			
Blacks	4		22		1	
All others	10		0			
Total Answers: 98	55	56.1%	42	42.8%	1	1.0%

Tabulation of the student questionnaire

Question No. 39      What do you think the purpose of fences and guards is?

BLACKS

Supposeively to keep non-student away from the school.

Trying to get P.U.H.S. students from the stands if they  
Provided Better food in Lunch Room there wouldn't have  
to go to the stands and there be less trouble.

to help the problem but its only makes it worst.

They are for the protection of the students (suppose to be).

To keep us locked up like we are in jail house and can't  
leave until a certain time or pass.

to keep out trouble makers

Keep people locked in

To keep loiterers out and "us" (students) in.

To keep the kids that doesn't belong to this school  
out. My opinion.

I think the fences and guards are here to keep out  
troublemakers.

I don't know. I guess teacher think that it would  
help keep the troble down but I think it just start  
the troble.

because they want the students to behave right but  
it's making them act worse instead of better.

To keep troublemakers out or people who don't go to  
this school out in case they try to start some kind  
of trouble.

To keep PUHS Students on campus.

They say its to keep order. But if they had guards  
there still will be trouble.

To Keep the students from ditching and keep people  
from other schools coming in during school hours.

To prevent any so called troublemakers from coming  
on campus causing trouble.

To satisfy the school officials so that they can say that  
it's not their fault if troublemakers still get in.  
Then they can blame it on the students.

There suppose to keep the bad off and the good in.  
There suppose to.

Tabulation of the student questionnaire

Question No. 39 Cont. - Blacks

I really don't know - they said it was to keep out the troublemaker not in school, but its not doing it so well.

To keep out non-students.

They serve no purpose. The guards fail to check I.D.'s. The fences are there just to be jumped.

They act like we're in 1st grade.

I really don't know.

It serves no purpose to me. The purpose that the administration gave was to keep out other people out it hasn't succeeded.

MEXICAN-AMERICANS

No comments = 2

Keep out troublemakers

Keep people in, not letting them be free. Sometimes they are necessary but doesn't mean we need one. Innocent people are the ones who suffer from this.

To keep people out of our grounds that don't really belong here.

to protect the ones that want to study be able to, and not have to defend yourself.

to stop trouble, but I feel that when the fence and guards are there it causes more trouble .

Supposedly to protect P.U students from outsiders; but others opinion to keep PU students from ditching, they just jump fence now! Me: no comment!

To keep outsiders from coming in and starting anything and to help prevent trouble.

To keep instigators out but the thing isn't working.

To keep certain people out. But it seems they're carrying it too far.

To make P.U. look like a prison.

To keep outside dropouts from entering and causing trouble.

at first I thought it was to keep students or trouble - makers out, but they jump the fence if they want to get in.

To keep troublemakers out.

To keep out troublemakers.

Tabulation of the student questionnaire

Question No. 39 Cont. - Mexican-Americans

It supposed to be to keep outsider out. And the fences are to keep insiders from fighting, etc.

The fences are to keep outsiders out and students in. And the guards are to control the students when there is a fight and to check if there are any unauthorized persons on campus.

To keep the loiters or so-called troublemakers out!

The purpose for the fence and guards is to keep outsiders out and obtain order on campus.

They really have no purpose at all.

to protect PUHS student from outsider that have no business other than trouble.

Guards & fences are supposed to stop trouble and keep it out of campus, but they are doing their jobs.

Fences give a sad look to the school and guards to protect the students from troublemakers.

none

I don't care what the fence is for but it makes the school look better. Guards are to keep troublemakers out.

To punish all students for the work of a few idiots.

The fence is to keep us in while the guards are used to make sure we stay in.

The fences are to keep us in when trouble starts.

The guards are there to stop you when trouble starts.

Keep outsiders out. Keep the students from skipping class.

To help the kids keep coming from other school and start a fight.

The purpose of the fence is to stop the people the guards are chasing.

to keep people who shouldn't be on campus off.

to protect the school and student but they sure as \_\_\_ don't do a very good job.

Keep troublemakers out, but they still get on school.

fences no, because if ditchers don't want to go to class it's their future not ours. guards yes, so they can quench the troubles (if they can).

To try to stop anymore fighting between races.

To stop riots and gang fights and to keep students who don't belong here out.

Tabulation of the student questionnaire

Question No. 39 Cont. - Mexican-Americans

To keep troublemakers out, but it don't work.

to protect the kids from PUHS from other out-of-this-school kids.

To protect the students from people out of school who cause the trouble.

To prevent people outside of P.U. to start trouble.

Just to waste taxpayers money. To hire guards which can't do anything but walk around and talk in walkie-talkies.

Just to make it easier for the teacher's & administration.

Don't know but I feel we don't need them maybe pigs outside but not fences and guards.

To provide protection for those going to school and not causing trouble.

I don't know, but we certainly don't need them. We would get along better. This school is lucky that the fence hasn't been toren down.

to protect the students from hurting themselves.

To keep troublemakers out of school.

To keep the ones who are not in school out of the grounds.

for the portection of ail - inside the grounds as well as outside.

to keep troublemakers out, and protect the students from pusher's and other trouble.

the fences is to keep the ones that don't belong here and the guards are to keep order on campus.

To make all the high heads feel good.

It's for no use, seems like it cause more trouble to come in.

To keep good old American oppression on its feet!!!!

The fences are to keep us in, to try anyway, and the guards are there to prevent trouble.

To help other students in case of a fight, and also to avoid fighting.

Tabulation of the student questionnaire

Question No. 39 Cont. - Mexican-Americans

The fences are to prevent more ditching, the guards are there to take care of any trouble there may be. For the protection of the students, and to keep other kids that aren't attending PUHS out of the school. to keep troublemakers off campus.

To protect the student inside the school grounds and keep non-students off - They aren't doing it.

To check if your ditching because if there's a fight there not to fast.

ALL OTHERS

To keep out troublemakers, and stop trouble from starting.

The purpose of the fence is to keep out all of the people who do not go to this school. Guards are here to help this.

To keep troublemakers and people who do not come to school here off campus and also if there is any trouble right off campus keeps it from coming on campus.

To prevent people who are not enroled at PUHS from comming onto campus & causeing trouble.

Keep out troublemakers.

To keep undesireables out and to keep order just in case anything happens. Not to invite trouble.

To keep students or dropouts from other schools or this school from causing trouble.

To keep out troublemakers.

To keep unwanted visitors out in order to make it safe for those who came to learn.

They say it is to keep troublemakers out .

Tabulation of the student questionnaire

Question No. 40 Would you learn faster if you could go at your own speed?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>	
Mexican-American	36		22		1	
Blacks	19		6			
All others	7		1			
Total Answers: 92	62	67.3%	29	31.5%	1	1.1%

Question No. 41 Do the teachers repeat too much what you already know?

	<u>Yes</u>		<u>No</u>		<u>Some</u>	
Mexican-American	35		23		5	
Blacks	18		6		1	
All others	5		3		2	
Total Answers: 98	58	59.1%	32	32.6%	8	8.2%

Fabulation of the student questionnaires

Question No. 42 Do you think there is not enough discipline in school?

	<u>Yes</u>	<u>No</u>		
Mexican-American	39	24		
Blacks	10	10		
All others	7	2		
Total Answers: 92	56	36	60.8%	39.1%

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Tabulation of the student questionnaire

Question No. 43 How should a teacher talk to a student who is causing trouble?

BLACKS

No comment = 1

calmly and intelligently

With understanding, because violence isn't the answer.

Kindly

Respectfully if possible.

I have no idea.

as if they mean what they said, showing they are not afraid.

They shouldn't yell but at least let the student know whose boss.

The teacher shouldn't say anything just put him out the room, by force if necessary.

try to find out what is bothering the student.

This depends on what kind of trouble the student is causing.

With understanding

Kindly ask him to please retain himself or leave the class

He should be firm but very understanding.

In a way that would assure them their problem will be helped.

talk with him like she are trying to help him.

Talk a student that they are people not animals.

Very calmly. But if this doesn't work, use a little discipline.

Simply, in a reasonable voice & tone.

Hard to say

they should keep the demerit system.

I think in a common manner. If that doesn't do get some help.

Converse with him on a teacher student base else a student to study.

get rid of him, if he can not be helped.

Talk to him like she would like to be spoken too.

Tabulation of the student questionnaire

Question No. 43 Cont.

MEXICAN-AMERICANS

No comments = 9

Nice not to hard but yell like Hell!

With authority but not going further than that.

Give him hell for the hell he's giving the teacher.

Talk to the student with good judgement.

A teacher shouldn't talk, he or she should just ask him to leave his other class or school.

Ignore him, but if he or she goes to far he should talk back.

Mean

insult him - as if it were a joke - this way the class would laugh & make that person feel little.

Try to make him understand their are others who want to learn.

With respect!!! (but if the student starts using force there is only one thing the teacher can do!)

He try and not to get emotional.

Alone! Frankly, but nicely

Politely, or the student will just cause more trouble and beat him up.

directly

it depends on the situation

He shouldn't talk just get him thrown out of school.

Yes, maybe the student has something against the school that's wrong and should be corrected.

with discipline and not fear

He should be firm & tactful.

Understand his reason for it and try to help student regain honor.

with understanding

direct with someone to send him to.

Try and find out what makes him feel the way he does.

firmly but not in a rowdy manner

in a way so he could start thing and feel embarrassed.

calmly do not yell or anger the student for his remark will be likewise and you'll both be yelling.

in a nice but firm way.

Tahulation of the student questionnaire

Question No. 43 Cent. - Mexican-Americans

Try to talk to them with understanding.

Yes

I feel the other student should incourage him to settle down.

Yes

With understanding of the students reasons

She should be firm and put the works on him.

He shouldn't - The heck with him.

in a vcray nice way

Harsh or just kick their \_\_\_\_\_, because they think they can get away from everything.

By Being very Bult of the matter & by having self control in speech as will & action.

they should talk rough to them

Just send to principle. Why should a teacher bother too. with discipline & respect

send to counselor. I think counselors know them and can talk to them.

Right

try to

firm

buy talk in a sensible way or decusion

depends on trouble

tactfully & firmly

For one thing don't suck, treat them accorddingly

Be firmer and not to be frightened of student

Talk the students language

I haven't seen one

Well I've seen it done many ways but none work

Man to Man

Don't know

Tabulation of the student questionnaire

Question No. 43 Cont.

ALL OTHERS

Kill them with kindness

Shape up or ship out

with understanding and strong ears

Tell him to be quiet, if he doesn't send him to the office.  
yes

Like a person with the authority to put them out of class.

Be able to warn him of suspension.

Firmly but not sarcastically. Remembering he is  
human also.

Send the student to the Administration.

With firm discipline

Tabulation of the student questionnaire

Question No. 44 What should be done with teachers who do not help students enough?

BLACKS

No comment = 1

They should be dismissed

They should find themselves jobs in another field of work.

Fire them

A program to help the teachers

Relieved of their jobs

I think if you are a teacher be a good one or leave.

See if someone can help them

Teachers that don't help us enough should not be here.

Tell him what he is doing and see does he improve in a couple of weeks if not there's nothing that should be done.

They should be fired

The teacher should go to a school so they can be trained to help their students.

Fire them

They should be fired from their work.

Get new teachers because they just want the money.

they need to quit and go back and learn how to do better

They should be talked to by principal & then fired.

They should be removed or asked to improve.

What can you do nothing

They should be fired.

Have a conference with the teacher then if no success f  
Fired or charged

They should be encouraged to try harder else - leave

they should be fired

Get someone who be willing to help the students

Tabulation of the student questionnaire  
Question No. 44 Cont. - Mexican-Americans

get rid of them or get them on the ball  
I don't think they should teach  
Have them teach something else, or have the principal  
talk to her  
Fire them  
Fire them, or make them take an intrest.  
Get rid of them!  
Should be told that if she doesn't improve she  
should leave.  
Fire them  
get out of the class room  
fire them  
Give out reason on it's importants, or dismiss them  
fire them  
Fired  
talk to by administrator, not Mr.                    though his a punk.  
Fire them  
Throw him out  
Well they shouldn't be teaching  
Be replaced by better teachers  
They should be told that they should improve there  
way of teaching or be replaced.  
transfer them  
get rid of them  
replace them  
get rid of them  
get other teachers and throw them out  
Lower their pay  
Talk with them, but they won't change  
Send another teacher in who would help the student more

Tabulation of the student questionnaire

Question No. 44 Cont.

MEXICAN-AMERICANS

No Comment = 9

fire them and get good teachers

don't know

If there not doing their job right, fire them.

They should bring it to the attention of them.

Fire! them

Nothing just go to 1st grade

Teach him how to help the students

Get them out of school

Replace them with another one.

Warn them of what they are doing and see if they can be of help in any way to the students but not every second.

Tell them to do better, & if they don't, Fire them.

go back to college part of the time so they don't forget how hard it is to learn.

Sent them to a school which specialist's in this

Get rid of them or they need a good workshop.

Nothing, some just are interested in the job & salary. We could try to get them interested.

They should be dropped because all they want is their pay check.

try and see what the, are not doing.

Offer better education for these teachers in Student Relationships.

Tell them to be better teachers and to help the students, if they don't cut their salary or something.

Fire them

Get rid of them.

Should be dismissed.

someone should talk to the teacher

either send them to school or fire them

Just replace them

they should fire them, or tell to shape up

They should be warned that, that is what their there for.

Tabulation of the student questionnaire

Question No.44 Cont.

ALL OTHERS

No comment = 1

Keep them on the outside

Shape up or ship out

How can it be measured? However, if there is nothing coming from them they are lousy.

They should be talked to about it.

tell them to

Not for me to say. (Don't know their purpose)

Replaced

They should be fired

Tell them to help them or fire them

Tabulation of the student questionnaire

Question No. 45    Should students have a say in what is taught at PUHS?

	<u>Yes</u>	<u>No</u>
Mexican-American	53	3
Blacks	22	4
All others	8	0
Total Answers: 90	83    92.2%	7    7.7%

Question No. 46    Are students too lazy to study on their own?

	<u>Yes</u>	<u>No</u>	<u>Some</u>
Mexican-American	10	4	47
Blacks	1	4	21
All others	1	0	8
Total Answers: 96	12    12.5%	8    8.3%	76    79.0%

Tabulation of the student questionnaire

Question No. 47 Is the food at the cafeteria a problem?

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Mexican-American	27	25	4
Blacks	18	6	1
All others	2	6	
Total Answers: 89	47 52.8%	37 41.5%	5 5.6%

Question No. 48 Do you feel neglected sometimes while you are in school?

	<u>Yes</u>	<u>No</u>	<u>Depends</u>
Mexican-American	31	28	1
Blacks	10	13	
All others	3	7	
Total Answers: 93	44 47.3%	48 51.6%	1 1.1%

Tabulation of the student questionnaire

Question No. 49 Do you feel that your parents try to help you with your problems?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
Mexican-American	34	25	
Blacks	15	7	3
All others	5	0	5
Total Answers: 94	54 57.4%	32 34.0%	8 8.5%

Question No. 50 Would you support an "honor" system for behavior?

	<u>Yes</u>	<u>No</u>	<u>Maybe</u>
Mexican-American	38	21	1
Blacks	21	3	1
All others	8	2	
Total Answers: 95	67 70.5%	26 27.3%	2 2.1%

Tabulation of the student questionnaire

Question No. 51 Would you abide by the honor rules?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>		<u>Depends</u>	
Mexican-American	46		13				2	
Blacks	21		0		2			
All others	10		0					
Total Answers: 94	77	81.9%	13	13.8%	2	2.1%	2	2.1%

Question No. 52 Should the school keep outsiders off campus?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>	
Mexican-American	55		6		1	
Blacks	17		6		1	
All others	9		0		1	
Total Answers: 96	81	84.3%	12	12.5%	3	3.1%

Tabulation of the student questionnaire

Question No. 53 Should students be able to hear "controversial" speakers?

	<u>Yes</u>		<u>No</u>		<u>Depends</u>	
Mexican-American	51		5		1	
Blacks	26		0			
All others	10		0			
Total Answers: 93	87	93.5%	5	5.4%	1	1.1%

Question No. 54 Do you read the local newspapers?

	<u>Yes</u>		<u>No</u>		<u>Sometimes</u>	
Mexican-American	53		4		4	
Blacks	17		6		1	
All others	8		0		2	
Total Answers: 95	78	82.1%	10	8.7%	7	7.4%

Tabulation of the student questionnaire

Question No. 55 Are the local newspapers fair in reporting news of PUHS?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>Don't Know</u>
Mexican-American	2	38	19	1
Blacks	0	21	2	
All others	1	6	5	
<b>Total Answers: 95</b>	<b>3 3.2%</b>	<b>65 68.4%</b>	<b>26 27.3%</b>	<b>1 1.0%</b>

Question No. 56 When you tried to get a job, did your PUHS attendance make it harder for you to get a job, in your opinion?

	<u>Yes</u>	<u>No</u>	<u>Didn't Try</u>	<u>Don't Know</u>
Mexican-American	14	40	1	1
Blacks	4	17	1	3
All others	0	9	1	
<b>Total Answers: 91</b>	<b>18 19.7%</b>	<b>66 72.5%</b>	<b>3 3.3%</b>	<b>4 4.4%</b>

Tabulation of the student questionnaire

Question No. 57 Should PUHS be closed and students there sent to other schools?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>	
Mexican-American	5		54		1	
Blacks	4		13			
All others	0		10			
Total Answers: 87	9	10.3%	77	88.5%	1	1.1%

Question No. 58 Would remodeling Buildings 5 and 8 help make the school better?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>	
Mexican-American	40		18		1	
Blacks	10		7			
All others	6		4			
Total Answers: 86	56	65.1%	29	33.7%	1	1.2%

Tabulation of the student questionnaire

Question No. 59 Would it be even better to have new buildings?

	<u>Yes</u>		<u>No</u>		<u>Maybe</u>	
Mexican-American	44		14		1	
Blacks	18		5		2	
All others	8		2			
Total Answers: 94	70	74.4%	21	22.3%	3	3.2%

Question No. 60 Would it be easier to learn if the building were  
were air-conditioned?

	<u>Yes</u>		<u>No</u>	
Mexican-American	54		5	
Blacks	21		4	
All others	9		1	
Total Answers: 94	84	89.3%	10	10.6%

Tabulation of the student questionnaire

Question No. 61 Does your race prevent you from getting a job,  
in your opinion?

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>	<u>Don't Know</u>
Mexican-American	8	44	4	3
Blacks	15	10	1	
All others	0	10		
Total Answers: 95	23 24.2%	64 67.3%	5 5.2%	3 3.2%

QUESTIONS SUGGESTED BY STUDENTS AT PUHS

Student AC

Questions directed to the students:

1. What do you think of the subjects at Phoenix Union in general?
2. Do you think any subjects should be required?
3. What do you think of the vocational classes?
4. What do you think of the teachers in general?
5. Do you like the length of your lunch hour?
6. What do you think of the block-program? (For the Freshmen)
7. Do you like the length of your lunch hour?
8. Do you like the food in the Cafateria?
9. Do you like the dress code?
10. What do you think of closed campus?
11. Do you think any speaker, that you students want to hear be let on campus?
12. Do you think Phoenix Union is a lot more strict this year?
13. What do you think of the book rentals?

Questions directed to the teachers:

1. What do you think of school starting at 8.0'clock?
2. Do you have enough preparation time?
3. What do you think of the length of your lunch hour?
4. Do you like the teachers cafeteria food?
5. What do you think of the students in general?
6. Are you afraid of some of the students?
7. Do you think attendance is very poor at Phoenix Union?
8. What do you think of the student dress code?
9. What do you think of the evaluation system?
10. Do you think Phoenix Union should have speakers?
11. Do you think subjects should be required?
12. What do you think of the remodeling of the fifth and eighth buildings?
13. Do you think Phoenix Union should become a vocational school?

Student DW

Questions directed to the students:

1. Do you think the teachers are really concern with each invisual?
2. Do you think the class rooms are over crowded?
3. Do you think you are really learning something at P.U.?
4. Do you think the lunch/food room should be improved?
5. Do you think the required classes are necessary?
6. How do you feel about the gates around your campus?
7. Do you feel that you are really learning something from each class?
8. Do you feel that there is a need for a study hall or prep period?
9. Do you feel you have plenty of time to get to each class?
10. Do you feel your counselor is helping you?
11. Do you thin P.U. has problems?
12. Do you have any suggestions that might help improve P.U. campus?
13. Do you feel there is enough activities to get involved in at P.U.?

Questions directed to the teachers:

1. Do you think the students at P.U. are interested in learning?
2. Do you think the students at P.U. are mature?
3. Why is it so difficult to teach the students at P.U.?
4. Do you think the students at P.U. are learning as much as they should?
5. Do you think the students should be allowed more time to get to class?
6. Do you feel the required subjects are necessary?
7. Do you think the students are educated as well as the students at Central or McClintock?
8. Do you think demerts should be used again?
9. Why do you think the students drop out?
10. Do you think the campus cops are necessary?
11. Do you think your classes are over crowded?
12. Are you concerned with each student?
13. Why does P.U. have problems? (If they do)

Student CR

Questions directed to the students:

1. What do you think of the teachers, that teach grammer?
2. What do you think of oral reports?
3. How, about teachers that talk, all period long?
4. What did you think of the riots?
5. What do you think of the Admis. not letting us have speakers?
6. Do you think they, should make P.U. into a voc building?
7. How, about the new I.D. with the pictures?
8. How do you think-we could make the school and classes more interesting?
9. Why do you ditch?
10. What kind of subjects, do you like, and would make you stay in class?
11. Should the teachers, be more harder?
12. What, do you think of some teachers?
13. What, do you think of the gates around the campus?
14. What, do we do about, the boring teachers?

Questions directed to the teachers:

1. What do you think of the students?
2. Do the students pay attention in class?
3. Why don't they?
4. What kind of subjects do you give them?
5. Are, some students lazy?
6. Are the absences high at P.U.?
7. What do you think, interest students?
8. What do you think of not having anymore speakers?
9. Do, you think chat all students intend, to learn or most?
10. What, do you do about students that don't do there work?
11. What, did you think about the riots?
12. What do we do about all the absences?
13. What, do we do about the students that don't come to school?

Student C

Questions directed to the students:

1. Would you hit a teacher.
2. do you get doard in class.
3. do you think the class you are made to take will help you.
4. are you interested in english.
5. are your teachers understanding.
6. do teachers talk over your head.
7. are you happy in school.
8. could you learn better with a teacher of your own race.
9. have you ever had to learn something in a short time.
10. do you want a dress code.
11. are you satisfied with the admenasation.
12. dose home work interfear with your work at home.
13. has your ever visited your home.
14. have you ever heard a teacher use profound language.
15. have you ever been kicked out of school unjustfully.

Question directed to the teachers:

1. would you hit a student.
2. are you predustice.
3. dose your classes get boring.
4. do you think the class you teach is nesiscery to improve later life.
5. do you cram barn a student.
6. how many of your students failed.
7. do you thinks blacks should have black teachers.
8. are you satisfied with the admenasration.
9. how mush time do you put in after school with students.
10. are you scared to walk down crowded halls.
11. do you work with individual students.
12. how long should the class be.
13. do you give homework often.
14. are you satisfied with your own pay.
15. have you ever been in a war? were you capchured by the enemy.

Student GP

Questions directed to the students:

1. Do you think the teachers at P.U are too easy on the students?
2. Do you think the teachers at P.U are good qualified teachers?
3. Do you think the teachers at P.U think Phoenix Union students are intellectually inferior?
4. Do the teachers at P.U want you to succeed on to a better education?
5. Do you have a generalized attitude toward teachers.
6. Some of the teachers should be of majority race for better understanding.
7. Teacher should be educated more to the problems of the students.
8. Certain inquiry into a teachers past, and more strict requirements to teach at certain schools.
9. Do you think on the whole that the teachers here are prejudiced.
10. Do you look up to any of the teachers.
11. Do you think that there are many teachers here who care about students.
12. Are teachers on the whole boring.
13. How do you think student teacher relationships are compared to other schools.

Questions directed to the teachers:

1. Do you really care about your students.
2. Do you have a generalized attitude toward minority groups.
3. Are you afraid of some of the students, mainly in a particular race.
4. Would you like to teach at a North Phoenix High School.
5. Do they pay you enough to teach effectively.
6. Are you very conservative with your attitude toward teachers.
7. Are students at P.U, overall lazy.
8. What subject should be required.
9. Do you think that P.U. should become an all vocational school.
10. Are you very disturbed about the attendance problem at P.U.
11. Do you think students should be required to have a study hall.
12. If the buildings were remodeled would it be easier to learn.
13. Should the school keep out trouble makers for the benefit of students and teachers.

Student MC

Questions directed to the students:

1. What do you think of the subject.
2. What do you think of the dress code.
3. Do you think you should have a longer lunch period.
4. What do you think of the Old teachers.
5. Are the teachers prejudice toward students.
6. Do you like the changes in school now.
7. What do you think of the required courses.
8. Do you like the new gate.
9. Do you think we should throw out some rules.
10. Do you like having teachers-aides.
11. What do you think of the Administration.
12. Do you like to use passes.
13. What do you think of the library.

Questions directed to the teachers:

1. Do you think the students are lazy.
2. Are the students able to do their own work.
3. Are the students prejudice towards their teachers.
4. What do you think of the school regulations.
5. What do you think of the cafe food.
6. Do you like school starting at 8.00 oclock.
7. Do you like the grading system.
8. What do you think of the Prep. period.
9. Do you think Phoenix Union has changed for the best.
10. What do you think of the book rentals.
11. What do you think of the lunch hour.
12. What do you think of the absent reports.
13. What do you think of when the kids walk in late?

Student RG

Questions directed to the students:

1. Do you think the subjects here are simple or complex?
2. Do your teachers tend to get off the subject?
3. Do the teachers seem interested in what they are teaching?
4. Is your Counsilor really concerned if you graduate or not?
5. Do you think the subject they offer are what you would really like to learn?
6. Do you think they should have subjects that offered now?
7. If there any vocational training that you'd like that isn't offered now?
8. Do you know who the principal is at this school is know or what he looks like?
9. Have you ever seen your counsilor?
10. Are counsilors worth having?
11. Do teachers fully explain the assignment?
12. Do you feel your counsilor (teachers parents) pushed you into taking the subjects you are now taking?
13. Do you think there should be an hour where for instance, you could learn to play an instrument or a sport or any special activity you've wanted to do in school time?
14. Do you think the majority of the teachers change the subjects to benefit they're way of thinking?
15. When you ask a question for instance, if your curious about contro-versel subject do they try to change the subject?
16. Is the information your teacher gives on a subject misleading?
17. Do your teachers take your word?
18. Do you think you are responsible mature person?
19. Do you think your teachers are responsible mature people.
20. Do you think there should be an hour for lunch?
21. Should the school have something to do for on the job training?
22. Do you think of yourself as being poverty stricken?
23. Do the teachers and administration treat you as an individual and not as a race or religion?
24. Is the school library out dated?
25. Does the administration feel pity on you for being minority group?
26. Do you think the teacher pays more attention to a certain sex?
27. Do you think they are prejudiced against a male or female?
28. Do you think the building should be modernized or torn down for new ones?

Student RG

Questions directed to the teachers:

1. Do you think the administration is understaffed?
2. Do you think the building should be rebuilt, torn down, or modernized?
3. Do you think the students are more rebellious now than before?
4. Do you think many of the students are prejudiced?
5. Do you think the teachers lounge should be remodeled and more spacious?
6. Is there some teachers that shouldn't be teaching?
7. Do you think you are getting paid enough?
8. Do you think you are teaching the way you would like to teach?
9. Would you prefer to work in another school?
10. Are the classes over loaded?
11. In your opinion, are the students adult enough to handle most situations?
12. Are the text book out dated?
13. Is there a limited supply of book and material?
14. Should intergrades be done to this school?
15. Is the library at this school worth while?
16. Are the classes here being taught here at a very low standard?
17. Is this school preparing the students for the working world?
18. Does it prepare students for married life?

Student HF

Questions directed to the students:

1. Do you think some teachers are not qualified to teach?
2. Is the teacher in control of the class, or can the students do as they please?
3. Are the teachers helping you when you ask them too.
4. Do you feel the subjects you are taught in high school will have to an extent have an effect in your future?
5. Do teachers give very much homework?
6. Does everybody sleep during class hour?
7. Do you think the teacher, directly or indirectly, have anything to do with the troubles at the begining of the school year?
8. Do you think teachers favor a race over another?
9. Do you think some teachers want to hold you back, as to your education?
10. Do you think some teachers here at P.U are second rate teachers?
11. Overall, the teachers here at P.U. are good or bad?
12. What do you think some of the requirements for teachers should have before they are hired?
13. How some teachers effected your personal life?

Questions directed to the teachers:

1. Do you think some of the noiser students come from one race, in most cases?
2. Are you doing all you can to better educate your students?
3. What are some of the truth you find with minority groups?
4. Do you think trouble makers should be expelled and not allowed to return to P.U.?
5. Do you think that films do anything to stimulate the thinking process of students?
6. Would you teach at another school if the oppertunity came?
7. Are students unwilling to work?
8. What subjects do you think should be manditory?
9. To what degree does the atmosphere affect the students ability to learn?
10. Do you think minority groups try harder to get an education?
11. Are there any students who have threatened physical violence against you?
12. Are you a shape dreasser?
13. Do you rcally try to communicate with your students?

Student BF

Questions directed to the students:

1. Does P.U. offer as many and as good classes as other schools?
2. What other classes do you think P.U. should offer?
3. Do the classes benefit you any?
4. Are the teachers at P.U. prejudiced?
5. How many teachers at P.U. have you had that neglect you because of your color or race?
6. Do the teachers show that they are concerned about their students?
7. Do your teachers ever listen to your explanations when you are late or absent?
8. Do they give you individual attention?
9. Do teachers have the attitude that teaching is their job and do it as a job not because they like what they are doing?
10. Is it right for a teacher to tell you what you should look like and what you should wear?
11. Do other schools have extra curricular activities?
12. Do the students have say in Student-Government?
13. Does your councilor explain all courses that are available to you and what each course offers?
14. Have you ever heard about a class that is offered from anyone other than your councilors?
15. Do you think that the school realizes all the problems that P.U. has?
16. Do you think that the school is doing anything about any of these problems?
17. What do you think some of the problems are?
18. What bad qualities have you seen in teachers that you feel could use improvement?
19. Have you had a teacher that sleeps thru a class or reads his newspaper or just talks about himself during a class?
20. Do you feel proud to say you are a student at Phoenix Union? Why or Why not?

Student BF

Questions directed to the teachers:

1. Do you treat all your students equally regardless of color, or race?
2. Since you are a teacher at P.U and you also know some of the other teachers P.U has, would you say that P.U has some good teachers?
3. Do you give your students the attention they need and ask for?
4. How often have you stayed after school to help students who needed extra help?
5. Do you think because most students come from low class people that they are stupid and cannot learn?
6. If a student doesn't do his work and does participate in class, do you neglect him, or do you try to help him? Do you listen to him if he has a special problem when troubled or upset?
7. Do you think of teaching as just a job, or are you really concerned with giving your students a good education?
8. Have you ever been afraid of the students at P.U?
9. Are you concerned about the appearance of a student or what the student can be capable of doing?
10. Do you ever listen to other teachers talk about their students to everyone else but the student himself?
11. When a student doesn't produce some of his work, usually certain prividuls are taken away from him, do you think this is fair? How often have you threaten a student?
12. Is it fair also to punish an entire class because of 1 or more students? Do you do this?
13. Are your classess of any benefit to students? What courses do you feel should be discontinued? Why?
14. Do you feel the school is doing anything about problems P.U. has?
15. Do you think anything will ever be done to solve any of the problems?
16. What do you feel is the most important problem the school has and what do you feel should be done about it?
17. If you new of a problem the school has, would you try to do something about it?
18. Have you ever siept an class, read a newspaper or simply assign an assignment because you did'nt feel the conduction a class?
19. Do you think a teacher has to tell all how long to explain her-self clearly? Do you think your students listen all hour?
20. What do you feel most teachers should improve about their teaching habbits?
21. Do you compare ones class with another one? What do you think are the advantages of doing this?

Student PB

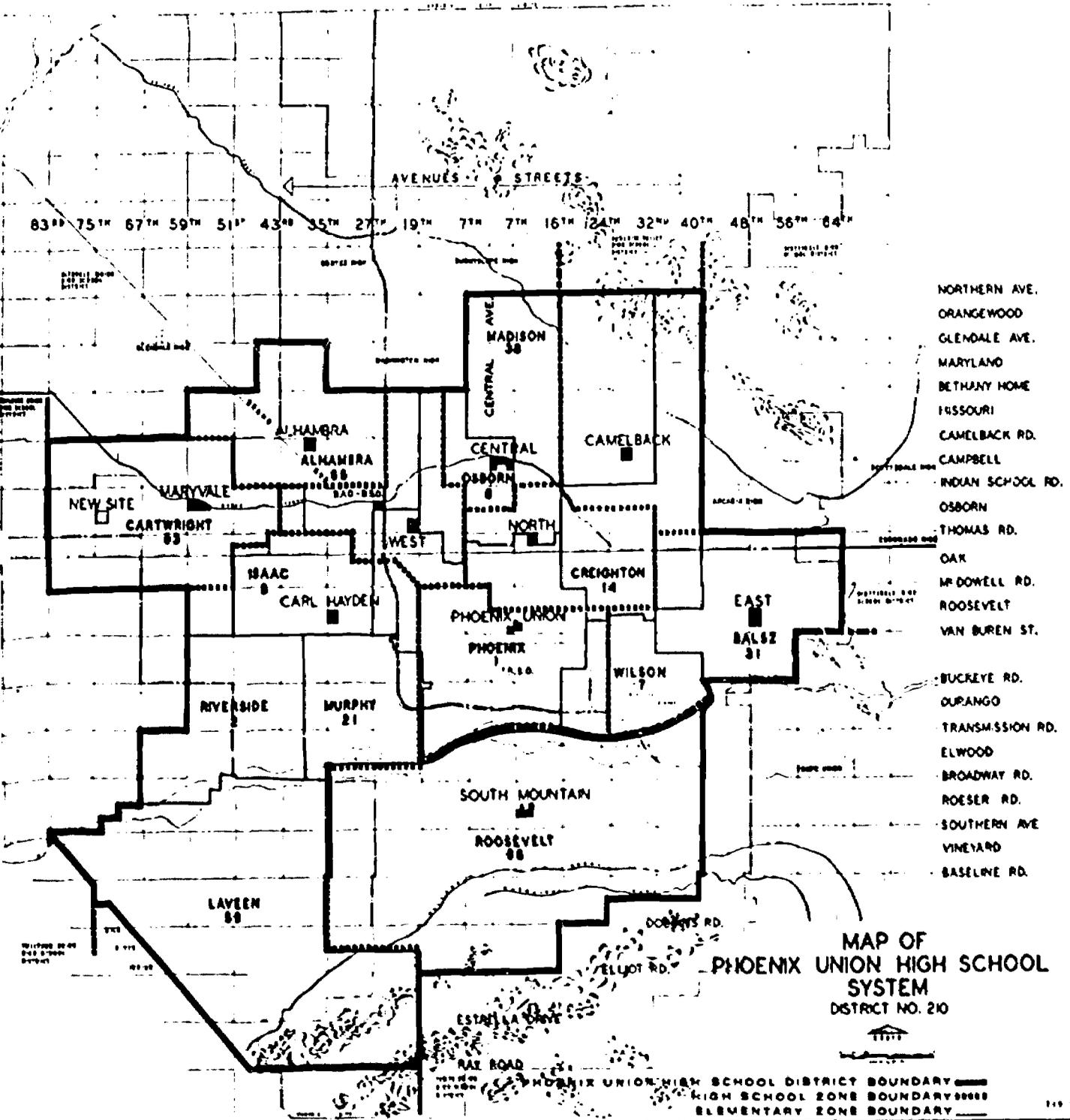
Questions directed to the students:

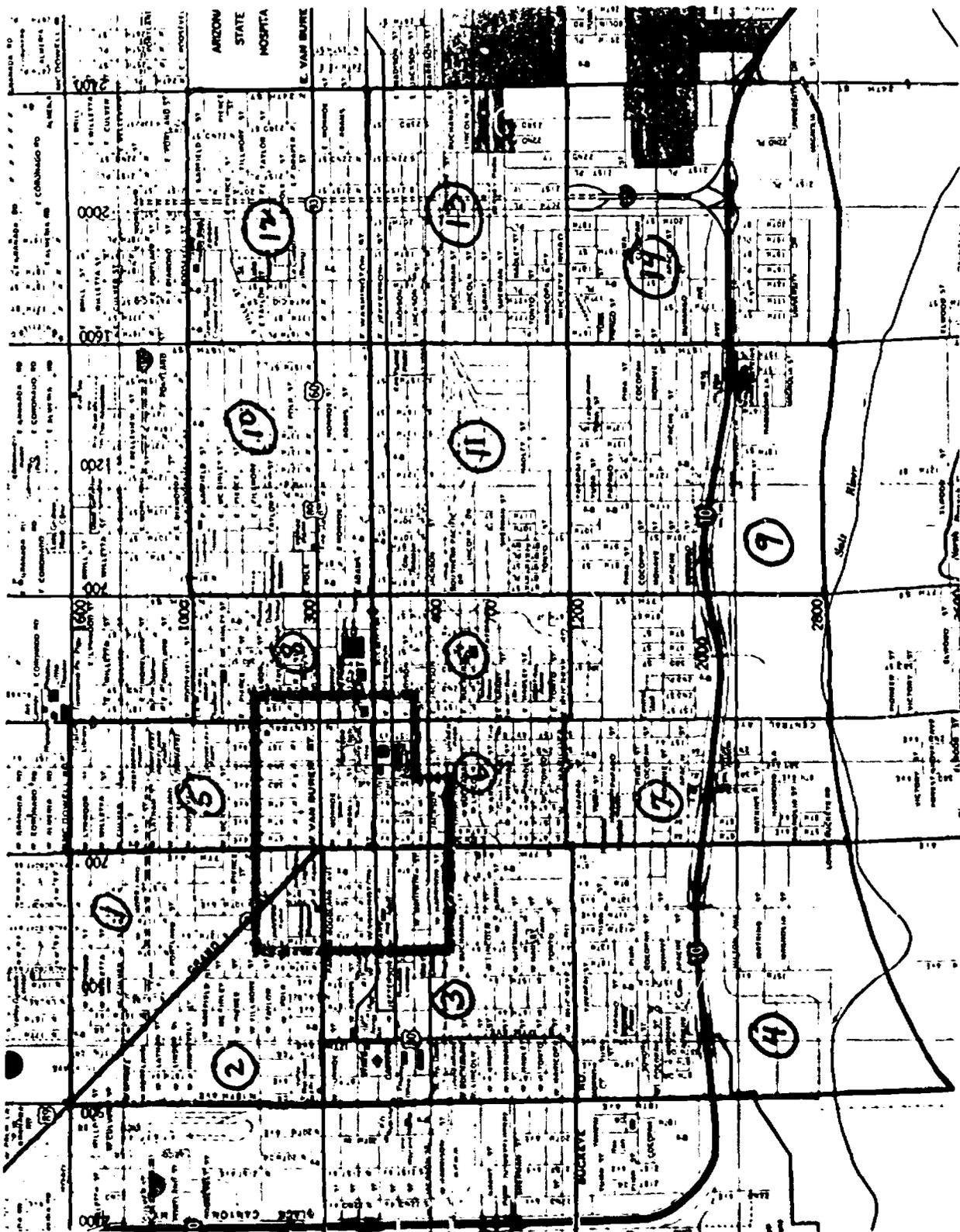
1. Are students happy with things as they are here at P.U.
2. would the students like to help make more of the rules.
3. should we have only white or black teacher at P.U.H.S.
4. What would be you'r openion of turning P.U.H.S. into a vocational school.

Questions directed to the teachers:

1. Do you think the students are deprived of primileges?
2. Do you think there is brutality on P.U.H.S. campus.
3. Do you think P.U. student are Riotr'es?
4. Do you think the wall around the school is necessary.
5. Do you think picture I.D. cards are necessary.
6. Do you think P.U. is a bad school?
7. Should P.U. have the reputation it has?
8. Why does P.U. has the Publicity it has?
9. Do you think some of the things done on campus are necessary?
10. Do you think the mishaps on campus between Chicanos?
11. Why is so complicate for students from Union get a job?
12. Do you think the campus monitors are necessary.
13. Do you think students get a good education at P.U?
14. Do you think the vocational program is helpful.

**MAPS OF THE SURVEY AREA**





Survey districts correspond to the numbered sections. Each survey worker was responsible for one section.

An educational system for the Phoenix inner city

Eight weeks is not a long time to study an entire educational system. There are bound to be misinterpretations of what was heard and seen, and the principal investigator of any study must always be conscious of how much he doesn't know, or hasn't seen, or hasn't heard. While eight weeks may not be an adequate time to study so many complex problems, this time is still the longest effort spent to date by an outsider, and some observations are in order.

There is nothing new to the Committee in saying that a new educational system is needed for the inner city. This new educational system has very little to do with the building syndrome, a fact which needs continual emphasis. The new educational system has everything to do with people, though, and yet this is the most difficult sector of an educational system in which to make changes. But it is just that portion of the educational system which ought to be changed. In trying one's level best to come up with ideas for an educational system for the Phoenix inner city, all of the following remarks are delivered as if the same problems did not exist at high schools across the length and breadth of the country. They do exist, but here, in our City, the poignant drama of wasted lives strikes home because we know the kids. "Our kids are dying" is the way a prominent, superbly-educated religious leader phrased the drama.

The first and most fundamental idea to keep in mind is that the inner city school must be designed to work with the students who attend the school. That seems terribly obvious and trite, and indeed it would be if the school system were not a white, middle-class-oriented institution trying to work in an area of the City where there are now just ninety-two (92) white students attending school out of a total school population of approximately twenty-four hundred (2400). The important factors about the students dictate the type of school. One factor is the ability of the individual student. Cultural likenesses and differences are significant, especially in the area of

ethnic, economic, and social interests. Not to be neglected are behavior concepts, which are derived primarily from the community and the family, not the school, at least not in the beginning. Individuality has been sacrificed and forgotten in the headlong rush to the mass society, and this individuality has to be resurrected. The vocational, educational, and avocational interests of students are likely to be forgotten. The ideas to better the education for youth have to come from the community itself: from the school personnel, the residents, from concerned organizations, and even from the students. No outside individual or research group is likely to be successful in determining for the community what the educational philosophy of the school ought to be. All that the outsider can do is to assist in the creative process.

As the Citizens' Advisory Committee looks closely at the students of Phoenix Union, they should see and understand some of these characteristics:

1. Many of the young men and women are functionally illiterate. This means that they are unable to read many of the printed materials which educated people need to read just to survive: contracts, tax returns, and employment regulations, to name just a few. It goes without saying that these same students, if they cannot read, are unable to write. Speaking effectively is another weakness, as the students themselves have noted.
2. Many of these same students have very low achievement levels in mathematics. Mathematics can be taught to adults without reading ability up through decimals; but when ratios or percentages involve a written description of the problem, the reading ability is essential.
3. Many of these students are limited in their range of social experiences in terms of middle-class interests. They know a lot about old cars, girls, menial jobs, and street games. "Hustling" is old hat to them. But their experience with back-yard swimming pools, week-end camping, joy-riding in

new cars, water-skiing, tennis, and all of the other out-doors pursuits of the middle-class youth are not available to them. In-door activities, such as collecting records, hi-fi systems, and over-night slumber parties are seldom possible. Their own bedroom, their own closet full of clothes, their own large weekly allowances, and the nice, air-conditioned homes are not their "scene."

4. Many of these same students, as they indicated, are overwhelmed nearly every day with home and family problems: fights, broken homes, rats and roaches, not enough to eat, inadequate clothes, and lack of privacy, to mention a few of the handicaps.
5. Many of these students have job problems as a result of the family finances; and the job problems are often of more immediate concern to them than what is going on at school.
6. The inner city student has less reason for attending school than the middle-class student. Parental and community pressure for regular attendance is considerably less; and respect for education as an end in itself or for vocational ends is much less. The peer pressure for "ditching" as a way to flout regimentation and authority is quite strong. This truancy is also a way to escape the frustrations of not being able to do the work the school requires.
7. These same students compare themselves with each other, and naturally feel that they are more competent than they are. There is seldom any opportunity to compare themselves with students from other high schools on a day-by-day basis.
8. The racial problems keep the students stirred up. So much time is spent on the subject of race that it has become a diversionary interest.
8. Not last and not least, there is the factor of cultural differences. The middle-class Anglo has traditionally seen himself as the standard, and the obvious output of the school system was to be a carbon copy of the WASP: white, Anglo-Saxon, and Protestant.

For many of the minorities, the dominant culture almost succeeded. Almost. There were so many failures, however, that eventually those of the minorities who did make it through the WASP screen were bound to be resentful. This resentment is an increasing factor in the schools today. Scores of students reject the control of the dominant culture and its school system. Regular hours and regular attendance, for example, as a part of the middle-class belief are more honored in the breach in the culture of poverty.

It is at this point that the parents and the school, as well as the rest of the community, have to decide what kind of student it is that the school is to educate. The factors which have been described are only the barest start. The students, who insist on being individuals, have maddeningly diverse ways of combining portions of all of these factors to come up with the whole student. And it is this young man or young woman with which the community and the school has to deal.

Educators do not want to deal incompetently with these students any more than the Committee does. But the educators are stuck with nineteenth-century solutions to the urban educational problems of the twenty-first century: the lecture system; the progress-by-grades system; the qualitative grading system; the group-instruction system; the compulsory-attendance system; the nine-month year system; the all-day attendance system; the expulsion-for-absenteeism system; the authoritarian-rules system; and a host of other value systems which have made schools into prisons rather than into places where one learns.

Once the community of educators and parents recognizes the students for what they really are, then the next step can be taken: deciding what they want the students to be, hopefully with the students being actively consulted. It is when one has measured his abilities and accomplishments against his goals that motivation begins to become a reality. If educational action to get somewhere or to do something with one's life was recognized as a necessity by each student, then the probability of successful motivation rises.

Up to this point, there has been no mention of how one gets "from here to there." This is deliberate: the most difficult task for the individual in terms of true objectivity is the measurement of ability and accomplishment for oneself. Equally or almost as difficult is determining where one would like to be in a career sense. Outside help in the form of standardized achievement tests and counseling are essential in this process. Once this is done, and all the possible facts are available to the student, it isn't difficult to design an educational program for that student. He can even do it himself; in fact, he probably should. He seldom gets the chance, however, for the educational system has been handed down as compulsory by a foreign race, as it were; an American society which had its existence in the 1830's and 1840's.

With all of the assessment out of the way, the Citizens' Advisory Committee, with its educational counterparts, is faced with the task of developing and implementing an educational system which is tailored for each individual to get him from where he is to where he would like to be, all of this in a total educational sense, using "education" in its broadest meanings. The changes required in the educational system will seem obvious. This does not mean that such changes will be easy to make: the educational lobby is conservative, powerful, change-resistant, seldom concerned with students, and very experienced at the legislative, executive, and university teacher-training levels. The Committee will have to recognize this in order to develop a strategy which secures the cooperation of the educational world.

But what does the Committee do to map a way to make the changes? There is, of course, always the expedient of hiring someone else to do the thinking for the community. But a better road to follow, as Dr. Nikolai suggests in his letter which was included in this study, is to involve the entire community and the entire school, not forgetting the students. Business and industry ought to have a part as well, along with labor organizations.

While a new system will have to be developed for the students of the inner city, there is no need to invent the wheel all over again. Much money and effort can be saved by taking advantage of the experience of school systems in the rest of the country. Some of these, faced with the same problems, have found the dynamic leadership to try and make changes. Not all of the changes work, as they are only too obliging to state; but many of the ideas are as applicable in Phoenix as they are Philadelphia or New York or Los Angeles. The communities and the schoolmen are more than willing to share their experiences. These innovative leaders are as close as the post office or the telephone company.

Some of those contacted, with a brief resume of their idea or ideas, or a copy of what they sent, are as follows:

1. The John Dewey High School in Brooklyn, New York, 50 Avenue X, Brooklyn, New York 11221.

A comprehensive brochure was sent by Mr. Standell, Assistant Principal (Telephone No. 373-6400), and this brochure is included further on in the study. The stress is on the individuality of the student.

2. The Gratz High School, Philadelphia, Penna.

Dr. Marcus Foster described the system which he has been working with as devoted to the salvage of the high school drop-out. Educational teams, made up of a teacher, a student, a parent, a counselor, and others, visits the student's home in order to get that student back to an entirely different type of educational experience with considerable freedom for the student. Teachers with special rapport for the disadvantaged are drawn from the regular school system. Dr. Foster indicated that \$20,000, primarily for substitute teachers to replace the "borrowed" teachers, was needed for one year to salvage four hundred (400) drop-outs. Facilities were largely donated.

His office telephone is 215 KI4 6928 in Philadelphia. He will take a position this summer as Superintendent of the Oakland, California, school system. He may stop in Phoenix on the way to Oakland to visit with Mr. Lincoln Ragsdale (Telephone No. 254-5323). The Citizens' Advisory Committee may want to schedule a visit with him.

3. Melbourne High School, Melbourne, Florida.

Principal B. Frank Brown, whose staff developed an individualized approach as an answer to high school drop-outs, described his experiment in the Atlantic Monthly in 1964. His system used a non-graded system for student assignment based on ability and student accomplishments, and stressed a radically revised

method of teaching. There was a complete disappearance of discipline problems.

4. The Parkway Program, 1801 Market Street, Philadelphia, Penna.

John Bremer, Director of this program, has been successful with minorities in his project as a result of the free-wheeling concepts he is trying. Some of these ideas are as follows:

- a. Anybody can teach: certified teachers, college students, other high school students, professionals, and citizens from the community.
- b. Classes can be held anywhere: museums, churches, public buildings, board rooms, ice cream stores, and scores of other places. There are no walls, and the central headquarters is in three beat-up rented offices.
- c. There are no entrance criteria: there were 10,000 applications for the 130 openings the first year.
- d. A major premise that education takes place beyond the classroom as much as in the classroom is an important belief. The school does not have a boundary between life and itself.
- e. Cooperation has replaced competition as the keynote for his system, since Bremer believes that team work will be the need for the future.
- f. Teacher morale is high: some 200 teachers applied for the 18 positions. The teacher-student ratio is excellent.
- g. Students, teachers, and college interns supervise their own units, make their own rules, and devise the content of the courses together.

Bremer's Philadelphia school was described in The Evening Star (Washington, D. C.) of January 30, 1970. School officials in Washington were contemplating such a system in their city.

The point is that there is much work which already has been done, and there is no reason why the Citizens' Advisory Committee could not begin the development of this City's system. The competition to get into PUHS by students all over the City, if a superb design were put together, would completely transform the image of the school and the quality of its educational offerings. This would transform the students.

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John Dewey High School  
50 Avenue X  
Brooklyn, N.Y. 11223

Dr. Joshua Segal, Principal

Dear Principal & Guidance Counselor:

John Dewey High School is an experiment in education, which in concept and organization breaks radically from the traditional mold. The new school offers a realistic and practical route to mastery of knowledge, encourages acceleration and enrichment, stimulates independent creative effort, and eliminates the stigma of failure. Students advance at their own rate; they are graduated when they have mastered the prescribed curriculum. Because primary responsibility for learning will be developed in the student, each graduate will be well equipped to succeed after graduation.

A few of the distinctive features of the new school are:

- Modular and flexible scheduling breaking the five-period per week lockstep.
- Abandonment of the distinction between major and minor subjects
- Incorporation of extra and co-curricular activities into the daily program.
- Use of modern computer technology and methods to add impact to the instructional process
- Discontinuance of the Carnegie Unit.
- A complete intra-mural athletic program for all students and the elimination of inter-scholastic sports

The school will have a student body representing a cross-section of the adolescent population of Brooklyn. There will be no tracking, but instruction will be provided to suit students with a vast range of abilities and backgrounds. Enrichment and reinforcement will be available for all students. There will be six phases instead of two terms during the school year, but the sixth phase will take place during the summer and will be optional. Students may complete their high school program in three, four, or five years. Progress from phase to phase will depend solely on adequate mastery of the knowledge, skills, and attitudes taught, as measured by accomplishment of research projects, by tests, by performance, and by teacher judgments. Marks will not be given. Arrangements have been made with institutions of higher learning so that the college applicants from John Dewey will be judged by the work they have mastered, not grades.

The guidance program will be arranged to implement the experimental nature of the school. Its major aim will be to help each student to become an effective learner and to achieve independence in his studies. Educational, vocational, career, and personal counseling will be available.

John Dewey High School

Page 2

The non-graded organization will enhance both individual progress and independent study. Advancement by students will take place in each subject area at a rate determined by the student. Students may skip phases, take two concurrently, or complete "master" in independent study rather than under formal instruction.

Between one-fourth and one-third of the student's daily program will be unscheduled. During this independent study time, students may use any of the resource center, libraries, laboratories, arts facilities, or any other study areas.

Faculty will be selected on the basis of their flexible approach to education, love of teaching and of young people, and subject matter excellence.

Any student from a feeding school in District 21 recommended by the principal or guidance counselor will be accepted by John Dewey. If additional places are available, students will be admitted from other districts in Brooklyn. If students must transfer from John Dewey before graduation, we will send a transcript to the receiving school with an evaluation for traditional grade placement.

John Dewey High School is wholly committed to the pursuit of excellence in education. We want every student to see the world with a sense of wonder and with abiding hope.

John Dewey High School  
50 Avenue X  
Brooklyn, N.Y. 1123

Dr. Joshua Segal, Principal

Tel. 596-4193

#### THE GUIDANCE PROGRAM AT JOHN DEWEY HIGH SCHOOL

Two critical elements of John Dewey High School's philosophy and objectives are individual pupil progress and independent student study activities. The guidance program will stress both of these.

The guidance program is organized to involve, as complementary to a central guidance staff, all teachers in the dual role of advisers and instructors.

This program has as one of its chief functions assistance to the student in his efforts to become an effective learner. Obviously it will also help him overcome remediable health and personality difficulties. Guidance will be an integrated program for educational, vocational and personal adjustment into which an effective referral system will be built. Career Counseling will be an important element in the program.

These three interrelated areas of guidance will be organized under the direction of the administrative assistant in charge of pupil services. He will have at his disposal an adequate secretarial staff.

For purposes of continuous guidance every student will be assigned to the same section adviser and to the same guidance counselor throughout his high school career.

As common student problems are identified small group guidance sessions will be organized during non-class time to provide for the indicated aid.

#### GUIDANCE COUNSELOR FUNCTIONING

##### Educational Guidance

1. The counselor will assist the student in the choice of courses and in making his program. Parents may be consulted when choices are made.
2. The counselor and student will go over the entire range of courses, considering educational objectives, requirements, and electives. Next, the student's ability, achievement, and interests will be evaluated.
3. Once choices are made, the counselor will mark-sense the computer program card.
4. The counselor will have to work with the prescription written by the teaching staff as well as with their own prescriptions where necessary
5. The counselor will plan with students and parents the college choices and possibilities. Meetings with college admissions officers should be

arranged. When necessary specific recommendations are to be made for appropriate college placements.

### Vocational Guidance

1. The counselor should make known to students the vocational opportunities that are available.
2. Career conferences should be arranged for pupils and parents.
3. The counselor should consult with teachers regarding students' aptitude for certain vocations - for example, Business Teacher or Industrial Arts Teacher.

### Personal Guidance

1. The counselor should initiate testing program for students where the need is evident. Supportive services of the Bureau of Child Guidance, and outside social, health, and clinical agencies will be utilized.
2. The counselor will handle any problems that arise due to deviant student behavior that cannot be taken care of by the official or subject teacher or chairman. Discipline problems will not be viewed as an action that required punishment, but rather as a problem to be handled in the overall needs and treatment of the child.
3. The counselor will serve as a resource person to check that students are using their unscheduled independent study time to the best advantage.

Each counselor will be expected to interview every child at least twice during each phase. This is a realistic goal because of the lengthened school day and the anticipated favorable pupil - counselor ratio.

JOHN DEWEY HIGH SCHOOL  
Dr. Joshua Segal, Principal

GRADUATION REQUIREMENTS

Board of Education Special Circular #62 - "Diploma Requirements - Senior High Schools"--describes the minimum requirements for graduation. The following is a description of John Dewey High School graduation requirements in consonance with Board of Education policy. Please note that five cycles of work at dewey in any subject is equivalent to one year's work in a traditional school.

The following list indicates the minimum number of cycles necessary for graduation. The total number of cycles to be completed is 111 -- 89 from the required areas and 22 from the elective areas. There is a variety of courses within each area.

<u>Required Areas</u>	<u>Cycles</u>
English	20
Social Studies	17
Science	10
Mathematics	10
Health Teaching	2
Typewriting - or other Practical Arts	5
*Art Appreciation	7
Music Appreciation	7
**Physical Education	<u>18</u>
	89
 <u>Elective Areas</u>	 22
Accounting	Health
Advanced Placement in major disciplines	Home Economics
Biology & Marine Biology	Math - Advanced
Business Subjects	Mechanical Drafting
Chemistry	Metal
Clothing	Music-Vocal and
Computer -- Data Processing; Commercial	Instrumental
Scientific & Mathematical Applications	Physics
Distributive Education	Practical Nursing
Drafting	Social Studies
Earth Science	Stenography
Electricity	Transportation
English	Typewriting
Fine Arts	Woodworking
Food	
Foreign Language	
Graphic Arts	

\*Every student must take a total of 7 cycles of work in art and music combined, with a minimum of 3 in either area.

\*\*For those students who complete the graduation requirements in fewer than 4 years, the number of cycles in Physical Education will be reduced.

### EXAMINATIONS

1. Standardized: Minimum of 8.0 level in reading.
2. Prescribed (A) English  
(Regents or City) (B) Social Studies  
(C) A three-unit sequence

Every student must complete at least 89 required cycles and 22 elective cycles, with a three year sequence in a subject other than English and Social Studies. It also enables a pupil to meet any standard college requirement.

The number of cycles listed above is the minimum. It is expected that the students will be able to select many more electives both during formal class and independent study time. There will be a great variety of elective choices in each department. In choosing electives students should be guided by the fact that most four year colleges require 3 years of math (15 cycles) and 3 levels of language (15 cycles). In addition, it is desirable to complete 3 years of science (15 cycles). Guidance counselors should be consulted for further details.

### Clubs & Independent Study Opportunities

#### English

- |                      |                           |
|----------------------|---------------------------|
| 1. Assembly Squad    | 10. Oral Interpretation   |
| 2. Creative Writing  | 11. Poetry Club           |
| 3. Debating Club     | 12. Public Speaking Club  |
| 4. Dramatics Club    | 13. Stage Crafts Club     |
| 5. Great Books Club  | 14. Speed Reading Club    |
| 6. Journalism        | 15. T.V. Production Club  |
| 7. Literary Magazine | 16. World Literature Club |
| 8. Weekly Newsletter | 17. Year Book             |
| 9. Newspaper         |                           |

#### Social Studies

- |                                  |                             |
|----------------------------------|-----------------------------|
| 1. Afro-American Culture Club    | 9. Far East Asian Club      |
| 2. Cultural Activities Club      | 10. Political Science Club  |
| 3. Current Events Club           | 11. Pan American Club       |
| 4. Economics Club                | 12. Anthropology Club       |
| 5. Puerto Rican Culture (Aspira) | 13. Social Science Magazine |
| 6. Stock Market Procedure        | 14. Great Events Club       |
| 7. Student Court                 |                             |
| 8. Student Government            |                             |

#### Mathematics

- |                               |                              |
|-------------------------------|------------------------------|
| 1. Computer Studies           | 9. Math-Aid Club             |
| 2. College Level Studies      | 10. Problem-Solving Club     |
| 3. Studies in Problem-Solving | 11. College Scholarship Club |
| 4. Math Team                  | 12. Mathematical Games Club  |
| 5. Math Reading Program       | 13. Computer Squad           |

**Mathematics, Cont.**

- |                          |                               |
|--------------------------|-------------------------------|
| 6. Math Research Program | 14. Mathematical Models Club  |
| 7. Mathematics Magazine  | 15. Puzzle-of-the-Week Club   |
| 8. Mathematics Club      | 16. Mathematics Projects Club |

Foreign Language

- |                 |  |
|-----------------|--|
| 1. French Club  | 4. Spanish Club                                      |
| 2. Hebrew Club  | 5. Independent Study, For Credit,<br>In Any Language |
| 3. Italian Club |  |

Science

- |                   |                          |
|-------------------|--------------------------|
| 1. Astronomy Club | 6. Marine Biology Club   |
| 2. Biology Club   | 7. Ham Radio Club        |
| 3. Chemistry Club | 8. Science Projects Club |

Music

- |                 |                            |
|-----------------|----------------------------|
| 1. Band         | 7. Music Appreciation      |
| 2. Boys Chorus  | 8. Orchestra               |
| 3. Folk Music   | 9. Piano                   |
| 4. Girls Chorus | 10. Sing                   |
| 5. Jazz Band    | 11. String Instruments     |
| 6. Mixed Chorus | 12. Wind Instruments       |
|                 | 13. Percussion Instruments |

Secretarial Studies

- |                            |                     |
|----------------------------|---------------------|
| 1. Computer Key Punch Card | 4. Sten. Speed Club |
| 2. Dictating Machines      | 5. Typing Club      |
| 3. Stenography Club        |                     |

Art

- |                              |              |
|------------------------------|--------------|
| 1. Art Magazine              | 4. Painting  |
| 2. Ceramics                  | 5. Sculpture |
| 3. Film Making & Photography |              |

Accounting

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1. Bookkeeping Club               | 5. Merchandising Club        |
| 2. Civil Service Preparation Club | 6. Office Machines           |
| 3. Commercial Law Club            | 7. Small Business Management |
| 4. Junior Achievement Club        |                              |

Health Education - Boys

- |               |             |
|---------------|-------------|
| 1. Baseball   | 5. Soccer   |
| 2. Basketball | 6. Softball |
| 3. Bowling    | 7. Track    |
| 4. Gymnastics |             |

Health Education - Girls

- |                   |                  |
|-------------------|------------------|
| 1. Ballet Dancing | 7. Leaders Group |
| 2. Baseball       | 8. Modern Dance  |
| 3. Fencing        | 9. Softball      |
| 4. Folk Dancing   | 10. Tennis       |
| 5. Golf           | 11. Volleyball   |
| 6. Gymnastics     |                  |

Interdepartmental

- |                         |                       |
|-------------------------|-----------------------|
| 1. Service League       | 5. Chess Club         |
| 2. Future Teachers Club | 6. Chess Team         |
| 3. Program Committee    | 7. Bridge Club        |
| 4. Student Court        | 8. Academic Quiz Club |

Library

1. Book a Week Club

Industrial Arts

- |                            |                        |
|----------------------------|------------------------|
| 1. Cooking Club            | 5. Metal Working Club  |
| 2. Electricity Club        | 6. Sewing Club         |
| 3. Graphic Arts Club       | 7. Transportation Club |
| 4. Mechanical Drawing Club | 8. Woodworking Club    |

John Dewey High School, Independent Study Areas, Alphabetical Listing

1. Art Workshop	2 Fl. S
2. Athletic Area	Gymnasia
3. Audio Visual Suite	2 Fl. W
4. Biology Resource Center	2 Fl. E
5. Biology Science Project Prep Suite	2 Fl. E
6. Business Machines - Accounting	3 Fl. W
7. College & Vocational Services	1 Fl. NW
8. Commercial Subjects Resource Center	3 Fl. E
9. Community Education	1 Fl. W
10. Dance Studio	2 Fl. N
11. Data Processing Center	3 Fl. W
12. Electrical Shop	1 Fl. E
13. English Resource Center	2 Fl. N
14. Foreign Language Resource Center	2 Fl. S
15. Graphic Arts Studio	1 Fl. NE
16. Guidance Services	1 Fl. N
17. Independent Study Area	4 Rooms adjacent to Library
18. Individual Instrument Practice	1 Fl. SW
19. Individual Typing Areas	3 Fl. W, S
20. Language Laboratory	2 Fl. E
21. Main Reading & Resource Center	1 Fl. Lib.
22. Mathematics Laboratory	3 Fl. W
23. Mathematics Resource Center	3 Fl. N
24. Mechanical Drawing Room	1 Fl. NE
25. Merchandising Lab. & Storage	1 Fl. W
26. Metal Shop	1 Fl. E
27. Oral Communication Development Center	2 Fl. N
28. Physical Science Project Center	3 Fl. N
29. Project Preparation Suite for General Science	3 Fl. N
30. Publications Office	3 Fl. E
31. Science Resource Center	2 Fl. E
32. Secretarial Studies Practice Area	3 Fl. W
33. Social Studies Resource Center	3 Fl. S
34. Student Government Center	3 Fl. N
35. Student Services Suite	1 Fl. N
36. Study Center Balcony N	Auditorium 2 Fl. N
37. Study Center Balcony S	Auditorium 2 Fl. S
38. Theatre Arts	Auditorium 1 Fl. W
39. Transportation Shop	1 Fl. E
40. Woodworking Shop	1 Fl. E

Music

1. Dance Studio	2 Fl. N
2. Individual Instrument Practice	1 Fl. W

Science

- |  |         |
|--|---------|
| 1. Biology & Resource Center                     | 2 Fl. E |
| 2. Biology & Science Project Prep Suite          | 2 Fl. E |
| 3. Physical Science Project Center               | 3 Fl. N |
| 4. Project Preparation Suite for General Science | 3 Fl. N |
| 5. Science Resource Center                       | 2 Fl. E |

Secretarial Studies

- |                                      |          |
|--------------------------------------|----------|
| Individual Typing Area               | 3 Fl. SW |
| 2. Secretarial Studies Practice Area | 3 Fl. W  |

Social Studies

- |                                   |         |
|-----------------------------------|---------|
| 1. Social Studies Resource Center | 3 Fl. S |
|-----------------------------------|---------|

Chairmen's offices are available for additional student independent study.