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ABSTRACT

The 1983 joint meeting, attended by approximately 450 administrators, school board members, teachers, state legislators, parents, and other interested persons, was the location for the United States Department of Education's announcement of a national policy on rural education. The proceedings contain texts of the 5 major conference addresses, abstracts of 40 conference papers, and the conference agenda. Keynote speakers included United States Department of Education Assistant Secretary for Elementary and Secondary Education, Lawrence R. Davenport, and Assistant Secretary for Vocational and Adult Education, Robert M. Worthington. Conference papers address administration/management (6); computers (7); curriculum development (6); finance (3); media (3); research (2); special education (2); staff development (5); and teaching/learning (6). Specific topics include school board administrator role, alternative school calendars, impact and role of microcomputers on rural schools, New Mexico microcomputer van program, improving agricultural offerings, contract vocational education, current state legislation for small and rural school finance, recruitment and retention of special education teachers, individualized staff development, Oregon rural based teacher development program, parent involvement in rural schools, and opportunities for socialization through student activities. (NEC)

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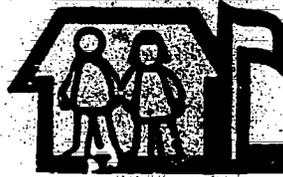
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October 15-18, 1983

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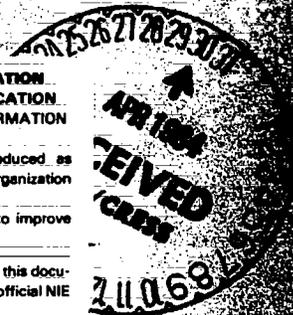
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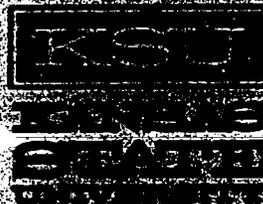
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Center for Rural Education and Small Schools

College of Education
Kansas State University
Manhattan, Kansas 66506



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RURAL SCHOOLS:

The Heartland of American Education

Proceedings of the Joint Meeting of the
75th Annual
Rural Education Association Conference
and the
5th Annual
Rural and Small Schools Conference

October 15-18, 1983

KANSAS STATE UNIVERSITY
Manhattan, Kansas

Jerry Horn and Patricia Davis
Editors

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FOREWARD

The Center for Rural Education and Small Schools of the College of Education at Kansas State University hosted the joint meeting of the Fifth Annual Rural and Small Schools Conference and 75th Annual Rural Education Association Conference on October 15-18, 1983.

Rural and small schools, reflecting the needs and character of the community they serve, are truly the heartland of American education. The conference strengthened this concept by providing an opportunity for rural educators to share ideas, discuss current issues, examine exemplary practices and establish linkages with counterparts from Kansas and elsewhere throughout the United States. Participants, approximately 450, included administrators, school board members, teachers, state legislators, parents, and other interested persons. The 1983 conference reflected a national flavor, including the active participation of several persons from the U.S. Department of Education and representatives of several national organizations. The U.S. Department of Education chose this conference as the location for its announcement of a national policy on rural education, a significant event in history and a result of the untiring efforts of persons in DED, as well as the leadership of the Rural Education Association.

Kansas State University is indeed appreciative of the opportunity to host the 1983 REA conference in conjunction with its own annual rural and small schools conference. The leadership of REA, specifically Roy Brubacher, Joe Newlin and Jim Jess, were extremely cooperative and provided valuable input into the planning and conduct of this successful conference. Also, appreciation is extended to the co-hosts of the conference and the many persons who worked long and hard to make this what was termed by several as the ". . . most successful rural education conference ever."

Patricia Davis and Jerry Horn

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General Session Address

12:45 p.m.
Sunday, October 16, 1983

Harold Blackburn
Assistant Commissioner of Educational Services
Kansas State Department of Education

Thank you Dean Horn, President Brubacher and guests. I want you to know that it is a real privilege for me to bring you welcome on behalf of the Education Commissioner of Kansas and the Kansas State Department of Education.

I do not have a prepared speech because that is our main presenter's task. Let me just take my allotted time and suggest to you some implications concerning your initiatives for small schools in Kansas. I do know a little bit about Iowa, Nebraska, and Missouri and some of the other states that have interests in small schools, too.

At our last State Board of Education meeting, the representatives of the small schools organization in Kansas made a superb report. The same kind went to your state governing board, I am sure. What this group did was to take the recommendations found in A Nation at Risk and determine how the small schools in our state were responding. They found some problems that have to be attended to. By and large, the small schools in Kansas, much like the small schools that are found in your state, are more than just doing an average job. They are excelling. Starting with A Nation at Risk issued in April of 1983, through the studies by Goodlad and Boyer, the reports seem to suggest something that many of us already know. The elements of excellence are found in schools of all size. Excellence depends on good management and teaching. We need your leadership in the Rural Education Association. I think the small schools, like the larger schools, are going to find three distinct advantages coming from these major reports.

First, one of the major advantages is more involvement of teachers at the local level. The teachers in Kansas, like the teachers in your state, are among the most respected individuals in our state. I will tell you the reason why. Many of the questions posed in A Nation at Risk can only be answered by teachers and administrators.

In terms of instruction in small schools, the teachers who teach there may not know all of the answers, but they certainly do know most of them. When it comes to subject matter content, in other words, how best to teach, they are our best resource.

Second, I think this report gives us, as do several successive reports, a chance to do some self-evaluation. That is where the Rural Education Association can be helpful. It provides a structure for evaluation of small schools throughout the state. It gives us a chance to look at where we are and where we ought to be.

Finally, and I think this is the most important of all, A Nation at Risk and other reports are giving us a chance for discovery of some good things, in education in our state and yours too. It is going to provide the media and investigating committees and groups that represent professional associations a chance to look at what we are, what we are doing and where we are going. They will discover that, along with some education problems that need to be solved, there are many good things going on in your schools and ours. I would like to say that if you think the impact of the Rural Education Association is only marginal and that it really doesn't count, nothing could be further from the truth. Kansas has about eighty-nine percent of its schools that can be classified as small schools. They need a voice and we welcome their voice at the state level. It requires your participation to make the voice of the small schools heard at the national level.

I ask you to be an advocate, follower, leader, supporter of all good schools and, in particular, rural and small schools. We are just delighted to have you here in Kansas as our guests. Thank you for coming.

Message from the Assistant Secretary for Elementary
and Secondary Education

Lawrence F. Davenport
Assistant Secretary for
Elementary and Secondary Education
U.S. Dept. of Education
Washington, D.C.

It is a pleasure for me to have the opportunity to participate in this very important conference.

I feel like the wiseman who every year went before his people to provide words of wisdom. The first year when the wiseman went before his people, he said, "My people, do you know what I am going to tell you?" The people replied, "No wiseman." The wiseman then said, "Since you do not know what I am going to tell you, you are obviously not prepared to receive my message which is of great importance." So the people went home.

The second year when the wiseman went before his people, he said, "My people, do you know what I am going to tell you?" The people replied, "Some do and some don't." The wiseman then said, "Then those of you who know what I am going to tell you, tell those of you who don't know what I am going to tell you." And, with that, the wiseman left.

The third year when the wiseman went before his people, he said, "My people, do you know what I am going to tell you?" The people thought, then replied, "Yes, wiseman, we do know what you are going to talk about." Then the wiseman said, "Since you already know, this meeting is dismissed. There seems to be no reason to speak that which you already know."

I feel like the wiseman today because you are the real experts on rural education. I am pleased to have been asked to share my thoughts with you about education.

I would like to begin by bringing you the greetings of Secretary Bell. He congratulates you for your outstanding leadership in helping to strengthen the quality of education in this nation's rural schools, and he extends his

best wishes for a successful meeting and a successful school year. The secretary, as many of you probably know, has spent many years working with rural education in one form or another and has a long standing commitment to its importance.

During his years as a teacher, administrator, chief state school officer, Commissioner, and Secretary of Education, he has initiated a large number of special rural education initiatives and programs. This is just the kind of conference in which he would like to be involved. I am delighted to be representing him and the Department here today.

I will divide my remarks this afternoon into two parts. First, I would like to share with you some general trends in education and second I would like to share data on rural education and briefly introduce some topics that I believe will have great importance for rural education in the 1980s.

John Naisbitt, in his bestselling book Megatrends, states, "the most reliable way to anticipate the future is by understanding the present." Futurists like Naisbitt look at the events of the present and categorize them in terms of their effects on the structure of the world in which we live. Through a form of "educated guessing," they attempt to predict what will happen in the future.

More and more credibility is being given to futurists, and it behooves us to explore some of the aspects of the changes being predicted and their affects on education in America. A major change is occurring in our social, economic and political world, and it is making, and will continue to make, dramatic changes in our lives and our very existence. It is the change from an industrial society to an information society, and it is similar to that which occurred during the industrial revolution when we changed from an agricultural to an industrial society. That change occurred over a period of years, an era. What is happening today is occurring more rapidly, in a

matter of months in most cases, and this makes it difficult to understand and to accept.

In the agricultural society, our time reference was to the past. We made decisions in that society based on what we did or what happened last year: where we planted crops, when we harvested. In the industrial society we changed our thinking to that of the present: make it now, sell it now, ship it now, do it today. In the society today, the information society, the orientation is almost totally to the future, and all of us must face some very critical issues that are not yet clear.

Those of us who survive - institutions, companies, or programs - are going to be those of us who have the ability to develop a vision of the future and to understand what is going on around us. The willingness to change is critical, but the decision about the direction of change must be based on what we can learn about the future.

In the agricultural society the basic resource was land. In the industrial society it was capital. Today the strategic resource essential to the information society is intelligence. Now, more than ever, this fact places all of you on the front line of what our society needs. There is a real question in the minds of much of the American public as to whether we can meet those needs.

In the industrial age the financial institutions played a central role; today the center stage is occupied by education. Michael Annison, publisher of the Trend Report, states: "We have now shifted to the two essential elements of the information society: (1) the development of intelligence...; and (2) the technology and ways to move that information, which is the communications industry." The first of these refers directly to the educational system, which for the most part has its feet firmly rooted in the past:

In their report, "A Nation at Risk," the National Commission on Excellence in Education refers to the "five new basics in education." These are English, math, science, social studies and computer sciences. The Commission's recommendations were intended to spark a meaningful nation-wide discussion about the issues in education. We must make sure that this dialogue gives appropriate emphasis to the needs and concerns of rural educators.

Throughout most of the history of this great nation during the majority of the years in which this country worked to develop a very powerful and successful foundation for our educational system, this nation was predominantly rural.

As a result, most of our cherished educational institutions and practices were developed primarily with the energy, genius and leadership of educators very much like yourselves. These early educators had to spend much of their time in relative isolation, being the only advocates of education in their communities. They had to spend much of their time scrambling to find the necessary resources to make their programs work--competing with hundreds of other important community needs. They had to spend much of their time wearing numerous educational and leadership hats, because they did not have diverse staffs and large budgets. It is important to recognize the fact that rural education has been the main workhorse of the nation's educational enterprise throughout most of its rich educational history.

I would like to share a few statistics that will help us to better understand some of the dramatic nation-wide changes that are occurring that will impact upon rural education and rural educators.

Even with all of the urban growth that has occurred during the 20th century, we are still essentially a nation of small, many of them very rural, school districts. It is true that since World War II, the number of school

districts has fallen sharply from over 100,000 to approximately 15,000 in 1983. This decline resulted primarily from consolidations of small systems and reorganizations of districts within states. Such a massive reduction in the number of school districts naturally created a larger concentration of students per district, a concentration made denser by the enrollment booms of the fifties and sixties. The average number of pupils per district, for example, rose from 230 in 1945 to 2,684 in 1980. But while this increase may evoke an image of the big-city school, that picture is not altogether accurate. For ours is still basically a nation of school districts with small numbers of schools and relatively small total enrollments.

Of the approximately 15,000 school districts that presently exist in this country, sixty-nine percent, or nearly 11,000, have four or fewer schools. Fifty-four percent of the nation's school districts have less than 1,000 students while only four percent have more than 10,000. You might be interested in knowing that those states, in 1983, having the highest percentage of school districts with less than 1,000 students are among those that you would consider to be mainstream rural: (in order, greatest first) Nebraska, North Dakota, Montana, Vermont, South Dakota, Oklahoma, Alaska, Iowa, Kansas, and Arkansas.

Of all the statistics that one could cite relative to the general context for rural education, it is possible that two are most important: 1) the traditionally rural states will be the American states that will grow the most rapidly in population during the 1980s, and 2) the populations within almost all states will become more rural in nature.

The highest increases in population between 1970 and 1980, for example, were in states like Idaho, Wyoming, Nevada, Utah, Arizona, Texas and Alaska--all states with large rural populations. Projections for the eighties show that these and other southern tier states will continue to

increase rapidly. The highest growth rates--approaching 33%--will occur in the Rocky Mountain states.

Maybe even more important than these high overall growth rates in rural states, is the fact that after nearly forty years of migration to the cities, essentially a rural to urban migration, a major reversal is occurring, and, discounting alien immigrants, more Americans are now migrating outward into the rural countryside than are moving from rural areas into cities. The growth of non-metropolitan areas is expected to be somewhere around fifteen percent (15%) in the 1980s, almost double that for metropolitan areas.

With these two major trends, rural educators should expect an influx of new clients, new responsibilities, new resources, and new challenges. I am not suggesting that this new growth will be either positive or negative regarding your educational hopes and plans. I have a great deal of confidence in the judgement of American citizens and they must see something in what you have that they want to be a part of. Since much of this nation's educational tradition was established by rural educators, rural education and its educational problems and challenges will not only continue to be a highly important element in this nation's educational system and in its educational agenda for the 1980s but it should make significant gains in many ways. Your role will be more important than ever.

I know that with your continued strong leadership despite the imbalanced statistics and the often less than adequate attention to the high importance of rural education, there is not much risk that rural schools and rural education will have a high degree of excellence in the 1980s.

General Session

8:15 A.M.
Thursday, October 18, 1983

Robert Haderlein
Member of National Commission on Excellence in Education
Past President of National School Board Association

Thank you Chairman Joe, distinguished platform guests, school board members administrators, and ladies and gentlemen. It is a genuine pleasure for me to be with you this morning to participate in your annual conference. I have presented this report to the regents in Kansas and throughout many states. It is always a pleasure to give the report of the commission and to relate some of my personal views as I observe what school districts are doing throughout the country.

I am sure that all of you have your own very good opinion of the report, the findings, the indicators, and all the recommendations. I say that it is never really easy for any of us to accept criticism of our work. It is a little more difficult to accept when the criticism originates in Washington, D.C., and is the product of a national survey that could precipitate concern for political overtones and hidden agendas. But whatever your personal views reflect as you study and discuss this report, I think that all of us here this morning can agree that it has had a tremendous impact on this entire nation. It has insured a high priority for American education for some time, maybe through 1984 and the election. It has afforded us the opportunity to work with high expectations to achieve some of those goals that we never thought possible a few years ago. Since this report was made public when we gave it to the President on April 26, no doubt you have heard and read many of the criticisms. We have heard that it is a blanket indictment of public education, other criticisms say the report does not give credit for the good things and the success that public education can point to in its illustrious past. One state superintendent of schools states the

report disregards the indisputable reality that schools reflect the society they serve. As a school board member since 1957 and a father of two daughters, one that is teaching in the Wichita school system and the other a senior at Wichita State, studying to enter the teaching profession, and as a member of this Commission of Excellence, I reject those negative views of the report and would like to point to some of the specifics that substantiate my views.

In this study, we report to the American people that we can take justifiable pride in what our schools and colleges have accomplished and contributed to the United States and to the well being of its people. We call attention to the multitude of often conflicting demands that we have placed on the nation's schools, stating, and I quote, 'They are routinely called on to provide solutions to personal, social, and political problems that the home and other institutions either will not or cannot resolve.' We go on to say that those demands on our schools and colleges often exact an educational cost, as well as a financial one. In this report we see the last time international comparisons were made, the top nine percent of our American students compared favorably in achievement with their peers in other countries. The current Carnegie Report said that for the top ten to fifteen percent of our students, the American high school provides outstanding education, probably the finest in the world. I can assure you that every member of the Commission feels that way and despite the obstacles and difficulties that inhibit the pursuit of superior educational attainment, we are confident that with history as our guide, we can meet our goal. We say the American educational system has responded to previous challenges with remarkable success. In the last forty years, the schools have been a major vehicle for expanded social opportunity and now graduate seventy-five percent our young of our young people from high school. Many large urban areas in recent

years report that average student achievement in elementary schools is improving. We summarize our thinking by saying that we are the inheritors of a past that gives us every reason to believe we will succeed. America can do it.

I preface my speech this morning with those positive remarks about American education because I realize that you may be harboring negative opinions of the report. I can assure you the commission members were cognizant of the success story of American education, what it means to this country, and how important it is that we be progressive, responsive, and promote excellence in its students, schools and colleges. The report zeros in on some of the problems and practices found in our schools and colleges and provides indicators to substantiate the presence. It was the unanimous consensus of the Commission members that our purpose was to help define the problems that afflicted American education and to provide some solutions. We did not search for scapegoats. We did not point fingers to any members of the education community and assign blame such as; it is the teachers' fault; it is the administrators' fault; it is the school boards' fault; or it is the parents' fault. We said that, as a nation, we should all pull together to correct our deficiencies. The charter was presented to the commission and it instructed us to pay particular attention to teenage youth. We did so largely by focusing on high schools. Personally, I look at the report as a siren demanding that we change our view of schools. It is not a Betty Crocker recipe for instant educational success. We cannot allow a mind set to emerge that implies if all forty-one recommendations in the report are adopted, A Nation at Risk will be fixed. I submit to you this morning, there is no quick fix.

One area of the report which does not receive much public attention by the media is the message directed to parents and students. The wealth of

testimony and papers presented to the Commission emphasized the need for parental involvement. With the majority of our students coming from one parent families or from families with both parents working, we know those problems are going to be with us for a long, long, time. Our report states the task of assuring success of our recommendation does not fall to the schools and colleges alone. Obviously, faculty members and administrators, along with the policy makers and the media, will play a crucial role in the reform of the educational system. Even more important is the role of parents and students. We know the first five years of a child's life are the most formative. It is the time of greatest brain growth. Eighty-five percent of a child's attitudes are formed by the time they are six years old. We must continue to search for ways to reach out to parents and impress upon them responsibility and the necessity of their involvement. Although we concentrated on the high school, many of the presenters before the Commission emphasized their opinion that the improvement of secondary schools and secondary education is inherently tied to elementary schools. We were told that many of the problems found in high schools could be alleviated if we did a better job and concentrated more on grade school students. For example, raising requirements in English and math and science extends to the background that students get in elementary schools. We were also told there is no better place to learn a foreign language than in elementary school. Experts told us we must help certain students learn to learn in our elementary schools. Learning to learn goes back to the first time the school deals with the child and even before that. It goes back to the parents. We must do a better job helping students develop those skills.

One of the most revealing parts of this entire report was the finding regarding content, or the curriculum. By comparing the patterns in curriculum of high school students from 1964 to 1969 and patterns in curriculum of

high school students from 1976 to 1981, we found students migrated from vocational and college prep programs to general track courses in very large numbers. The proportion of students taking a general program of study was increased from twelve percent to forty-two percent in 1979. We found that fewer than four percent of the college bound students met the standards of the Commission. Even when you drop the foreign language and computer science requirements, less than twenty-five percent of the college bound met the National Commission on Excellence recommendations in 1982.

As far as I was concerned, this report was a shock. As a conscientious school board member, I was not aware of this gradual change taking place. I doubt many superintendents, principals, or even teachers knew it. Secretary Bell has blasted the nation's school boards as being far too passive and permissive. Bell has asked, 'How did school boards let us get down to where our high school students could get by with one year of math and one year of science in thirty-five of fifty states?' He continues on the attack by stating that school boards have been presiding over the status quo too much and not governing enough.

What we did conclude from our study and did not say was that we were all cognizant of the public psychology of the sixties and the seventies. Schools were pushed into allowing student options. I think it unfair to use a 1980 lens to view a 1970 curriculum. Schools implemented exactly what the public demanded. Now, in the light of a new 1980's world, schools are being criticized for doing exactly what was demanded of us ten years ago. I think that most of us who were around and involved in the late sixties and the seventies know that when the communities demanded a relevant curriculum, our schools provided it. The result, as we know, was often a smorgasborg of electives, with not enough concentration on the essentials.

We know today, ladies and gentlemen, that people are calling for a return to standards. We realize the importance and the impact of that report. Add to it the statistic we are all aware of. The average SAT scores in math declined from 1963 through 1980 by forty points and the average verbal scores fell over fifty points. Our findings are believable, but certainly not palatable. We report that thirteen percent of all seventeen year olds in the United States can be considered functionally illiterate. Functional illiteracy among minorities may run as high as forty percent. Some twenty three million adults are functionally illiterate by the simplest test of every day reading, writing and comprehension. Many seventeen year olds do not possess the higher order intellectual skills that we should expect of them. Nearly forty percent cannot draw inferences from written material. Only one out of five can write a persuasive essay. Only one out of three can solve a mathematics problem requiring several steps. Between 1975 and 1980 remedial math courses in public four year colleges increased by seventy two percent and now constitute one-four of all the math that is being taught in these four year institutions. Business and military leaders complain they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling and computation. The Department of Navy, for example, reported to the Commission that one-quarter of its recent graduates or recent recruits could not read at the ninth grade level, which was the minimum needed simply to understand written safety instructions. Without the remedial work, they could not even begin, much less complete, the sophisticated training essential in much of the modern military. So those were some of the reasons the Commission Report called for increased graduation requirements and a return to a curriculum that would include four years of English, three years of math, three years of social science, three years of science, one half year

of computer science and two years of foreign languages for the college bound student.

When we took a look at time, we found in other industrialized countries it was not unusual for the academic high school student to spend eight hours a day at school 220 days a year. In the United States, by contrast, we know the typical day is six hours and the school year is 180 days. What the study did not tell you was that 180 days actually gets down to a statistic of being closer to 160 days spent in the classroom. One of the findings that really distressed me was that in a study of the school week in the United States, some schools provided students only seventeen hours of academic instruction and the average school taught about twenty two hours. If you are an average school with a six hour day five days a week, you have thirty hours potential. If you are an average school teaching twenty two hours, you are still losing over one day of academic instruction. What we are doing with our time is a subject being studied carefully by most districts in the United States and certainly those in Kansas. I think it fundamental that every administrator, teacher, and school board member give careful study to any activity such as parent teacher conferences, testing, career days, field trips, student council meetings, assemblies, public address announcements, rehearsals for extra curricular activities, prom preparations, distribution of materials for the PTA and other community groups, certainly last but not least, spring sports, that takes the student and/or the teacher out of the classroom during regular school hours.

Let us consider something about standards. Secretary Bell said, 'the revitalization of teacher education is the first step in turning back the tide of mediocrity.' We know nearly three-fourths of the nation's teacher education schools have toughened admission standards during the last five years according to a report by the National Center for Education Statistics.

Eighty-five percent of the schools said they had made curricula more rigorous. But while the latest federal survey provided evidence that teacher educators are trying to boost standards, the Carnegie Foundation report casts doubt on whether those tougher standards are raising the caliber of teacher candidates. In 1973, high school seniors intending to major in education scored fifty-nine points below the national average in the verbal and math section and in 1982 the gap widened to eighty points. The Carnegie study went on to say that these low test scores effectively illustrate that the teaching profession on the whole is not attracting the better minds in American society.

Finally, let us take a look at the teaching profession. We found that not enough of the academically able students are being attracted to teaching. Teacher preparation programs need substantial improvement. The professional working life of the teacher is on the whole unacceptable and a serious shortage of teachers exists in key fields. I don't think these figures should startle anyone here this morning when you consider the average starting salary of a public elementary or secondary teacher with a bachelor's degree was \$12,769 in 1981-1982. I hope you feel, as I do, that it is a sad condition and it looks even shabbier when you compare the earnings with the business administration graduate who could expect to earn \$16,000. The highest salary for a new college graduate that year was \$20,364 in computer science. Can you imagine the kind of dedication the individual would have to possess to take those computer skills to the high school classroom? Our report tells us the average salary after twelve years of teaching is only \$17,000 per year. A 1981 National Education Survey showed more than half of the teachers responding said they would not choose teaching as a career if they could make the choice again. This is an alarming statistic! Only five percent of the high school seniors who took the SAT in 1982 expect to major

in education in college. The prospects for filling the expected positions needed for teaching the children born in the late seventies seem dim.

My recommendation of course is to look to teacher salary increases across the board. When they reach the point where they are sufficiently competitive with other segments of our society, I think then we can look at merit pay plans, career ladders and master teacher plans. I am in favor of a merit pay system that includes a definite criteria and I am a firm believer that teachers should not be forced to go into administration as the only means to upgrade their position in their chosen profession. We need to keep those good teachers that want to keep teaching in their teaching positions. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, said, 'Whatever is wrong with American schools cannot be fixed without the help of the teachers who are already in the nation's classrooms. We must view today's teachers as part of the solution and not the problem.'

In summary, we can start to improve the awareness and the recognition of our teachers. We can start making teaching a profession that is admired and trusted. We can improve salaries and working conditions and provide incentives for good students now in high school to go into teaching. I think it is time for school boards and administrators to take complete control of our schools, telling students there is a basic four year curriculum they must achieve while they are in high school. In other words, put in the school board policy what students must learn and what teachers must teach. We must demand that colleges of education admit students to the teaching profession after testing and checking students ability and aptitude for teaching. Ladies and gentlemen, we can tell all the people in Kansas and all the people in the United States that we need to raise the priority of American education for our children. It isn't going to happen over night but it will happen when concerned citizens and members of the education community bite the

bullet, make the unpopular decision if it is necessary, and see to it that American education is on the right track once more. To be sure, excellence in education will cost, but mediocrity and ignorance will cost far more.

The PRICE of Rural Leadership

Duane M. Nielsen
Vice Chairman of the United States
Department of Education Rural Education Committee
and Deputy Director
of the Division of Innovation and Development

Provost Koeppe, honored guests, award recipients, conferees and delegates, it is a joy to be here at this conference! It has been a wonderful conference, hasn't it?

I do feel compelled to add one more caveat to that introduction, however, partially to confirm the suspicions of those of you who are working at state or local levels, and partially to enlighten those from university faculties who are here, like the provost and the dean.

As a student they called me the guessor, and my knowledge grew lesser and lesser, until 28 years ago this fall, when I knew nothing at all, they made me a college professor. And then somebody really goofed and asked me to come to Washington. Washington has been a challenge, it has been rewarding, it has been an inspiration, but it has also been a period of trying to keep ones ear to the ground and in tune with you people out here who know what the real problems, issues and successes are. That's why it is a joy to be here with you this week, to sense the enthusiasm, the vigor, and the triumphs that come to those of you who day to day face the challenges of working with the most priceless commodity we have in this country, our students!

Mentioning goofs, how many of you have read the book Boners? It is a collection of goofs or actual answers to examination questions assembled by a teacher over some twenty years of correcting examination papers. If you do have the opportunity to read this book, and can read it for twenty minutes without your sides aching, you need to see your psychiatrist because there is something wrong with you.

How do you define a volcano? This particular student responded, a volcano is a high hill with a hole in the top and if you crawl up and look in the hole, you will see the creator smoking. How does a city purify its water? It gathers it in a great big pond and forces it through an aviator. What's a man? A man is a mammal split half way up the middle that walks on the split end, and a skeleton is a man with his insides out and his outsides off. In chemistry, what is the difference between hydrogen and oxygen? Hydrogen is pure gin and oxygen is gin and water. In government, what is a mayor? A mayor, of course, is a he horse. In art, what's a goblet? A goblet is a female turkey. From History, what was one of the achievements of Henry the VIII? During the reign of Henry the VIII, the population of England increased by 76,000, totally due to his own efforts. What was one of the major characteristics of George Washington? George Washington married Martha Curtis, and in due time he became the father of his country. Describe the great depression. During the great depression, due to a lack of demand, there was a great glut on the market. What were the major characteristics of the industrial revolution? Man stopped reproducing by hand and started reproducing by machinery. And, when the English teacher asked her 6th grade class to write a little essay on the most exciting thing happening at home this week, this little girl wrote, the most exciting thing happening at our house is my sister is getting married and she is spending all her time getting her torso ready. There is also a chapter taken from parochial schools and dealing with religion. Let me share some of them with you. What is an epistle? An epistle is the wife of apostle. Describe the last supper. I'm sorry, I can't. I had the measles and missed out on that one.

Speaking of the last supper, this may well be the last for a couple of our good, dear friends here tonight. I am sorry to bring this note of pessimism and sadness into the proceedings of this joyful event, but I had a

terrible dream last night and it has bothered me all day. Until I got here tonight and saw Jan and Jim Jess, I really couldn't understand who it was I was dreaming about, but it all came into focus tonight, and I feel I should share it with you. They, sad to say, were driving down the highway and came over the brow of a hill about sixty, sixty-five miles an hour, when they met a fifteen ton Mac truck going the other way about eighty miles an hour. In the resulting collision, sorry to say, they both were killed. Jan, being the saintly soul which she is, and most ladies are, went up to the pearly gates and St. Peter was glad to see her. But he took one look at Jim and said, "No way, no way, you are going down below." So Jim ventured off down below to his reward of infinite suffering. Jan, having the blessing of angel's wings and being able to fly about was looking around one day and, with this enormous depth perception that angels have, looked way, way, down below and saw her suffering husband. She flew up to St. Peter and said, "St. Peter, I can see dear old Jim down there up to his chin in boiling oil and he is just suffering something terrible. Can't I fly down there and console him a little bit, you know, for a little while." St. Peter said, "Jan, you know what happens to the wings of birds when they get oil on them. You have to be awfully careful or you may never get back. But if you are real careful and come right back, I will let you go." So Jan flew away, way, down below and got up as close as she dared to him and said, "Jim, it looks like you are in a terrible state. You are suffering something awful there, up to your chin in boiling oil. Can't I just fan my wings and cool your feverish brow." Jim calmly replied, "Jan, don't feel sorry for me, I'm standing on Roy Brubaker's shoulders." Seriously though, you are three of the finest people I have ever had the privilege of meeting and I hope when my number is called I will meet all three of you...all three of you together in the same place.

"Which place?" (from the audience)

"Up there I hope, but we will leave that to our destiny, I guess."

Jim, you literally have been standing on Roy's shoulders this year, and this coming year you will be trying to fill his shoes. Good luck, Jim, and I know you have the ability, the interest and the dedication to do it. We all wish you well and pledge our support in that effort for this great organization during the coming year.

Roy has been telling us today what happens when you run up and down and are roped into a pulley with a barrel of bricks, and suggesting that one of the problems with rural education may be that it has laryngitis. There also may be another affliction that I would like to share with you. I got this idea flying over here on Capitol Airlines. You know, that five passenger plane with seven of us in it and most of us praying! This story is about a DC3 and the guy who stuttered and was taking his first plane ride. Remember the DC3 sets tail down with its three metal steps and you grab the chains as you come up. I have flown nearly two million miles in the past forty years and I have had some trips on DC3's, but never one like this one. As I said, this gentleman had a stuttering problem. He walked across the apron to the DC3 steps and paused at the bottom, his face white and ashen and his knees knocking. The beautiful young stewardess said, "Come on aboard, sir." He said, "DDD-DDD-II-I can't." She said, "What are you worried about?" He said, "DDD-TH-DDD-TH This is my first plplane flight." She said, "Well don't be concerned. The DC3 is a marvelous piece of equipment and mechanical development and it can fly safely. It has a marvelous flight record." He said, "BBBBut III-I dddon't know what ttto do." She said, "Just take my hand and I will help you." She led him up the aisle and found his seat. He couldn't fasten his seatbelt so she helped him strap it. He looked up, sighed and said, "What wwwill happen if that motor stops out there?" She said, "This plane is capable of flying with only one engine." He asked,

"What will happen if the other one stops." She replied, "We carry parachutes and I will strap one on you. Quit worrying about it." So they taxied down to the end of the runway, revved up the motors, and got up to tork. She glanced at him sitting there, knuckles white on his hands as he gripped the arms of the seat and his eyes closed with a prayer forming on his lips as they took off. They got up to seven or eight thousand feet, and sure enough, the motor on the right caught fire and the one on the left began to disintegrate. Here came the stewardess with the parachute. She got him out of his seat, and put the chute on him. "But I'm scared," he said. She replied, "The only thing you have to remember is to grab this little ring, count to three and pull it." He said, "But I don't think I can do that." And she said, "Well, I will jump out first and keep in mind I will be down there waiting for you." So she jumped out into the beautiful sunshine of that lovely day and was floating leisurely down to earth under the white canopy of that huge parachute when she heard a hurdling, screaming body come charging past her --- 't to two. That other rural education symptom could just be, of course, that in some ways we are stuttering on two. I think we will make it to three through the leadership of the combined organizations represented here in this fine conference.

My compliments to you Jerry, and to your co-workers and co-sponsors of this conference, to the leadership of REA and to the Kansas group that has been meeting concurrently. It is a well planned and outstanding diamond jubilee conference for the Rural Education Association and the 5th Annual Rural and Small Schools Conference. May I add my enthusiastic endorsement to the commitments made by Dr. Worthington this morning. As Vice Chair and Program Manager of our two federal rural education committees and as Chair of the Planning Committee for the 1984 National Rural Education Conference in Washington, I pledge my sincere support to the concerns, the interests and

the future of rural education and especially the objectives of this organization:

My interests and roots do run deep in rural America. I was born and reared in rural Custer county Nebraska, hunted many a pheasant and spent many a snow bound winter night. I received the first six years of my formal education in a one room rural school with nine teachers - one certified teacher and eight of us students who taught each other. I have been directly and indirectly involved in rural education ever since those marvelous experiences in the early 1930's.

Dr. Davenport, Dr. Worthington, Jonathan Sher and the concurrent session speakers have heavily emphasized the substance, the issues, the trends, the concerns, and the developments in rural education. Our intellect has been bombarded. So, I would like to engage in a few moments of attitudinal and emotional stimulation, because it is true, my friends, that in this complex interactive society in which we live, our emotions are really the master and our intellect is the servant, but we spend an inordinate amount of time educating the servant while neglecting the master.

The theme of this conference is "Rural Schools, the Heartland of American Education," or perhaps we can say the rock of American education for down through the years the rural school has truly been the rock upon which American education has been built. To illustrate this point, come with me if you will for a few moments in your mind's eye across the majestic rolling plains and the lofty mountains of this great nation of ours to the west coast where, a few miles north of Los Angeles, the Pacific coast highway winds along between the Pacific Ocean and those soft crested peaks of Malibu. It is all true! I have visited the sites I am going to describe and I have talked to many of the people who were there.

There, in February of 1979, a group of people living in that wealthy, opulent community known as the Malibu colony were standing in the back yard of one of the residents, around the swimming pool, engaged in the same discussion that they had repeated some fifteen or twenty more times previously. They were staring up at a huge 107 ton boulder, a huge rock, perched on top of any one of those soft hills just beyond the four-lane Pacific coast highway. It was always up there, dangerously looking down at them.

There concern was that some day, because of the mud slides that so often occur in California, the earth would tremor and that huge boulder would come bounding off that cliff, bounce off the Pacific coast highway, and go rolling through their swimming pools, their lawns and their homes on the way to the sea. They petitioned the California highway department and several others to get that boulder out of there, but had no success. Finally, working with the Chamber of Commerce in Malibu, they were successful in getting something done. On the appointed day, two huge Caterpillar bulldozers were brought out and they laboriously crawled their way up the side of that hill as a crowd of people gathered down below watching. They got up to the top of the hill and lowered their blades. The two operators nodded to each other, black smoke belched out of the top, the motors were revved up and the tracks churned the earth out behind them but they couldn't begin to budge that huge boulder. So, after looking at it a while and trying to figure out what to do, they decided to bring in an industrial lift helicopter the next day to help extract that boulder from the top of the hill.

A young man by the name of Bret Livingston Stone, in his room in a hotel in Los Angeles, heard the announcement on the local news and also saw some of the television coverage of what had happened that day. He went out to Malibu the next day and was standing by the side of the highway with one of the assistant highway engineers when the big huge industrial lift helicopter

appeared. It lowered its massive hook and engaged the hook in a one-inch steel cable they snaked around the huge boulder like a net. The two big Caterpillar tractors nosed up against the boulder again, lowered their blades, and with the command given over the radio communications system, while the helicopter whirled its blades and started lifting, the two Caterpillars belched smoke, kicked dirt and started pushing. Slowly, like a huge molar out of the jaw of a giant, that big rock came up out of the top of that hill. They got it about seven feet off the ground and the helicopter started to move to swing it over and drop the rock in a ravine when, like a pendulum, the motion brought it back to the opposite side and the cable snapped. Then, just as the people down below had feared, it bounced off the side of the hill and lit smack-dab in the middle of the Pacific coast highway, all 107 tons of it. Well, it didn't roll off and on into the homes, but there it was having caved in all eighteen inches of solid reinforced concrete with traffic backing up for twenty-two miles in both directions.

The highway engineer was frustrated beyond description with what he saw as an enormous problem. Bret Livingston Stone walked up to him and said, "I will give you a hundred dollars for your problem." The highway engineer replied, "You turkey, you're crazy. That is really a problem. You have to have it out of here in 48 hours." Stone said, "No problem, I will get it out of here," and gave him the hundred dollars. He owned the rock! He owned what everyone else thought was a problem.

Bret Livingston Stone hired an industrial moving corporation with hydraulic jacks, I beams and dollies, and he got the boulder out of there and moved it a few miles away to a large shopping center. He had contacted the shopping center and asked the 63 proprietors, "How would you like to have the Malibu rock in your parking lot?" With all the publicity it had generated, great, they would have thousands of customers pouring in to see it and

shopping at their stores. So \$63,000 richer, \$1,000 a head from the people running the shops, he put the rock in the parking lot, with one stipulation, that he could still do some work on that rock.

He threw a large tarp over the rock and for four and a half weeks the sound of jack hammers came pouring out from under the tarp and dust came flowing out from under the edges. Then, one bright Saturday morning, a black limousine pulled into the parking lot and a gaunt, ashen-faced, tall gentlemen that all of us would recognize, slowly emerged from the back of the limousine with an attendant at each elbow helping to steady him. They helped him walk the fifteen or twenty steps over to that tarp. They lifted the tarp, and he looked under it for a moment, and said in that drawl that all of us would recognize, "Well, I guess that will be alright." He was helped back into the limousine and went back to Cedars of Lebanon hospital where, about 3 1/2 weeks later, John Wayne died of cancer.

You see, Bret Livingston Stone was a sculptor and he saw an opportunity in what everyone else called a problem. He saw the character, the stability, and perseverance of John Wayne in that rock and out of a chunk of it he had carved his statue.

A real estate developer from Phoenix, Arizona, read about the Malibu rock. He went to Los Angeles and he bought that statue from Bret Livingston Stone for a million dollars. He took the statue to Hollywood and placed it next to Grauman's Chinese Theatre. People are now buying tickets to see it and purchasing castings of it that sell from five dollars to one hundred dollars, depending on the size, and they can't keep up with the demand. But that is not the end of story. When the rains come to Malibu, and the big hole in the top of the hill filled with water, the mud slides poured down over the highway and filled the swimming pools. So now they are trying to buy the rock back to return it to the top of hill.

Just as Bret Livingston Stone saw opportunity, character, and quality in that rock, we can see the enduring qualities of the solid rock upon which our rural schools and rural communities are built. If we are to preserve our heritage, if we are to assure the continuation of those qualities of rural life and rural education, if we are to successfully confront the challenges and solve the problems outlined by Jonathan Sher this morning, if we are to avoid the mediocrity that he so fluently illustrated, we must be willing to pay the price of the rural leadership that will be required. Leadership is a nebulous quality. It is hard to define. We do know when we have experienced it. When we have seen it, when we have been a part of it, we know it. A leader may be at his/her best when seldom seen or heard, not so good when adored or glorified and are at their worst when hated or despised. Few real leaders are annointed, appointed, or legislated.

People are leaders because others want to follow them. If you fail to honor people they will fail to honor you. With a good leader, when the job is done, the task fulfilled, the people will say, we did this ourselves. We don't need great, capital GREAT, I am great, leaders in Manhattan. We don't need them in our schools in Kansas. We don't need them in Washington. We don't need them in the Rural Education Association. We don't need them in our home communities. We don't need 'I am great' leaders. We need leaders who can bring out the greatness in all the rest of us. That is an art, a highly honed art, and there is a price that has to be paid to achieve it.

What could the PRICE of such leadership extract from us? For the letter "p", I would like to choose the word proficiency. Proficiency is simply a sophisticated level of efficiency or the capacity to perform in an effective manner. If we always did our best at everything we are supposed to do, we would never have anything to be ashamed of, except that we had not done it sooner. You can't do something, you can't administer something, you can't

coordinate something you don't know any easier than you can come back from a place where you have not been. Proficiency in knowledge and skill, both technical and professional, content and process, and above all, a keen sensitivity to the qualities and characteristics of rural America that have made this nation great. It has been said the abilities we possess multiplied by the number of opportunities we have to exercise them, multiplied by the number of people who respect us, equals the success that we will achieve in life. Though thinking beings we are defined, how few use that great prerogative of mind, how few think justly of the thinking few, how many never think who think they do. John Gardner, a few years ago, went right to the point when he said we must learn to honor excellence in every socially accepted human activity and to scorn shoddiness however exalted the activity. An excellent plumber is infinitely more honorable than an incompetent philosopher. The society that scorns excellence in plumbing because plumbing is an humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water. Proficiency in human relations, the capacity to care about other people!

A traveling salesman was crossing the southern tier of counties in Minnesota when he heard an appeal on his car radio for blood donations at the local high school. The announcement stressed the need for blood of the type which happened to be his so he decided he had a few minutes and would stop. As he pulled into the school parking lot it began to rain and his feet were wet and muddy as he walked into the front hall of the school. He noticed that as he walked down that hall a small, wizened, grey haired man in coveralls came along behind with a mop cleaning up his footsteps so others would not slip and fall. After he had given blood he was invited into another room to rest a few minutes and have a glass of orange juice. There

he again saw the little grey haired man, and complimented him on how clean he kept the school, thinking he was the custodian. In broken English the little man replied, "This is a nice school isn't it?" The salesman drove on to Minneapolis that night and noticed in the paper that the New York Philharmonic was in town and would be in concert the next evening. He enjoyed classical music and had no commitments the next night so he purchased a ticket for the performance. The next evening he made his way to the concert hall and as he was taking his seat he could hear the orchestra warming up. Then there was silence, the house lights dimmed, the curtains parted and bounding briskly on to the stage came his little grey haired custodian, Dimitri Metropolous, guest conductor for the New York Philharmonic on tour, who loved his adopted country enough that he routinely did any task available to him to show his appreciation. Proficiency is part of the price that must be paid for true leadership in rural education. Proficiency in the knowledge we should possess, proficiency in the skills and abilities we must master, and proficiency in that priceless quality of being a caring person.

For the "R" I would suggest resilience. Flexible, adaptable, optimistic - the talent to bounce back from a stone wall. It has been said that eighty percent of the major accomplishments in this world are achieved by twenty percent of the people. What do the twenty percent have that the eighty percent do not have? A lot of talents, of course, but among the most important are resilience or persistence. You can learn a lot from a little postage stamp. It has to stick to what its on until it gets to where it is going. Optimism, good humor, positive attitudes, those are the qualities that build resilience. The story is told of the fellow who walked by a sand lot baseball game, saw the youngsters out there going at it full blast, and

noticed the score was fifty two to zero. He spoke to one of the out-fielders as he walked by, "They are really beating the heck out of you aren't they?" The response was, "No sir, we haven't been up to bat yet."

The "I" in the price we might have to pay, initiative. Positive, creative, imaginative action. No aggression. Dare to do differently with good judgement for only through difference does progress come. Josh Billings has told us that one of the major problems of our society is that the stupid are cocksure and the intelligent are full of doubt. It isn't ignorance in our world that causes all the trouble, it is the things folks know that aren't so. Self starters, strong finishers, a willingness to give one hundred percent. Do you remember a few months back when Dan Rather had Leopold Stokowski on 60 Minutes at the time of his ninety-fifth birthday? Dan Rather was interviewing the grand old Maestro and asked him, "You always seem so active, committed and dedicated. Do you always give 100% of yourself? The old gentleman looked back with his piercing blue eyes and replied, "Don't you?" Dan Rather paused a moment and said, "Well, there are times perhaps I don't." Slowly the grand old Maestro eased himself off his stool and began to amble off stage. Dan called after him, "Have I alienated you? What is the problem? What have I done?" Leopold Stokowsky slowly turned, looked back at Dan Rather and said, "I have no time for anyone who doesn't give one hundred percent." Giving is a priceless commodity. The art of giving is something that is hard to come by. If you can't give freely with love and selfless joy, find that art and cultivate it. Emerson has taught us a lot about giving. We can give with words, we can give with understanding, we can give with emotion, we can share ideas, we can share goals, and we can give encouragement. There are a lot of ways we can give, but most of the time when we want to give something to someone we love, we will stop at the gift shop or jewelry store and pick out something we think is appropriate. We

will have it wrapped in pretty paper and tie it with a lovely ribbon, then take it to someone and say, "Here, I care about you." But Emerson has said that gems and jewels and the things we wrap in paper and tie with bows are not gifts at all, they are only apologies for gifts. The only true gift is a piece of yourself. That is a key part of initiative, learning to give.

The "C" in price that I have chosen is confidence, but humble confidence, not cockiness. In the late 1800's a bishop stood on a small mid-western church campus addressing the graduating class of twenty-seven seniors. He went on at great length in a pessimistic tone describing to the graduating class how they might as well learn to live with the status quo, because everything happening had already occurred. Nothing new of significance would happen. The young college president was not pleased with the pessimism and, when the bishop had finished, said to him, "How dare you talk in such a pessimistic manner to a group of young people who have their whole lives in front of them!" The Bishop responded, "You realize I am your Bishop don't you. I can have your job for this." "I don't care," the young president replied, "I think you should have been positive and encouraging." But the Bishop snorted and said, "Tell me one thing that will happen in the next ten years that has not happened." The young president thought a moment and replied, "Bishop, man will fly." The Bishop snorted again and said, "That is blasphemy! Only the angels can fly!" But six years later, Orville and Wilbur Wright, Bishop Milton E. Wright's own two sons flew! Confidence, optimism, and humility!

Two men went to church to pray. The first walked down the center aisle of the big sanctuary and mounted the steps to the altar and on up the steps to the high pulpit. With his eyes wide open, in a loud commanding voice and with arms raised high up to the heavens he prayed, "Lord, bestow upon me all of the blessings at your command. I deserve them. This church would not be

here if it were not for me and my money. Congregation, look out of those stained glass windows and remember that my wife paid for them and I built that education building." And on and on he went. "Bless me Lord, I deserve it." The second person came into the same church and in the darkest corner in the back of the church behind the furthest pew, he knelt and prayed, "Lord be merciful unto me, a sinner. I was that man's teacher." What is life about? Life is not only precious, it is fleeting. Don't waste a priceless moment of it. Learn to concentrate on your strengths. Capitalize on those strengths and minimize your weaknesses unless they excessively limit your effectiveness. Self-confidence tends to inspire confidence in others. This confidence in turn reinspires you. It is a positive reinforcement cycle which perpetuates and strengthens itself eternally. Dr. Leon Lessinger, when he was dean of the College of Education at the University of South Carolina, had a graduate program based on the 3 C's. We could have used any one of those three for our "C" in PRICE. His three C's against which graduate students were measured were competence, confidence, and caring. And I have heard Leon say many times that if he had to throw those away one at a time the last one he would get rid of is caring. Caring is also a priceless commodity. A young man was working in a field in Scotland in 1891. As he worked, he heard screams for help coming from a nearby field. The youngster ten years old at the time, dropped his work and ran in the direction of the screams. When he arrived on the scene, he discovered a tragedy in the making for another young man was drowning in a pond and his father who, could not swim, was standing helplessly on the bank. Instantly, the young man jumped into the water and rescued the other young man from a sure death. The father, in an expression of gratitude, asked the young man what he would like to do when he grew up. And the young man replied, "Sir, I would really like to become a doctor, but this will not be possible. My father is a poor

farmer and cannot afford the high cost of medical school." As luck would have it, the drowning boy's father was very wealthy and very influential. As a reward for saving his son's life, he promised to educate the young man so he could realize his ambition. Fifty years later, in the fall of 1942, a world renowned surgeon was summoned to Buckingham Palace and sent on a very important journey. He was put aboard the fastest royal aircraft available to the Crown and transported to the coast of Africa. There he was put aboard the flagship of the British Empire and ushered to the side of one who had become his best friend and who was stricken with pneumonia. There aboard that ship, in the midst of World War II, Sir Alexander Flemming saved the life of Sir Winston Churchill for the second time. But the saving of one life twice, even one as important as Winston Churchill's, was only a small part of the contribution Sir Alexander Flemming made to this world. As most of us know, he discovered the wonder drug, penicillin, which has been used to save countless lives. If Sir Alexander Flemming had been like most of us he would have never succeeded in this notable research effort. He would have quit after five or six attempts. Instead he persisted relentlessly toward his objective and history records that on his 603rd attempt he was successful and states that his was an accidental discovery. Proficiency, persistence, confidence, caring--priceless traits of leadership that are going to be expected of us in the years ahead, if we are going to keep rural America what it has been.

The last letter, "E", and perhaps the most important, stands for energy or enthusiasm. There is nothing more contagious than enthusiasm, unless it is lack of it. We need the enthusiasm of a milking machine salesman who went out and sold the farmer with one cow two milking machines and took the cow as a down payment. It has been said that charisma is enthusiasm focused and amplified, projected vibrations which draw people to you so they can warm

themselves with the inner fire which you are willing to share with them. Enthusiasm is a special kind of gift. It is called God's light in human kind, and yet all too often, especially today, it seems in very short supply. One of life's great challenges is to retain that special energy within us as we make our way in the world. The alternative may be that we will grow old long before our time. Ladies and gentlemen, youth is not a time of life. It is a state of mind! It isn't a matter of bright cheeks, red lips and supple knees! It is a tempering of the will, a quality of the imagination, a vigor of the emotion. It is a freshness of the deep springs of life that flow within us. You will never grow old by living a number of years; you grow old by deserting your ideals. People with wrinkled skin are not old; years only wrinkle the skin. It is people with wrinkled souls who are old! Giving up enthusiasm wrinkles the soul! Worry, doubt, self-distrust, fear and despair--those are the long years that break the heart and turn the grieving spirit back to dust. We are as young as our faith, as young as our hopes, and as old as our despairs. Somewhere in that central portion of our body that we call our heart, there just has to be a mini-computer and as long as it receives messages of beauty and hope and cheer and grandeur and love and courage and power, from the earth, from people, and from the good Lord above, that long we stay young. But when the circuits go down and all that central place in our heart gets covered with the icy snows of cynicism and clouds of pessimism, then we have grown old, even at age 20, and may God have mercy on our souls.

Proficiency, Resilience, Initiative, Confidence, Enthusiasm - those are some of the components that are going to be essential if we are going to answer the challenges that confront us in retaining what rural education and rural America really means to this Nation. Problems and challenges are

really only opportunities in disguise. A shepherd was herding his father-in-law Jethro's flock on the plains of Midian and up on the slope of Mount Horeb when he saw an unusual and dramatic sight, a bush that burst dramatically into flames, Paraphrasing the Biblical account, a voice, presumably the voice of the Lord, came out of the burning bush and said to Moses, "I want you to lead the children of Israel out of bondage and into the promised land." What was his response? "Sorry old man, you've got the wrong guy. I don't have the time, I don't have the talent, I don't have the staff, I don't have the space, I don't have the facilities and I don't have the curriculum. I can't do it! You have the wrong guy! Find somebody else!" And the voice came back and said, "What is that you hold in your hand?" You know what it was. It was a staff, a shepherd's crook, but it became a symbol of leadership, commitment, desire, initiative, purpose, resilience, and persistence. Although they wandered in the wilderness a long time, they got the job done. Extraordinary things can come from ordinary people, like all of us, when we accept challenges, make commitments and honor those commitments. If you remember nothing else from the last thirty minutes, please remember this. As you hold your plane ticket in your hand to go home, or as you place your hands on the steering wheel of your car to drive home, or when you get home, each time you pick up a pen, each time you wash those hands, ask yourself this question, "What is the opportunity I hold in my hands to serve and build for rural education and rural America? What am I going to do with that opportunity?"

Roy and Jerry, it has been a joy to be here with you tonight. Thank you for inviting me.

General Session Address

8:45 a.m.

Monday, October 17, 1983

Jonathan Sher
Author and Associate Dean
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Raleigh, North Carolina

There is a famous Chinese curse that translates into "May you live in interesting times." I think we are living in interesting times; these are certainly interesting times for rural schools across the United States. The Chinese may have been right, for it is the burdens that we bear and the problems by which we are cursed that make these such interesting times for rural schools and for rural educators.

One of the chief burdens we bear, as Roy Brubacher alluded to, is our continuing political invisibility. Our nation's politicians learned long ago that rural America in general, and rural schools in particular, could be ignored or mistreated with impunity. They learned that their neglect carried with it no negative repercussions for their careers and no price to pay in political terms. Unfortunately, few politicians have had either sufficient courage or sufficient concern to put themselves on the line to fight the hard battles on behalf of their rural constituents--whether the battle was about farm foreclosures or school closures. In American society, the squeaky wheels do get the grease while the silent wheels, like those in rural American, get the shaft.

The recent flurry of national commissions, prestigious task forces, and mass media reports about how to change the public schools provides a perfect example of the political invisibility of rural communities and rural schools. Amid the din of political and professional clamor about the need for school reform, amid all that din, all that noise, barely a whisper has been heard about the unique problems and potentials of rural schools.

These big time groups talk about what the nation needs and what states need in terms of public education and yet manage to ignore the rural sector-- a sector encompassing two-thirds of all U.S. school districts. Two-thirds of all American school districts are rural districts. One-half of all U.S. public schools are rural schools. One-third of all the teachers and students in this nation are rural teachers and students. And yet, by reading these new reports, one would never know rural education existed at all, let alone in such significant proportions.

In part, this is just another reflection of the political invisibility of rural America. Ours is a society that has added a new twist to the old tale of "The Emperor's New Clothes." In the original fable, the emperor's advisors and the subjects pretended to see something that actually wasn't there. In our modern version, the policy makers, bureaucrats and educators pretend not to see something that actually is there--the thousands of rural school districts, tens of thousands of rural schools, hundreds of thousands of rural classrooms and millions of rural students and their teachers scattered across our nation.

While the emperor eventually was embarrassed by his pretense, the consequences of pretending rural education doesn't exist--or doesn't matter--are more dire. Rural communities--indeed the nation as a whole--can ill-afford either to ignore the serious problems most rural schools face, or to neglect the unique potential for excellence small rural community schools offer. Neglect here is anything but benign.

Yet, I believe there is a silver lining in the current cloud of political rhetoric about school reform. The silver lining is widespread recognition that our schools really are in serious trouble and that our education system needs to be changed. There have always been critics of the schools, of course, and there has been clarion call after clarion call for educational

reform both within, and outside, the profession. Still, I believe the consensus of concern about the state of public education is unprecedented in the modern era.

Teachers and administrators are discontent, feel beseiged from all sides, and many of the best ones are actively searching for alternative careers offering fewer hassles and greater remuneration. Parents and taxpayers, including at long last middle and upper class parents, are discontent, feel they're not getting their money's worth and that their children are not being properly prepared for the world they will face once their school days are over. These parents and taxpayers are also seeking alternatives in both the public and private sectors. Students are discontent, feel the schools don't genuinely care about or respond to their needs and interests, feel betrayed because education's historic promise that good behavior and good performance in school will automatically lead to good jobs and better quality of life than their parents knew no longer rings true. Consequently, students, too, are choosing alternatives from dropping out to over-specializing in order to improve their prospects--or at least avoid the hassles they feel so keenly. Politicians, from the President on down, are discontent too--not because many of them actually give a damn one way or the other, but rather because they sense there's political hay to be made in the discontent of so many voting members of the citizenry. As a result, the politicians and policymakers are frantically searching for alternatives from tuition tax credits to more homework to merit pay to longer school days and years in order to quell the discontent and (not coincidentally) reap the political benefits of school improvement.

As educators, we routinely bear the brunt of all this discontent, of all the conflicting signals about which direction to take and of all the half-baked schemes for a quick fix of our schools' problems. It may not be

pleasant, but pleasant or not, we need not react negatively. I would like to suggest to you that all this turmoil, that all this discontent we are now experiencing is the silver lining and not the cloud.

The turmoil has created a force long absent in American education--a political constituency across the nation for educational reform and school improvement. For better or worse, we are a crisis oriented society. For example, although the argument for preventive health care makes a great deal of sense, the fact of the matter is that our health care system is focused on treating illness, not preventing it. We tend not to take health seriously until we are too sick avoid the issue any longer. So too in education, we can (and many of us have) argue until we are blue in the face about the need for school improvement. But, we lacked a large enough political constituency, especially in rural areas, to put our voices together and make our demands for reform stick. Our arguments often fell upon deaf ears in our local communities, in our state capitols, and in the nation's capitol.

Now, however, that constituency does exist across the United States. There is the silver lining and there is also the greatest challenge which we as a profession have faced in modern times. We have hit that mule up side the head with a two-by-four and now we've got its attention. The question is "What are we going to do with it?" We're like the dog who after years of chasing cars finally catches one. Now that we've caught it, what are we going to do with it?

The political opportunity we have today to bring about meaningful school improvement will not last forever--that I can assure you. It will pass quickly. In fact, it may not last much beyond the 1984 elections, and the first 100 days of a newly elected, or newly re-elected, state and federal administration. Political constituencies in America are fragile, they are volatile and they are easily distracted. All it will take is an open war in

Central America, a sharp down-turn in the economy, and environmental disaster or a really juicy scandal in Washington ... and education will find itself on the same political back burner it has occupied for years and years.

The time for action is upon us. What should we advocate? What will we do? My fear is that we do no more than advocate a more refined version of the status quo, and that we will act in the narrowest possible interpretation of our professional self interest, and by doing so, we will slam the door to lasting improvements shut in our very own faces.

My other fear is that, having been rejected by all these national commissions, rural educators will want to run and run to catch up with them. There is a temptation to behave like a hurt child and yell "Me too, I can be excellent too!" Then we run the risk of implementing a lot of recommendations that don't speak to the special needs of rural schools, that won't help bring out the real and vital potential of rural schools, and that won't rectify their problems. We've got to avoid the danger of jumping on the band wagon because that band wagon may not be headed in a direction that is good for the kids with whom we work.

Of course, these fears need not come about, they need not be realized. We could choose to seize the historic opportunity in front of us right now and strive to transform an ailing education system into a healthy one.

Ernie Boyer (former U.S. Commissioner of Education) pointed out the differences he has with the President's Commission on Excellence in Education by stating that he saw a different patient and he had a different prognosis. Well, I will use the same kind of medical metaphor. I would like to use it to say that, just as in medicine, the transition from sickness to health is neither a simple task nor one in which the results can be guaranteed. Everything hinges on three functions being performed properly. Those functions are diagnosis, prescription and treatment.

First, the diagnosis of what is wrong must be accurate--even if it is embarrassing to the patient. Pretending that a case of herpes is poison ivy doesn't make it poison ivy, and no amount of calamine lotion is going to make it go away. Educators and politicians have rarely been willing to make an honest diagnosis of what is wrong with the schools and why they are in trouble because it is painful, it is risky, and it is embarrassing to do so. There is a powerful temptation to make easy, but inaccurate, diagnoses. For instance, there is a powerful temptation to make resource-oriented diagnoses that indicate the problem can be found in our lack of key resources. There is an equally powerful temptation to misdiagnose by pointing the finger of blame at others. There are a lot of targets, and they're good ones too. There are mindless bureaucrats, there are uncaring parents, there are unruly students, there are tight fisted taxpayers, there are ill-informed legislators, and the list can go on and on.

Yielding to either temptation and misdiagnosing in these ways is a mistake. More resources would be a blessing, no doubt about that, but a lack of resources is not the major illness facing the schools today. Blaming others for bringing on the illness may make us feel better, temporarily, but it won't cure the underlying ills. Moreover, it is worth remembering Dick Gregory's admonition that when we point the finger of blame at someone else, there are three fingers pointing right back at us.

We must be merciless in our diagnosis at the start or the prescriptions and treatments we select will be inappropriate and ineffective. Because educators routinely misdiagnose the problems, there is a nasty habit of misprescribing as well. And yet, prescribing is the second vital function in bringing an ailing system into good health.

In my view, we play a game when we prescribe educational reforms that I call the yellow fever game. The essence of the yellow fever game is a demand for "more of the same" as the solution to our problems. This is a natural response to a resource-oriented diagnosis, and it results in the cries that we are hearing even now for new reading and math curricula, more specialists, better facilities, more pay, more student time on task, higher quality materials and on and on with the Christmas wish list.

I call this game the yellow fever game in honor of a medical practice in the southeastern part of the United States in the early 1800's. There was a terrible yellow fever epidemic back in the early 1800's and at that time, as you might expect, the cause was unknown. People knew that this terrible epidemic was sweeping the region, but didn't know how it spread or what to do. The doctors of that era, the professionals, the experts, thought about it and came up with a novel prescription. They suspected that somehow yellow fever was transmitted through the air and their prescription was that a cannon be fired once.

I guess the idea was that somehow firing that cannon was going to disturb the air currents and keep the disease from spreading. The public health authorities and the experts exhorted everyone to fire a cannon. Well, they soon learned that this prescription didn't work, that firing a cannon once didn't keep yellow fever from spreading and reaping its toll. And yet, faced with their obvious and overwhelming failure, the doctors, the experts, the professionals came up with a prescription that we imitate even today. They recommended that two cannons be fired. One didn't work, so let's fire two. More of the same. More of the same. More of the same.

Well, we have seen the same mentality in operation again recently with the President's Commission on Excellence in Education. Students aren't

learning enough each day--let's make the day longer. Students aren't learning enough each year--let's make the year longer. Student's aren't learning enough in their current math classes--let's have more math classes. More of the same. More of the same. It is our cannon and we can fire it as often as we like. Once, twice, even three times, and as happened during the yellow fever epidemic, it will end up being the sound and fury signifying nothing.

The third station on the road to a healthy system is treatment. After all, a good diagnosis tells you what is wrong, and a good prescription tells you what you ought to do about it, but a full recovery will not occur unless the correct treatment is properly applied. Here too, educators have lapsed into an unfortunate game. It is sort of our version of the TV show Queen for a Day. Do you all remember Queen for a Day? Interesting show. You remember it revolved around a group of women who would come out and talk about their struggle with some serious problems. They had real problems; their husbands had just died, their children were in the hospital, their houses had burned down, or they had lost their jobs. Serious problems. And whoever had the saddest tale to tell won. Interesting notion.

But what was more interesting was what happened when they won. What did they get for winning? They got something from the Spiegel catalog and a week in Acapulco. The solution had nothing to do with what was wrong in their lives. The treatment had nothing to do with the illness. I think that we too often do that in education. We too often play that game ourselves. We take good ideas, we take strong calls for reform and we trivialize them.

What's more important, for example, than helping young people to become effective citizens? Everybody is going to become a citizen. It is an important responsibility in this world. What separates a democracy from a totalitarian state? It is the power and strength of the "ordinary" citizens. What do we do now to prepare kids for that responsibility? In too many

communities, citizenship education has been trivialized into a civics club. Such courses tend to passively describe how the government operates and to foster the notion that citizenship means pulling the lever in the voting booth once every four years. That, of course, is a shameful trivialization of what citizenship is really about.

Community education was a great idea, a terrific idea. Bringing the schools and the communities into a partnership to work for their mutual benefit is exactly what is needed in many places. And yet, in all too many communities, community education has been trivialized into opening up the doors after school for community groups to meet or to offering courses in cake decorating or macrame. It's not good enough; it's not addressing the real problems in our communities and in our schools.

If we persist in misdiagnosing, misprescribing, and mistreating the patient, how can we act surprised when the patient remains ill? More to the point, how can we expect to take advantage of the historic opportunity for reform before us now if all we are going to prescribe, all we are going to ask for are the same old watered down nostrums, and the same old snake oil remedies which are more a part of the problem than they are a vanguard of the solution.

I am going to take this medical metaphor another step and suggest a different kind of diagnosis. I want to do this by asking a fundamental question: "Are rural schools today the healthy hearts of their communities or are they candidates for a coronary?" My experience tells me that there are some communities where they are indeed the healthy hearts and those are the strong and laudable school systems that exist in every corner of rural America. They are models to be emulated, not only by other rural schools, but by urban and suburban schools as well. And yet, despite the presence and the importance of communities where the school is the healthy heart, I think

that there are a lot of rural communities where the schools are prime candidates for a coronary.

What is it that leads to a coronary? One of the things that keeps a heart from working is removing it! Not many of us are going to function very well or for very long without our hearts pumping away inside our bodies; in a neighboring body isn't good enough; in a "central location" far away from any body isn't good enough. It's hard to have a healthy heart that isn't in the body it's supposed to be a part of. School consolidation and other educational schemes that remove the heart from the community are not a good idea.

Of course, there are less dramatic ways of bringing about a coronary. The most common is a hardening of the arteries. This occurs when things get so gunked up that there is not a proper flow of blood, of oxygen, of nutrients to the heart. In schools, that hardening of the artery occurs in a couple of different ways. In schools it occurs in part in how we actually treat children. I think there is a hardening of the arteries that occurs when we treat children in a standardized, uniform way--that is, when we treat them as interchangeable. It happens when we tell them the lie that they are all pretty much the same and, therefore, need pretty much the same things, at pretty much the same time.

I think we also harden the arteries when we allow schools to isolate themselves, even if they are still physically in the community, from the on-going life of that community. That has happened in rural communities less often than in urban and suburban ones, but too often for our own good. Let me give you an analogy. Teachers hate something that became popular a few years back called "teacher proof curricula." Teachers hated that idea. Teacher proof curricula was an insult to them. When curricula are so tightly designed and rigidly organized that almost anybody could implement them, they can be seen as being teacher proof. The corollary (not the coronary) today

is that we've too often created "community proof" schools--that is, schools that could operate exactly as they do now even if the surrounding community didn't exist at all. Being so isolated from the community will cause a hardening of the arteries. That, in turn, will cause the flow between the heart and the circulation system to simply stop.

There is another thing that causes coronaries and that is stress. Schools certainly operate under a lot of stress these days. Schools are expected to do things that are beyond what can realistically and sensibly be accomplished. Rural schools in particular are asked to do things they can't do. And they ought not be asked anymore. The stress comes from the notion that there is one best system of education, that there is this wonderful model that has to be implemented everywhere and that rural schools have to be miniature replicas of big, urban and suburban schools. Rural schools are expected to cover the same subjects to the same depth and offer as many special courses as fancy metropolitan schools. They are expected to have the same range of specialists and the same spectrum of curricula. It is unrealistic. It causes terrible stress in rural schools to promote the notion that all schools could, or should, be the same.

That push for standardization, that push for uniformity is everywhere. It hasn't always been implemented, but it certainly is the direction in which we have been headed.

The tragic irony is that a major new push for standardization is more likely to result in consistent mediocrity than in genuine excellence. What we're witnessing is a profound confusion between standards and standardization. One speaks to the level of quality schools must attain while the other pretends there is only one sensible way for schools to attain that level of quality. Setting standards speaks to what schools must do and what parents

and students have a right to expect of these public institutions. By contrast, standardization (although it sounds the same) is really a very different idea for it refers to a specific strategy for how these standards must be achieved.

The most telling comparison here is between standardized schools and the kinds of franchises which dominate the restaurant and hotel industries. More and more, schools across the U.S. have come to resemble an educational version of the fast food franchise--feature a limited, predictable, bland "menu" of offerings from which students and teachers must choose. Like Holiday Inns, educational leaders behave as if "the best surprise is no surprise."

The "McDonaldization" of schooling has trivialized education in the same way that McDonald's has trivialized cooking and eating. By making uniformity, safety, efficiency and convenience the paramount virtues, other important qualities--like diversity, excellence, individualization and community-building--have fallen by the wayside.

The standardization which guarantees consumers that they will almost never have a terrible meal (or get food poisoning) in a McDonalds also carries with it the guarantee that they will never get a terrific meal or experience the pleasures of a fine French, Italian, or Chinese dinner there. Similarly, it is worth remembering that the guarantee of "no surprises" eliminate all the pleasant surprises along with the unpleasant ones.

Perhaps the characteristics of the franchise model of organization--broadly distributed facilities, standardized processes and products, and centralized decision-making--are appropriate and reasonable for hotels and fast food outlets. However, they are not sensible characteristics for schools to emulate. Indeed, they are unacceptable for three primary reasons.

First, politically, the franchise model gives the illusion of democracy without any of the substance. Franchises represent a decentralization of facilities without a concomitant devolution of power and control. The educational analog is one in which standardized schools replace genuinely local schools. The physical presence remains but the effective power and influence shift to a central authority. The extent to which this antidemocratic shift has already occurred may have more than a little to do with the strained relations between public schools and "their" communities. After all, public relations campaigns are a poor substitute for a real sense of local ownership.

The nature of the local community may not matter much to a Holiday Inn because the hotel can operate as a more or less autonomous unit. Schools cannot afford to be so cavalier or independent in relation to their local community. Just as teachers rightly resented the introduction of "teacher proof" curricula, so too local citizens are justifiably angered by the idea of "community proof" schools. Schools which ignore or patronize the parents and taxpayers they ostensibly serve risk damaging both the education of their students and their own political base.

The second objection to educational standardization is that it both presumes and depends upon a degree of knowledge and skill we simply do not have. Education is still much more of an art than a science, and much more of a process of trial and error than a cut and dried, mechanical set of procedures. The implication here is obvious: while it makes sense to insist upon high standards of school performance, it makes no sense to insist upon uniform standards of school organization and instruction. We have not yet found a uniform way of effectively responding to the diverse needs, conditions, and concerns of our nation's children :: perhaps because no One Best System exists.

The final objection to the franchise model is the most obvious, as well as the most important. The consistent mediocrity standardization delivers may be fine when all that's at stake are hamburgers and hotels. In education, however, the futures of our nation's children and the lives of our nation's communities are at stake. Hamburger patties are pretty much the same--children are not! Hotels are interchangeable--communities are not! Pretending that standardization is an appropriate response to the complex, idiosyncratic and, above all, human dilemmas schools confront is a disservice to our children and an insult to our collective potential.

America's teachers and students deserve a break today--not the kind McDonaldization of public education implies, but rather one that will help them value and make the most of who they are, where they come from and what they can accomplish.

The other part of the diagnosis I would like to make is a political diagnosis. I know that makes folks in education real uncomfortable. We like to talk about the world inside the schools and perhaps include the immediate community, but always in an apolitical fashion. Yet, the process or school reform is inherently and intensely political. The spotlight focused upon public schools today ought not blind us to the political realities underlying the debate on the nature and direction of school reform.

Educators must come to grips with the fact that meaningful school reform is more of a political matter than a technical one. What is wrong in most school systems, and what is going to be needed to make them right and do justice to the lives of children, is beyond the reach of a longer school day. It's beyond the reach of more specialist teachers. It is beyond the reach of a more rigorous curriculum. The fundamental problem is not too little homework or too few math courses or not enough microcomputers.

The Achilles heel of American education can be found in the fact that, despite governmental spending and calls for school reform, those children "unlucky" enough to have been born poor, working class, nonwhite, handicapped, rural or female continue to be denied the best of what American education could and should provide. Stated another way, the most fundamental problem rural children face is that they live in a society that has not made them a top priority. Helping rural children realize their full potential, helping rural communities become the best places they can be, is simply not a national priority. The more nonwhite, the more nonwealthy, the more nonattractive a rural community is, the more likely its children are to be left to their own devices, and to be treated with indifference, if not contempt, by public and private agencies. Nearly all the specific difficulties and the wasted potential of rural schools are both symptoms and consequences of having been relegated to the back of the American school bus. Rural educators often wonder why it is that universities, state and federal agencies, professional organizations, and legislative bodies, which ostensibly exist to serve them as much as anybody else, in fact, treat them with indifference, or treat them as nonentities, treat them as if they don't exist. The answer goes back to the disregard in which rural people are actually held. It goes to the realities beyond the lip service.

Think about it a minute. Think about why it is that rural teachers are poorly paid, why it is that there is not much status in that job outside, the immediate community. If you don't care about rural people, if the society as a whole doesn't value rural people, why would you care about rural communities? If you don't care about rural communities and don't value them, why would you care about rural children? And, if you don't care about rural children, why on earth would you care about rural educators? Think about that. Think of how closely the disregard in which we as rural educators are

held is tied to the disregard the society has for rural children. There is no mystery here--only cruel logic. After all, why care about the shepherd if you don't care about the sheep? Why care about the farmer if you don't care about the crops? Why care about the doctor if you don't care about the patient? Why care about the educator if you don't care about the children?

To illustrate my point, just think about how different America's rural schools would be if they were the institutions to which the rich and powerful turned to educate their children. Think of how different rural schools would be if they were the primary beneficiaries of educational research, if they were the recipients of the nation's best educators and if they were where the education world invested its power, prestige, and resources.

You may ask, what's all this got to do with Kansas, or Iowa, or other stable, solidly middle class areas where, compared to places like Appalachia, the deep south, Indian reservations or migrant camps, things are going pretty well. I would like to suggest to you that there are reasons for you as individuals and as an association to care about the things I'm describing. I think it is important to care about Appalachia and the Mississippi delta, and the Alaskan bush, and the Utah range, and the Maine coast because they all are home to America's rural citizens. That is the thing we have in common. We are all rural people. We all live and work in rural communities.

When one of us is vulnerable, when one of us is seen as expendable, it won't be long until we are all seen as expendable. "Unlucky" rural communities mired in poverty are the product of exploitation and neglect. They have been the easiest to exploit. They have been the easiest to ignore. Their children have been the easiest children to make expendable. When there is a mentality--and the political license--to make some rural people expendable, the foundation has been laid for a situation in which all rural people eventually become vulnerable.

We see that now even in relatively affluent midwestern states where small farms have been replaced by large agribusiness corporations, where small banks are being eaten up by large banks, and where local restaurants have been replaced by a McDonalds. The vulnerability of rural people continues and we need to be concerned about it because of our claim to be a national organization of rural educators. If the Rural Education Association is going to be a national voice for rural schools, it has to include those exploited groups and communities which make up a major part, if not the majority, of America's rural constituency. This association has not done that in the past and, as far as I can see, it is not doing it now.

So far, I've talked about a new diagnosis that identifies standardization and exploitation as key factors in the continuing problems facing rural education. But what is the prescription? What can we do to deal with these problems? I would like to suggest five possibilities to you.

The first is that we stop accepting the wrong diagnoses and we stop taking the wrong medication. The first good thing to do is to stop doing bad things. Remember the first rule of being a physician: "Above all else, do no harm."

The second prescription again uses a medical analogy. It is one thing to talk about diagnosis, prescription, and treatment, but there is one other factor that is of vital importance in moving toward health and that factor is the will to live, the will to succeed. Doctors can treat you with the most sophisticated medicine and employ the most sophisticated equipment, but study after study shows that if you don't have the will to live, if you don't have the drive, you won't survive. What rural schools need to develop individually and collectively is that will to be excellent, the will to be healthy, the drive to be the best rural schools they can.

As individuals, there is a third thing we can do, and that is what friends of mine call creating "islands of decency." What that really is about is making sure that in our daily lives, in our classrooms, in our school buildings, and in our communities we take the time and make the effort to make a positive impact, to do something good that makes a difference in the lives of those kids and those communities with whom we work. There are small things we can do each day to build up the self-image and self-confidence of rural parents and of rural children. We can both make them feel good about themselves and make the changes needed so they will have reason to feel good about themselves. We can create those islands of decency and that is a fine place to start the process of reform.

Fourth, beyond our efforts as individuals, we should get involved in two activities. The first is community building; not public relations; not launching a campaign to get the community to pass a new bond issue; not making communities into clients of the schools. Rather, we should get on with the business of making communities and schools full and equal partners. We need that partnership in order to keep the educational circulation system working and to maintain schools as the healthy heart of the community.

I would also suggest to you that inside the school, we need to do less, not more. This may sound contradictory, given some of the other things that I have said, but I don't think there's any real contradiction here. The pressures are on us these days to operate schools and to produce graduates who are the equivalent of the Platte River--in that they're a mile wide and an inch deep.

For example, educators have this notion of coverage. We have to cover this material by December. We have to cover that topic this year. We have to cover that body of information next year. We have to make sure students have served their time and accumulated enough credits. Nevertheless, that is

not what educating kids is about. That's not what developing minds is about. That's not what creating citizens is about. We need to do fewer things, but do them better and do them in more depth. The facts that we teach kids will soon be forgotten or become obsolete, but the way in which we develop the character of students and the minds of students will live on with them the rest of their lives. How we help them to think, how we help them to persist in understanding problems and in overcoming problems, will stay with them long after the facts have faded away .

When Columbus discovered the New World, he took three ships with him. Like Columbus, what we need to do in our schools is stake our hope on three ships. The first is scholarship, the second is entrepreneurship, and the third is citizenship.

By scholarship, I am really talking about the opposite of the Platte River mentality. I am talking about what it takes to create young scholars. A scholar is not just someone with a lot of specialized information. A scholar is someone who can analyze information and situations in a careful and creative manner. A scholar employs the so-called "higher order thinking skills" and applies them to a variety of contexts. We need to help young people learn how to think and how to learn and stop worrying about the number of credit hours that they have compiled--because those credit hours may not have a thing to do with them becoming educated human beings.

Entrepreneurship is also vital. What rural communities need are leaders, not followers. What rural communities need are producers, not consumers. What rural communities need are activists, not passive clients. Entrepreneurial training, as exemplified by the work that Paul DeLargy has done in Georgia creating school-based enterprises that meet community needs, is important. I should point out that entrepreneurship isn't just about

creating businesses. That is too narrow perspective. Rather, entrepreneurship is about seeing opportunities, seizing opportunities, and persisting through failure to realize one's goals. Those are skills which are vital to success whether one ever sets up a business or not. We ought to help kids see opportunities, seize opportunities, and persist through the failures that they will inevitably experience until they succeed.

The third, and final, "ship" is citizenship. Time is now running short, so I will simply state that citizenship training is one of the most important purposes of education today--and yet, it is also one of the least understood and badly developed aspects of American education. We can no longer trivialize citizenship if we want to have strong rural communities, and, if we want to have a strong rural voice. Only strong citizens who are active advocates on behalf of their kids and their communities have a fighting chance to improve rural America's future.

The last prescription that I have is about organizing beyond our own communities. Organizing means building bridges that span all our "islands of decency," uniting our communities and moving into the political arena in a serious way--instead of just gingerly dipping our toes in to test the water. We can start with the professional associations. You know, the National Education Association (of which the REA used to be a part) is a big bureaucracy that does lots of things. However, one of the things that it doesn't do is worry much about rural education or work hard to preserve and improve rural schools. But, just as the NEA can be faulted for paying scant attention to rural schools in general, so too, the REA has been remiss in reaching out to the vast proportion of its potential constituency that is neither white nor male, neither middle-aged nor middle-class. That is a situation you can rectify and a problem you can overcome if only you choose to do so. I urge you to take this first step, not only because it would be politically

astute to increase and diversify your membership, but also because it would be ethically astute to recognize that a legitimate national organization cannot be built upon a small segment of the implied constituency.

Nationally, the political imperative is to go beyond the confines of organizing within the profession and seek ways of finding common ground--and joining forces--with a broader constituency of parents and other concerned groups of citizens. It may well be that the constituency for rural children is much larger than one might expect. It may even turn out that the urban and rural wings of such a constituency will discover that there are a greater number of fundamental issues that unite their interests than separate them.

My final recommendation is that developing a more explicitly political perspective on school reform among rural educators is a necessary (if risky) undertaking. Far too often, rural schools end up serving political and economic interests that conflict with the best interests of the students entrusted to their care. There are no simple solutions to the problem of determining the best interests of rural children. Yet, making this the central problem with which rural educators, parents, and communities (including students) must wrestle is a giant step in the right direction.

Complete consensus is usually achieved only on trivial matters. On issues of great importance, conflict is likely. As Piet Hein observed, "Problems worthy of attack, show their worth by fighting back." Conflict may be a necessary precondition for attaining a more democratic, effective, child-oriented system of education. Educators must learn to use this conflict creatively. Although more than one hundred years old and written in the context of the continuing struggle for racial justice, the words of Frederick Douglass still ring true:

"Those who profess to favor freedom and yet depreciate agitation are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its waters. This struggle may be a moral one; or

it may be both moral and physical but it must be a struggle. Power concedes nothing without a demand. It never did and it never will. Find out just what people will submit to you and you have found out the exact amount of injustice and wrong which will be imposed upon them, and these will continue until they are resisted with either words or blows or with both. The limits of tyrants are prescribed by the endurance of those whom they oppress."

There is a great deal that rural educators and other concerned professionals could do to bring about a reorientation of rural public schools. But the question is not what we could do but what we will do. The time to organize around the interests of rural children is certainly upon us. Will we seize this historic opportunity or let it slip away--either because we fear failure or because we refuse to risk our careers?

Since I began with a rural story, it seems only fitting to close with another. There was once a fisherman who always caught many times more fish than anyone else. No one knew how he did it, but he routinely returned with enormous catches of fish. One day, a new game warden was assigned to the district, and he soon heard about this old fisherman. Soon thereafter, the old fisherman approached the young warden and asked whether the warden would like to go fishing with him. The warden was delighted at the opportunity and accepted, thinking he'd learn the old fisherman's secret. So out they went. As they were drifting into the middle of the lake, the old man suddenly took a stick of dynamite out of his pocket, lit it, and threw it into the water. Boom! Immediately the area around the boat as filled with stunned fish that the old man calmly netted and dumped into the boat. The warden was outraged and ranted and raved at the fisherman. Whereupon the old fisherman simply took out another stick of dynamite, lit it, handed it to the warden, and asked, "Are you going to keep talking or are you going to fish?"

This is also the crucial question rural educators face today. Are we going to keep talking about school reforms and serving the best interests of rural youth--or are we going to fish?

**A Rural Education Policy
For the 80's**

Robert M. Worthington
Assistant Secretary for Vocational
and Adult Education
United States Department of Education
Washington, DC

It is a personal pleasure, and professional privilege, to again address the Annual Conference of the Rural Education Association - the 75th Annual Conference of one of the oldest and most effective rural education advocacy organizations in existence. In speaking at your conference last year in Rock Port, Maine, I stated my conviction that your organization, and its members are important to the future of this country and represent much of what is good, strong, enduring and promising, both in our society and in our educational system. My continued association with your organization's leaders during the past year, and my frequent review of your objectives and activities through the REA Newsletter and other communications have only served to strengthen that conviction. We sincerely appreciate your effectiveness in providing leadership to and in representing rural education, its schools, its teachers, its administrators, and its state and regional agencies. I am also more aware of the complexity of your task. As Mary B. Livingston, Instructional Specialist with the Utah State Department of Education, told us at the AASA Annual Legislative Conference in Washington last month, "Being a small school administrator is like trying to put socks on an octopus."

I bring you the warm greetings and best wishes of Secretary Bell. I join him in congratulating you on the excellent work that your organization is doing in rural America. You have proven to be an enduring voice for rural education in the continuing national debate on the education policies that this country should adopt in the pursuit of excellence in education. We are pleased with the cooperative working relationship that has developed between the REA and the Department of Education.

We plan to announce today, on behalf of Secretary Bell, the issuance of a Department of Education Rural Education Policy Statement. Although that announcement, and the content of the policy statement, will be the major focus of my remarks today, I would also like to cover two other topics. First, I will briefly discuss some of the characteristics of rural America and rural education which confront us in the eighties and, second, review with you a few of the ways we are addressing those issues and needs.

The 1980 Census revealed that the rural population of this country is a sizable one - 59.5 million Americans. As defined in the 1980 Census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2500 inhabitants. It also includes those living in areas of extended cities with a population density of less than one thousand inhabitants per square mile. This, incidentally, is the definition of the rural population that is used in the Department's rural education policy statement. We have experienced during the last decade the largest growth in our rural population in any decade in one hundred years. The rural population increased from 53.6 million men, women, and children in 1970 to 59.5 million in 1980 - a growth rate of 11.1%.

Strange as it may seem, a significant portion of the growth in urban areas is accounted for by the growth in rural areas. Due to the phenomenal growth in our rural population, many rural communities experienced a population growth that pushed them over the magic 2500 mark, and they were no longer "rural" as defined in the 1980 Census. Moreover, real growth, that is, growth in the total area of land considered urban and the accompanying growth in population, was often due to the annexation of rural areas by incorporated places of 2500 or more population. All of the growth in our rural population was due to growth in the nonfarm population. The farm population actually declined in the 1970's. This has major implications for

the education and rural development strategies that we should employ for the 1980's.

In spite of this tremendous growth in our rural population, rural America continues to experience a disproportionate share of the educational economic deprivation that exists in this country. Though there have been gains made in these areas over the last decade, rural communities continue to lag behind the rest of America in educational achievement and economic well-being. While the poverty rate rose from 10.7 to 11.9 in metro areas, it rose from 13.4 to 15.4 in rural areas. These characteristics often contribute to our rural "image problem." In many people's minds, "rural" too often connotes a lack of ability, a lack of culture, or a lack of other qualities rather than a viable alternative to an urban setting. That connotation is unfortunate, is untrue, and must be countered with fact. Rural America is very heterogeneous.

The term rural also implies small communities and low population densities. This means greater isolation and greater difficulty in delivering services, whether they are health services, educational services or regional development.

Rural schools (67% of all schools) and rural students (33% of all students) experience distinct educational problems and exist in unique subcultures. Rural schools characteristically have higher attrition rates and lower achievement levels than their urban counterparts. Although rural areas are rapidly growing in population their tax bases are not. Even though rural schools commit greater percentages of their local resources to education, rural services cost more than comparable services in urban areas because of expensive transportation requirements in remote, sparsely populated areas, scarcity of professional resources, and a whole host of other factors. These are facts of rural life. Rural development is inhibited by

limited support services, limited levels of available professional expertise and limited role models and exposures for young people.

However, on the plus side, rural America enjoys a richer and more deeply rooted cultural heritage and stability than transient urban centers. Rural Americans are characteristically sensitive, responsible and caring, and among the finest people anywhere. Rural America has a tremendous number of positive qualities and may, in fact, be the best place to live and to raise a family.

I could, and perhaps should, say much more about the uniqueness of rural America and the importance of rural education but I will move on to a brief review and update on our Department of Education activities in support of rural education. In early Fiscal Year 1982, we created the Department's Intra-Agency Committee on Rural Education as our response to Section 206 of the Department of Education Organization Act (P.L. 96-88). Section 206 directed the Assistant Secretary for Vocational and Adult Education to "provide a unified approach to rural education and rural family education through the coordination of programs within the Department and to work with the Federal Interagency Committee on Education (FICE) to coordinate related activities and programs of other Federal departments and agencies." The Committee consists of representatives from the fourteen principal offices of the Department. I chair the Committee with Dr. Duane M. Nielsen serving as vice-chair. We established a bi-monthly schedule of regular meetings, with detailed timelines and a management plan for our activities. A regular feature of each meeting has been an in-depth, detailed presentation by one of the fourteen principal offices on its rural education activities. These reports are discussed and analyzed for potential coordination and for overlap or redundancy in rural education activities.

A systems of subcommittees was developed to perform specific tasks and to help coordinate rural education activities. These included developing a resource directory of rural education contacts within the Department, compiling information on rural education activities, and reviewing legislation, regulations and procurement activities for their emphasis on rural education. Linkages and continuing communications were established with major organizations in rural education, such as, the Rural Education Association. I have thoroughly enjoyed my contacts with Roy Brubacher, Jim Jess, Joe Newlin and others of you who are in the audience here today. Of course a major Committee activity was the initiation of work on the Department's Rural Education Policy Statement. A special subcommittee was created to assist with that task.

We have continued these initiatives throughout fiscal year 1983. Some of you have attended our regular bi-monthly meetings and we hope you will continue to do so. Minutes of each meeting are routinely sent to Dr. Newlin and he, in turn, shares them with the REA Executive Committee. The work of the subcommittees continues and we have completed the first series of in-depth, detailed reports by each of the fourteen principal offices on their rural education activities. The report of the Office of Postsecondary Education was summarized in the latest issue of REA News. Dr. Nielsen addressed the February conference of People United for Rural Education and continues to work closely with numerous organizations and individuals involved in rural education.

We have developed the Department's "Rural Education and Rural Family Education Policy for the 80's" which was recently approved and signed by Secretary Bell. I have appointed a planning committee for a national rural education conference which, I am pleased to announce, will be sponsored by the Department of Education and held in Washington, D.C., in the spring of

1984. Several of you have been invited to serve on that committee, including your Executive Director Joe Newlin and your 1983-84 President, Jim Jess. This twenty-seven member planning committee will be chaired by Dr. Nielsen and will hold its first meeting in Washington on October 27 and 28. The funding for planning and conducting the conference will be provided through my office.

We continue to work with the Federal Interagency Committee on Education (FICE) through the Subcommittee on Rural Education which I chair. Our staff has completed a study design and instruments for field testing. Data will be collected from all Federal agencies on all Federally funded rural education activities. The data will be compiled into an inventory of such programs and an analysis and report will be available in late 1984.

The summary of the Department's 1983 rural education activities is nearing completion and I will present it to Secretary Bell within the next few days. This compilation of fiscal year 1983 initiatives includes hundreds of projects related to rural education funded through programs administered by the various offices of the Department.

I have approved the 1984 Management Plan for the Department's Rural Education Committee. The major objectives of the plan are: 1) preparation of an analysis of the report of the Commission on Excellence to determine its implications for rural education; 2) coordination of the Department's efforts to respond to the rural education section of the Federal Interagency Committee on Education (FICE) study on education; (3) preparation of an analysis of the Rural Development Policy prepared by an advisory group to the Department of Agriculture to determine the potential for interagency coordination; 4) implementation of the 1984 national rural education policy statement including conducting the 1984 national rural education conference; and 5) continued coordination of the Department's rural education initiatives.

My responsibilities as chair of these two committees is Department wide; however, my major responsibility is to serve as the Department's Assistant Secretary for Vocational and Adult Education. Consequently, I would like to take a few minutes to share with you the rural education emphases we have underway in our own Office of Vocational and Adult Education. Our rural education initiative is designed to accomplish the following objectives: (1) to support and implement the Department's rural education policy declaration; (2) to identify an appropriate research and demonstration agenda for rural vocational and adult education; (3) to upgrade the quality and quantity of information generated concerning issues in rural vocational and adult education; (4) to foster a unified approach within the Department of issues relating to rural vocational and adult education; (5) to create an effective voice for rural education in policy development and other deliberations governing the operation of Adult and Vocational Education programs and; (6) to improve interagency communication and cooperation in the operation of adult, vocational and other employment training programs focusing on rural communities with efforts designed to promote the economic well-being of these communities.

To accomplish these goals, we are initiating the following activities as part of a multi-year plan of action: (1) the establishment of an inhouse clearinghouse on rural vocational and adult education to work cooperatively with major rural education clearinghouses, such as the ERIC-CRESS; (2) continuation of rural education staff support within the Special Programs Branch of our Division of Innovation and Development; (3) the authoring of articles and information papers for use in decision-making, both within the Department and on the State and local levels; (4) continued collaboration with appropriate officials in the Departments of Agriculture, Interior, and Labor and other agencies relating to rural education; and (5) the continued

pursuit of collective relationships with major organizations, such as REA, that foster information-sharing and input to our rural education planning and program development.

Finally, it is a distinct pleasure for me to officially announce the recently approved Department of Education policy statement on rural education. It is appropriate that this announcement should be made at the 75th annual conference of the Rural Education Association.

Some of you have either received or will soon receive, one of the over 150 personal letters I have written transmitting the policy statement to recognized leaders in rural education. I wish I could have sent a personal copy to each of you. It will be included in the next issue of REA News and in other rural education newsletters and releases. Signed by Secretary Bell on August 23, this declaration of policy establishes the official position of the Department in support of rural education. It reads as follows:

Rural Education and Rural Family Education Policy for the 80's

The Department of Education recognizes the unique and valuable contributions rural America has made to both the social and economic development of our country. In recent decades, however, the changing dynamics of our urban centers have forced public policy decisions which tend to emphasize solutions to urban concerns rather than rural concerns; this despite the fact that over one-fourth of all Americans still live -- and are educated -- in areas described as "rural."* While the Department of Education remains committed to programs that help urban youth and adults, it is appropriate that we strengthen our efforts to provide programs that address the educational needs of rural and small town youth

*As defined in the 1980 census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1000 inhabitants per per square mile.

and adults. Those educated in rural areas must be provided with the basic educational tools necessary to enter an increasingly complex workforce. Rural educators ask no more than "equity" in their attempts to work within the Federal and State education structures to assure rural and small town youth and adults equal educational opportunities. To meet this goal, the Department of Education adopts the following policy:

RURAL EDUCATION SHALL RECEIVE AN EQUITABLE SHARE OF THE INFORMATION, SERVICES, ASSISTANCE AND FUNDS AVAILABLE FROM AND THROUGH THE DEPARTMENT OF EDUCATION AND ITS PROGRAMS.

To the extent that resources are available, the Department of Education is prepared to take the following initiatives in this regard:

- The Department will assist educators and administrators on all levels interested in developing outreach and volunteer programs with the active support and interaction of parents, teachers, civic groups and the business community to improve the delivery of educational services to rural communities.
- The Department will work to expand the data base on the condition of education in rural areas, and will provide the necessary technologies to disseminate information relevant to curriculum, organization, personnel and support services needed for educational institutions serving rural communities. Data collection will focus on information relating to regional designations; goals of rural education and rural family

education; surveys of rural curricula; test score comparisons; tax base/student ratios; characteristics of effective rural programs and institutions; and descriptions of intermediate service agency delivery systems. To disseminate information to educational institutions and programs serving rural communities, including rural school districts, the Department will utilize State Departments of Education, ERIC/CRESS; the Rural Education Association, other professional and service organizations, national advisory councils, youth organizations, intermediate units, American Education Magazine, and county and local agencies.

- The Department, with appropriate control staff, will closely monitor Education program regulations, eligibility and evaluation criteria, subregulatory directives and administrative policies to insure equity for all LEAs regardless of size, location or condition. Monitoring will focus on reducing complexity of criteria for funding, reducing complexity of application and reporting procedures and forms, and reducing unrealistic requirements in general while insuring competent and enlightened staff monitoring.
- The Department will assist in identifying and developing special programs available for handicapped individuals located in rural areas.
- The Department will provide personnel to coordinate the consolidation of available research on shortages and additional

needs for analysis by the Secretary's Rural Education Committee. Research will focus on effective practices and characteristics of effective rural programs and projects.

- The Department will include rural institutions in demonstration and pilot projects, and will involve cross sections of rural communities in educational technology planning.
- The Department will provide consultative and technical assistance to rural educational entities as a means to improve the quality of education in rural areas. To facilitate communications, the Department will support initiatives such as an annual national forum, a monthly newsletter, and utilization of extension services and existing organizations for dissemination of information.
- The Department will assist in improving public sector/private sector collaboration by coordinating networks at local, regional, State and Federal levels.
- The Department will assist rural education in improving the achievement of black students, American Indian students, children of migrant workers and other minorities. To this end, the Department will focus on data concerning rates of graduation from high school and college, including secondary and postsecondary vocational institutions and programs, gains in functional literacy, changes in college enrollment and achievements in adult education.

- The Department will assist individuals and families living in rural areas with family education programs and services through vocational home economics education, an established delivery system, as a means of improving quality of rural family education.

What I have just read to you is more than a policy statement. It is our commitment to the cause in which you as an organization, and as an individual, believe deeply and have invested heavily. This is our pledge to join you in that cause to the fullest extent to which our resources will permit. I hope that our performance has earned, and will continue to deserve, your confidence and respect. We are going to help you "put the sox on that octopus."

It has been a pleasure to be here with you. Thank you for inviting me.

A Working Relationship--Skilled Supervision and the Teacher

Larry Bowser
Michael Culp
Gene Johnson
Seaman USD #345
Topeka, Kansas

Michael Culp and Gene Johnson demonstrated the process of supervision of instruction they use in their schools. Mike taught a lesson, the content being some of the mastery teaching processes he has taught his teachers. Gene observed Mike as he would one of his teachers and held a conference following the teaching as both do after an observation. Larry Bowser moderated the presentation.

This program was begun in recognition of a need for consistency in supervision of instruction. We also wanted to recognize and give positive reinforcement to master teachers. For this process to be successful, we believe the building principal must become the instructional leader in his school. Therefore, we needed to provide the knowledge and skills to supervise instruction in a manner that was non-threatening to teachers.

Stated very generally, mastery teaching is bringing to a conscious level teaching procedures often done intuitively by master teachers.

Now, when a principal observes a teacher teach, he/she knows what the principal is looking for. We have defined for our principals and teachers the factors in learning which psychologically increase the probability a student will learn and retain what was taught.

Task Power Mapping

Donald R. Dittman
USD 329 Wabaunsee County
Alma, Kansas

Task Power Mapping is a detailed plan which designates people and their authority to do or act on work to be done. The Power Map includes an organizational structure model, a responsibility chart, job descriptions, evaluation documents, and operations handbook.

The presentation describes each of the parts of the power map and their relationship to each other. A completed Power Map develops a comprehensive management system which designates the people in an organization and their authority in relation to specific tasks which need to be done.

The clear definition of each person's role and their sphere of power in decision making creates an administrative format which promotes efficiency in the operation of the school district. It also creates an environment where people can carry out their responsibilities with minimal interpersonal conflict. Administrators are then freed from wasted time caused by inefficiency and putting out fires caused by power struggles. The time saved can be put to use in curriculum development and improving classroom instruction.

The Quest for Educational Quality in Rural Education as Expressed in Public Policy

Thomas E. Moriarty
University of South Dakota
Vermillion, South Dakota

Today there is a strong trend toward reform in American education based upon studies of educational policy with outcomes serving as a basis for improving public decision making. The outcomes of these studies and decisions are critical to the future direction of educational development in rural areas.

It was the purpose of this study to identify public education policy as it related to the quality of rural education in the states of Oklahoma, Kansas, Nebraska, North Dakota and South Dakota. Three basic questions gave direction to the study : (1) What is the character (nature) of public policy as it relates to quality education at the state level? (2) What special adaptive features, if any, exist in state educational policies to accommodate unique educational problems in rural communities? and (3) What evidence exists which suggest changes in educational policy which should be considered to accommodate a developmental capacity to initiate suitable programs for rural communities? Data sources for the study included legislative, judicial, and administrative documents from the states included in the study.

Following an analysis of over 30 major documents from the states included in the study, the data revealed that state policies do not address the concept of quality as a level of excellence or standard of reference. Rather, policies deal with what policy makers judge to be the ingredients of quality essential to the process of educating children. There appears to be a belief that a linear relationship exists between the ingredients of education and quality. Documented statements dealing with the ingredients or conditions of education fail to make any differentiation between urban and

rural school problems. Education is dealt with the same, regardless of where a school is located, with singular policy statements appropriate for urban and non-urban areas. In essence, state level policies reflect a "consolidation mentality" with the generic assumptions of "one best" system. In this context, a corporate educational model has emerged, governed in large measure by rigid administrative rules developed by professional interpretation of loosely stated legislative policies of governing boards and state agencies.

The data clearly reveal the need for policy formation to emerge which would accommodate a developmental capacity to initiate community educational programs in rural areas. These policies must provide rural schools with options other than being consumers of either rural education or a generic system as perceived by professional educators. Policies must allow for experimentation with different organizational and delivery modes to capitalize on the strengths of the rural community. Policies must address the organizational fit between resources and needs. This approach would set aside the quibbling about the pros and cons of big schools and small schools and concentrate on the potential of rural schools in their present settings.

"Sharing to Learn"
"Learning to Share"

Dale Sorensen
Corwith-Wesley and LuVerne Community Schools
Corwith, Iowa

- I. School district alternatives
 - A. Board & administrative meetings (previous to Sharing Plan)
 - a. Britt & Corwith-Wesley
 - b. Kanawha & Corwith-Wesley
 - c. Algona & Corwith-Wesley
 - d. Boone Valley, LuVerne & Corwith-Wesley
 - e. Boone Valley, Goldfield, LuVerne & Corwith-Wesley
 - f. Boone Valley, Goldfield, LuVerne, Kanawha & Corwith-Wesley
 - B. LuVerne & Corwith-Wesley board & administrative meetings
 - a. Conflict resolution and trade-off concept
 - b. Student opportunities (present & future)
 - c. Identity (importance & problems)
 - d. Theme - evolution
 - C. Community meetings -- LuVerne & Corwith-Wesley
 - a. Present law - finance based on enrollment
 - b. New laws (sharing, dissolution, etc.) PURE
 - c. Enrollment figures
 - d. Maps
 - e. Transportation
 - f. Grade locations and buildings
 - g. Curriculum offerings
 - h. Staffing
 - D. Community Survey
 - E. Resolution & Contract
 - F. Staffing

- a. Reductions
- b. Master agreements
- c. Attitudes
- G. First year implementation
 - a. Total academic program
 - b. Instrumental and vocal music
 - c. Junior high athletics
- H. Joint board meetings - agenda items (after implementation)
 - a. Prom, senior class trip, class officers and meetings, fund raising, student council, annual, newspaper, calendars
 - b. Evaluation & future recommendations
- I. Co-curricular activities
 - a. State hearings
 - b. Lobbying
 - c. Rules approved
 - d. Implementation - first year (1982-83)
 - e. Resolution & contract (1983-84)
 - f. School colors, mascot, uniforms
- J. Visitations - publicity
- K. Future status & issues (1994)
 - a. Organizational structure
 - b. Graduation
 - c. Administration
 - d. Enrollment
- L. Conclusions

The Role of the School Board Administration

Tony L. Stansberry
U.S.D. 458
Basehor, Kansas

Ann Starlin
Kansas State University

Nancy Smith
Kansas State University
Manhattan, Kansas

The purpose of this session was to describe the roles of the school board administration, teachers, and consultants in curriculum development in a rural school system. The descriptions evolved from a model developed during the process used in the Basehor/Linwood School System. This process has not only yielded an improved curriculum but has enhanced the sense of cohesiveness felt among the participants mentioned above. An important additional benefit of this process was long range planning which allowed for wise expenditures of resources for curriculum materials and in-service activities. A key component of the model is the Curriculum Advisory Council which consists primarily of teachers and makes recommendations to the systems administration.

The school district superintendent, the high school principal/curriculum director and one of the curriculum consultants explained the roles of those involved in the process and provided examples drawn from the experiences they have had in Unified School District 458.

Colorado Update on Alternative School Calendars

C. L. Stiverson
Colorado Department of Education
Denver, Colorado

The State of Colorado has a total of fifty-three (53) school districts utilizing Alternative School Calendars. Thirteen of these school districts have completed the three year pilot period utilizing the four-day week schedule and are considered permanently established alternative school calendar programs. This means they are no longer required to submit a yearly evaluation report to the State. Eighteen school districts are currently utilizing the four-day week schedule. Twenty one school districts are piloting the extended-day (30 minutes), shorter year or modified four-day week plan while one district is on a year-round education program. One school district dropped the four-day week calendar after two years of experimentation.

An examination of second and third year evaluation information from the original thirteen four-day week districts indicates similar findings as reported in the Richburg/Edelen first year study of 1980-81. There appears to be a growing trend for some of the four-day week schools who originally took Monday as the off-day to take Friday as the off-day. These districts utilize Friday to schedule, as far as possible, those activities that interfere with academic instructional time.

A new variation of the Alternative School Calendar schedule that is gaining interest is to increase the instructional day by thirty (30) minutes on a 168 day yearly calendar. This will allow approximately fifteen (15) days or ninety (90) hours that can be redistributed throughout the school year, resulting in a shorter school year or taking fifteen (15) Fridays off during heavy activity season. In no case do the students receive less than

the 1080 secondary instructional hours or 990 elementary instructional hours as required by State Law, and, in fact, more time is produced for instruction.

Based upon three years of reported evaluation information it appears that benefits of Alternative Calendar scheduling are:

1. Teacher-student absenteeism is reduced.
2. Teacher-pupil morale is improved.
3. Student achievement does not suffer.
4. Energy savings are realized.
5. More effective use of time on task is realized.
6. Better teacher planning and staff development are enhanced.
7. Parent and community support remains good.

**A Unique Delivery System to Rural Schools
The NMSU-Space Center Microcomputer Van Program**

Luiza B. Amodeo
Jeanette V. Martin
Jerald L. Reece
New Mexico State University
Las Cruces, New Mexico

Rural schools are typically isolated, seldom have financial capability to acquire newest technology, and have few resources for implementing quality inservice programs. Innovative and alternative approaches for providing services to rural school districts must continually be developed. One of the most important efforts in this area was developed by the New Mexico State University's College of Education in cooperation with Texas Instruments, Inc.; the Space Center; and the International Space Hall of Fame Foundation Center. Through the cooperation of these agencies, a microcomputer experience van program was implemented beginning with the 1983 spring semester.

The microcomputer van program delivered services to 3,105 students and 437 teachers and administrators in twenty-six (26) schools located in nineteen (19) rural communities. In accomplishing this, the van covered 1,000 miles per week during the twelve weeks it was on the road. Participating schools paid a fee of \$150 per day which included per diem and travel for the van and two staff persons.

Primary objectives for both teachers and students encompassed: (1) computer awareness; (2) computer literacy; and (3) hands-on-machine time. Specific objectives are designed and implemented to meet the levels and needs of each group. Since school districts also have their own objectives and needs defined in terms of utilization of the van and its staff, objectives are negotiated between the school's contact person and the van coordinator. The schedule, materials, and activities are designed to meet the unique needs of each site visited.

After two semesters of operation, it is apparent that: (1) the van approach is a viable and cost-efficient means of delivering services to isolated rural school classrooms; (2) teacher anxiety toward the use and application of microcomputers has been reduced; (3) rural teachers became particularly enthusiastic with programs brought to their schools; and (4) services such as this can be effective in building mutually beneficial and positive links among such agencies as school districts, universities, state agencies and corporations. As is the case in any innovative program, much was learned which can be helpful to individuals wishing to implement delivery of similar programs. Individuals wishing further information concerning budgeting, staff selection, logistical considerations, and communication with schools and among cooperating agencies, should contact the authors.

In conclusion, it is important to stress that this innovative program was implemented in the midst of budget cutbacks for both the university and school districts in New Mexico. In spite of these financial constraints, the program has been successfully implemented, is positively received by participating schools, and is now being expanded beyond state lines.



Microcomputer Authoring Languages

Jacqueline K. Pederson
Texas Tech University
Lubbock, Texas

The success of computer assisted instruction (CAI) in meeting the needs of students using currently available software is well documented. Coupled with an authoring language, the microcomputer system encourages the development of CAI without the expertise of a computer programmer. Through the use of an authoring language, a teacher or administrator can become a course designer and create/update computer lessons without any programming knowledge.

An authoring language is a special purpose computer language written by a computer programmer which allows a computer novice to create a lesson, which is analogous to a paragraph of that book. It is a computer process of translating lesson content into a computer program. With such a system, inexperienced course designers can develop instructional materials in a relatively short period of time. The authoring language also allows the teacher or administrator to develop materials consistent with the specific needs of the students in their school, without having to rely on currently available software in their discipline.

An authoring system can provide for the development of greater quantities of quality lessons meeting the needs of their students at a lower cost and in less time than is currently possible.

Multi-Tasking Computer Networking Applications--A Regional Agency Project

Hugh Pursel and Jim Wheeler
Northwest Kansas Educational Service Center
Colby, Kansas

The Northwest Kansas Educational Service Center is a regional agency serving twenty unified school districts in an eleven county (10,000 square mile) area of Northwest Kansas. Utilizing federal funding from a special education, title VIB grant, a telecommunications network of microcomputers was developed among the member school districts.

The project, in its second year of funding, has implemented thirty five (35) microcomputer terminal sites in special education classrooms in the schools. Each site has a microcomputer, a printer and a 1200 baud modem. The central 'HOST' computer hardware is located at the central office of the Northwest Kansas Educational Service Center in Colby, Kansas. The hardware consists of a corvus hard disk (20 MEG) and three microcomputers with a multiplexor which allows simultaneous access of the system by up to seven users.

Evaluation of the project to date suggests an increase in communications among the schools and staff and the development of more of a "sense of a special education community." In addition, the general dissemination of information from the regional agency has been channeled to the network and many benefits to the total educational program are being seen.

Practical applications for the system have included:

- a) Two Way - Electronic Mail system for the 120
Special Education Staff
- b) Electronic Bulletin board systems:
 - Special Education Meeting agendas
 - Federal and State Legislative Information

University Information and Advisors

Computer Science Teachers Bulletin Board

Teacher Information Exchange Board

State and National School Boards Assoc. Bulletins

- c) Research via computer searchers in ERIC Data base
- d) Computer Program transfer via ASCII
- e) Transfer of Special Education Management Information
 - IEP Data
 - Child Count Data collection

The Impact of Microcomputers On Rural Schools

Frank A. Smith
New Mexico State University
Las Cruces, New Mexico

This paper begins with a brief history of computers as they relate to the field of education. A brief review of the research literature is included which covers both the positive and negative findings of CAI in the classroom. Following the research is a look at how computer literacy is currently being taught and what literacy will probably look like in the near future. Of particular note on this topic are the findings of Northwest Lab in Portland. The comparative advantages of different brands of hardware are mentioned along with special considerations for choosing based on a district's needs. The characteristics of quality software take up a major portion of the text. The classroom uses of computers are discussed as a logical follow-up to the section on software. The distinction is made between traditional audiovisual communication techniques and computer assisted instruction. The potential of computers must be carefully orchestrated among such agencies as the government, industry, business and education. Ways are mentioned for schools to channel resources into computers and how to get the most for that investment. Attention is given to how children learn with computers and how the software can be adapted to individual learning styles and speeds. Evaluation of software becomes one of the major roles of educators in addition to the integration of that software into the curriculum. Finally, attention is given to the future of microcomputers and why the beginnings of CAI must not be allowed to stagnate as so many technological innovations have done in the past. The ways that schools and society may evolve based on the availability of masses of information can only be speculated about. Things could change rapidly, but the probability

is that they will not. Education tends to lag behind that military/ industrial complex by quite a few years. The rural schools seem to be divided into two camps - those that are moving ahead quickly into the use of computers and those that are waiting to see what is happening in the market place. How both groups will fare is anybody's guess. Authorities seem to agree that the computer will change instruction but that the computer will not replace the teacher.

The Role of Microcomputers in Rural Schools

Cecil R. Trueblood and Kathleen R. Flanagan
Pennsylvania State University
College Park, Pennsylvania

The United States is in the process of moving from an industrial-based to an information-based society. Computer technology is playing a major role in stimulating this change. Rural school districts share in this national transformation, and have the opportunity to make creative use of microcomputers and related technology.

The relative isolation of rural schools inhibits effective communication. Microcomputers provide a way to improve communication through such applications as word processing, electronic mail, centralized reporting, access to outside data bases, and on-line discussions with educational consultants.

In the area of educational problem-solving, rural schools can use microcomputers to keep individualized student records, to enhance the quality of basic mathematics instruction, to provide for computer awareness among the students and faculty, and to promote teacher interest in classroom research and curriculum development.

Expertise in microcomputer technology may begin with one or two interested teachers. Training in the use of microcomputers can provide a valuable community resource, and adult education programs can provide employment opportunities for rural community members.

Facilitating Instructional Use of Microcomputers in Small Schools

Tom Weible
Daryl J. Hobbs
Richard Phillips
University of Missouri-Columbia

A report of the experience of six small rural school districts in central Missouri in organizing and operating a consortium for the purpose of providing in-service training and instructional applications of microcomputers. The consortium was organized with the cooperation and assistance of the Missouri Department of Elementary and Secondary Education, the University of Missouri and the Mid-Continent Regional Educational Laboratory.

The consortium was organized in October, 1982, following a meeting late in the summer at which six (6) schools met with the state department MREL and the University of Missouri representatives to discuss problems of small schools. An idea emerging from that meeting was the unrealized potential of microcomputers to add to the instructional capabilities of small schools. The six superintendents then met with the same representatives in October for more specific discussion of how microcomputers could be utilized. Growing out of that discussion was an agreement among the superintendents to form a consortium for the purpose of jointly employing a full-time computer technologist:

Each member school agreed to contribute equally to the salary of the person to be employed. It was further agreed to begin an immediate search for such a person and to begin operation as soon as possible. A computer technologist was located, hired and began full-time employment December 1, 1982:

The most immediate responsibility of the consortium's technologist was to carry out an in-service training program for faculty and staff on terms to be arranged separately by each cooperating school. Strengths of that

approach were that training could occur on the limited equipment already in the possession of each school, and that training could be incorporated according to the preferences of the trainees in each of the schools. The consortium's technologist worked out a schedule whereby he would be on location at each district for one day at a time on a rotating basis. This method resulted in continuing education and reinforcement of the skills that were being acquired.

An additional feature of the project was the incorporating of the state Department of Education into the in-service training component of the project. As a result, 140 staff members of the state Department of Education were brought to the campus of the University of Missouri for computer literacy training. The training was carried out by the consortium's technologist.

While the in-service training feature of the project was going on, the superintendents of the consortium continued to meet on a monthly basis to discuss future plans. As a result, objectives were formulated for continuation of the consortium and the technologist during 1983-84. Objectives for the current year include developing a common instructional management system, developing additional classroom applications, identifying instructional software particularly pertinent to the instructional program of each school and working on development of an electronic network with the state Department of Education.

Based on the experiences of this consortium the paper also included nine recommendations for the effective operation of small school consortiums.

The "3-M's" Making Microcomputers Meaningful With In-Service Workshops

Harold Custer Whiteside
Kansas State University
Manhattan, Kansas

Steve Kellepouris
Haviland, Kansas

The presentation began with Steve Kellepouris, principal of Haviland High School, Haviland, Kansas, sharing how his district introduced microcomputers into classrooms. A committee, which was formed to identify their computer needs, contacted a microcomputer consultant from Kansas State University. With his help they planned and prepared several in-service experiences. They then held several days of workshops conducted by the consultant, Dr. Custer Whiteside. After a series of hands-on opportunities, they developed an on-going program to implement microcomputers. Next, Dr. Whiteside outlined how he had used his research of microcomputer training for educators with the Haviland in-service workshops and reported on five key concepts which should be included in microcomputer training sessions: computer literacy, software evaluation, hardware selection, computer languages, and computer references. He presented a booklet he had written for the Kansas State Department of Education on conducting in-service microcomputer workshops, shared several definitions of computer literacy, and asked participants to select one and explain why they liked that particular one. Later, he introduced a software evaluation checklist and reviewed how it could be used to help rural schools select effective computer programs. A brief demonstration of critical features of microcomputers was utilized to introduce key hardware selection concepts. LOGO, BASIC and PASCAL were recommended as a sequence of computer language offerings for small and rural schools. Finally, participants were handed microcomputer reference lists covering microcomputers in rural schools.

Serving the Career Development Needs of Rural Youth

Dennis R. Angle
Kansas State University
Manhattan, Kansas

This presentation described the development and use of the KANSAS CAREERS career exploration software in Kansas, North Carolina and Puerto Rico.

The original software was developed in Kansas under a grant from the National Occupational Information Coordinating Committee. Additional funding was provided by the Division of Rehabilitation Services and the Governor's Special Grant Unit. This software allows clients to 1) find occupations which match their own personal characteristics and preferences, 2) find detailed occupational information on any of the 574 occupations, 3) find which schools offer training for the occupations and 4) to find the prominent mental and physical demands of the occupations.

This software, which is available for either the Apple II or TRS-80, Model III or IV Microcomputers, is being used by over 125,000 persons in the three States/Commonwealth. The annual evaluations show that it is easy (and fun) to use and of value in gaining knowledge of self, occupations and for which occupations one is best suited. Various age groups tend to rate the software approximately the same. Counselors tend to rate the software as the best career guidance resource they use.

Donald Super's career development theory was described as being the model for this software. The practical implication of this theory is that the software should be used differently with various age groups. The presentation outlined the appropriate use of the software with those age groups.

The full presentation and related information is available from:

Dennis R. Angle, Ph.D.
KANSAS CAREERS
College of Education
Kansas State University
Manhattan, Kansas 66506
913-532-6540

How Curriculum Development Can Help the Small School Educators Cope with Providing an Appropriate and Challenging Education

Phyllis Carrant
Unified School District #407
Russell, Kansas

Superintendents of school districts direct their time and energy in performing the recognized functional responsibilities of administration. These functions include business and finance; curriculum and instruction; facility maintenance and operation; school-community relations; personnel services; pupil services; and transportation and food services.

The amount of attention given to these functions by superintendents is conditioned by their interests; experience; skills and education; size of district; and amount of diversified assistance available through subordinate office personnel. Given this as a general observation; rural superintendents find themselves in the unique position of having either no or only limited access to specialized centralized office level personnel. Generally; the small enrollment of the rural school district requires that the superintendent perform all the typical managerial functions common to managing a school district. Research indicates in Kansas at least that the superintendent spends most of his time on two managerial areas; budget and public relations; if curriculum development is a priority for school boards; then the research suggests that; in general; selecting a superintendent to meet that need is not easy. The amount of time a superintendent actually spends on a function and what would be ideally allotted are not the same; especially in some age groups and experience groups. With this information in mind; selected curriculum projects were reviewed that can be easily implemented in even the smallest of schools and can produce an abundance of educational objectives and materials designed for accountability in language arts; mathematics; social studies; and K-12 career education.

Agribusiness-Improving the Agriculture Offering

Dan Gutshall
Tonganoxie, Kansas

Agriculture comprises twenty-three percent (23%) of the nations work-force. Agribusiness accounts for twenty percent (20%) and agriculture production the other three (3%). This trend is currently being recognized by the agriculture education sector, and curriculum has been developed to meet the educational needs for secondary students entering into the agribusiness field of employment.

To aid in development of agribusiness offerings in secondary schools, a model has been successfully developed and implemented in Tonganoxie, Kansas. The program at Tonganoxie incorporates a four year agribusiness curriculum. However, specific units can easily be converted to provide a one year offering. Currently, there are approximately thirty schools in Kansas that are using a version of the Tonganoxie program as either a one or two year course offering in agriculture. Other states such as Missouri, New Mexico, and South Dakota are adapting the Tonganoxie Agribusiness Program into their suggested course offerings in agriculture.

Unfortunately, all information concerning the Tonganoxie Agribusiness Program cannot be passed along in a single page abstract. Therefore, it is recommended that to obtain more detailed information on specific units, lesson titles, materials used, and location of material, a person write for the following publication:

"Guidelines and Suggestions for Developing a Vocational Agribusiness Program in Secondary Educational System"

The publication can be obtained from the following source:

Kansas Vocational Curriculum Dissemination Center
P.O. Box 60
Willard Hall-Room 115
Pittsburg State University
Pittsburg, KS 66762-9987

The cost of the publication is \$2.

Contract Vocational Education: Expanding Vocational Offerings of Small Rural Schools

Vicki Hobbs and Daryl Hobbs

University of Missouri-Columbia
Columbia, Missouri

Traditionally, the only two options open to rural schools wishing to implement vocational education programs were either the provision of limited in-school vocational offerings or the affiliation with an Area Vocational School, where they existed. Several limitations exist with the provision of in-school vocational programs in smaller or rural schools: (1) the capital outlay required to initiate and/or update most vocational programs is prohibitive; (2) a wide spectrum of vocational offerings cannot be justified on the basis of cost; (3) rural districts can rarely effectively compete for the limited number of certified vocational instructors available; and (4) a minimum class size in any one training program is necessary in order to justify the equipment and training costs, thereby oversaturating the local job market with graduates in any one skill. Financial and/or distance constraints associated with AVS affiliation likewise limits the availability of vocational education to many rural students.

Because of these limitations, a concept called Contract Vocational Education (CVE) was begun in three rural districts in southeast central Missouri. CVE is a program in which local businesspersons contract with the school and the family to provide the student with specific occupational training at the business site based on predetermined, competency-based, and individualized performance criteria. The businessperson is compensated as an instructor rather than the student being paid as a trainee. The contracting businesspersons provide individual students with skills marketable within, as well as outside, the community at a reasonable cost to the district with

academic credit being awarded the student upon successful completion of the program.

Counselors in the school provide the forerunning career counseling to students with limited aspirations, having no plans for post-secondary education. The counselor also serves as contract negotiator, helping to delineate the specific occupational skills to be learned and the level of competency required for entry-level employment in each. Contract supervision is also performed by the counselor, insuring that the terms of the contract are being met and that progress is being made in the acquisition of skills as outlined.

Follow-up data show that the program is extremely effective in terms of employment after graduation.

Schools interested in developing their own CVE program are encouraged to access Job Training Partnership Act (JTPA) funds through their local Private Industry Council or chief elected official.

Further information about the program can be obtained by contacting: Vicki Hobbs, Program Director, Rural Student Employability Program, Rt. 11, Box 72A, Columbia, Missouri 65201.

Individualized Language Arts Project Improves Writing

Fred W. Meyers
Gilpin County School District RE-1
Black Hawk, Colorado 80422

Prior to 1979 students, teachers, administrators, parents and Board of Education at Gilpin County School - a small rural district with 350 students, K-12, located 30 miles west of Denver, Colorado - expressed dissatisfaction with student writing performance. Teachers indicated students couldn't write ideas in clear sentences and understandable paragraphs. Parents pointed out several examples of poor spelling and grammar. Students indicated writing assignments were dull, boring and tedious.

In 1979, the Board of Education established the goal to improve student writing performance. The Board made a commitment to improve writing performance over the next three to five years. They appointed a committee of teachers, administrators, students and parents to recommend a writing program that would develop writing excellence.

The committee first assessed student writing performance; they reviewed student performance on standardized tests and classroom tests; they asked for teacher comments and they examined several samples of student writing. The next step was to develop a list of criteria used to select a program suitable for the school district. Using this criteria, the committee reviewed several writing programs.

After this review, the committee selected the Individualized Language Arts Program developed in Weehawken, New Jersey. After two years of successful implementation, several generalizations can be made:

First, the Individualized Language Arts program (ILA) can be easily implemented in small school districts. Located 30 miles west of Denver, Gilpin County School has 350 students, K-12. The ILA requires little preparation time for teachers - teachers incorporate the ILA easily into

their lesson plans. The ILA program requires little money - a two-day inservice and \$15 teacher's manual. With little preparation time and low cost, we found the ILA easy to implement.

With implementation, teachers, students, and parents expressed enthusiasm for writing. Teachers frequently used the writing checklist of skills to motivate each individual student. Students stated that writing activities were exciting and stimulating. Parents noted improvement in student spelling and grammar. Everyone exhibited enthusiasm toward better writing performance.

A key component of the ILA project is the method of evaluation. The evaluation method measures individual student progress against a writing checklist. The teachers keep several samples of student writing performance. Each sample is used to indicate progress toward writing improvement. As the student completes a school year, the collection of writing samples is shared with student and parents to demonstrate progress.

The ILA emphasizes to all teachers the importance of writing. Writing is stressed in all grades, kindergarten through 12, and in all subjects, including science, social studies, math, and physical education, as well as language arts. Students learn to appreciate the importance of writing in all grades and in all subjects.

The staff, parents, and Board of Education have found the ILA project a useful tool to improve writing performance. The ILA utilizes existing skills of teachers. The program doesn't require specialists and writing experts. The program requires a commitment from everyone towards writing improvement and stresses the importance of writing as a basic tool for thinking and communicating.

Language Arts in Rural Schools

Mel Riggs
Kansas State Department of Education
Topeka, Kansas

Coordination of an English language arts curriculum involves the steps of design, coordination and evaluation.

Those who will use the curriculum must be involved in the writing of it. A committee of K-12 district English language arts teachers should be designated for at least a two-year commitment.

It is useful to invite someone from outside the district who is experienced in planning English language arts curricula to assist the committee. A facilitator from outside provides not only his experience but recent research in teaching English language arts and is able to lead the committee to consider new directions. He should lead but not dictate.

The design of the program typically includes program goals and specific objectives that coordinate well with the established goals for the district's educational program. The curriculum is likely to improve activities and a means of evaluation.

Three large areas of English language arts should be addressed in the design: written and oral communication, reading and literature, and language. These areas will include the traditional skills of speaking, listening, reading, writing, and the more recently included skills of viewing and reasoning.

To coordinate the district effort after the K-12 committee has composed the first of the program goals and objectives, the district English language arts teachers must be provided an opportunity to examine and comment. After that and during the next school year, the faculty will work with the draft as they determine what parts may be misplaced or unnecessary. They have an

opportunity to note whether activities may be useful and include them in the draft.

An inservice program designed by the K-12 committee with the administration will help the English language arts faculty improve their skills in teaching. Frequently chosen topics for inservice are teaching poetry, the writing process, and evaluating student compositions.

Evaluation of the curriculum and English language arts is more difficult than some other areas. Objective tests are satisfactory for measuring some parts of the program but not some of the most important ones. The quality of the student's response to literature and to skills in speaking and writing are difficult to assess unless the student is asked to speak and write. Plans must be made for assessing these important areas:

A part of evaluation is annual review of some part of the English language arts curriculum by a faculty committee. This ensures that the curriculum remains useful and avoids having to repeat the whole process a few years later.

Tentative Decisions of the Special Committee
on Education: Kansas Financial and Legislative Update

Dale M. Dennis
Kansas State Department of Education
Topeka, Kansas

The Special Committee on Education has met during the interim to discuss five (5) different proposals as follows:

Proposal No: 14--Minimum Competency Assessment

Proposal No: 15--Teacher Shortages

Proposal No: 16--Pupil/Teacher Ratios

Proposal No: 17--Merit Pay

Proposal No: 18--National Commission on Excellence in Education
Report

Listed below is a brief review of the tentative decisions made by the Committee to date. The Committee will meet again on November 28, 1983, at which time some changes could be made in previous decisions.

PROPOSAL NO. 14--MINIMUM COMPETENCY ASSESSMENT

The minimum competency assessment program was tentatively approved in the following form.

1. Five-year program to be evaluated by the Legislature at the end of the third year.
2. Program will start in 1984-85 school year including grades two, four, six, eight, and eleven.
3. Includes reading and mathematics.
4. Includes public and nonpublic, accredited schools.
5. Grades two, four, and six will be academic testing.
6. Grade eight will be academic and life skills testing.
7. Grade eleven will be life skills testing.

PROPOSAL NO. 15--TEACHER SHORTAGES

The Committee is proposing a scholarship program comprised of the following criteria:

1. Academic scholarship including all Kansas accredited, four-year institutions.
2. Scholarships not available until entering school of education (junior year).
3. Maximum six (6) semesters.
4. \$1,500 per year or \$750 per semester.
5. (300) students per class per year.
6. Undergraduate courses only.
7. Teacher can be forgiven the repayment of a scholarship by teaching one (1) year in Kansas for each \$1,500.
8. Three (3) years teaching in Kansas would eliminate six (6) semesters of scholarship.
9. Must teach in an accredited public or nonpublic school in Kansas.
10. Interest rate determined by the State Board of Regents
11. Any money paid back by students would go back into scholarship fund.
12. Program to be administered by the State Board of Regents

PROPOSAL NO. 16--PUPIL/TEACHER RATIOS

The Committee discussed the concerns they have regarding low pupil/teacher ratios which rank Kansas 45th in the nation in pupil/teacher ratio.

The Committee requested a list of options on how teacher salaries could be improved without additional expenditures. Staff will be preparing a report on ways to improve pupil/teacher ratios and teacher salaries.

PROPOSAL NO. 17--MERIT PAY

The Committee tentatively approved a bill draft which includes the following provisions.

1. The state would allocate an amount equivalent to one-half of one percent of the state's legal maximum general fund budget to such purpose.
2. State aid would be distributed on a full-time equivalent pupil basis.
3. The money can only be distributed and used for merit pay if a majority of the teachers and board of education agree on the determination for allocating merit pay.

At its next meeting, the Committee will review a proposal that would authorize added school district general fund authority (0.5 percent of prior year's general fund budget) to school districts that adopt a plan to initiate or enhance the use of extended or supplemental contracts for summer activity for purposes such as remediation, enrichment, curriculum development, and extracurricular activities.

PROPOSAL NO. 18--NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION REPORT

The Committee approved a bill draft designed principally to increase by 45 hours the minimum length of the school year (from 1080 hours to 1,125 hours).

In addition, the Committee plans to review a bill draft that would increase from two years to six years the probationary period under the teacher due process law, and to recommend a concurrent resolution encouraging teacher training institutions under the State Board of Regents to re-evaluate their school administrator training programs, with emphasis on teacher evaluation techniques.

There was also discussion regarding the amount of time school activities consumed during the school day. Discussion centered around spring sports and a small number of students and teachers being gone for an extended period of time, such as with tennis, golf, track, FFA, etc.

The Special Committee on Education has scheduled a meeting for November 28, 1983, 9:00 a.m., in Room 527S of the State Capitol.

Financial Planning and Forecasting for Rural School Administrators

Glenda McDonald
David McDonald
University of Kansas
Lawrence, Kansas

With increasing frequency, administrators in rural and small schools are expected to engage in comprehensive financial planning. Concurrently, declining enrollments and changing economic conditions have increased the uncertainty associated with many planning exercises. Formerly, extensive financial planning was accomplished by districts with large administrative staffs. As a result of the development and acceptance of small personal computers, smaller districts can more easily engage in accurate and comprehensive planning efforts.

The use of computers in the decision making process is limited by software availability. The authors are engaged in the development of a financial model for rural and small school districts compatible with personal computers. The model is being developed for a district to project the consequences associated with specific decisions. Successful completion of the research will include validation studies of the model in other school districts.

**Modifying Factors in State School
Finance Plans for Small and Rural Schools:
A Review of Current State Legislation**

William E. Sparkman
Texas Tech University
Lubbock, Texas

During 1983, twenty-eight states used various funding factors to target additional support to small, rural or isolated schools and school districts. This excluded state aid for transportation and capital outlay. While some states have provided such support for years, and probably will continue to do so, several states have eliminated or reduced the additional support in recent years.

The type of funding factor varied among the states, reflecting state and local traditions and politics. The most common factors included; district characteristics, including remoteness; isolation and necessary small (13 states); reduced student counts (13 states); sparsity factors (5 states), and others (2 states). Five states used several factors, typically, a remoteness or isolation factor for individual schools and a reduced student count for school districts.

In eleven states the funding factor provided an increase in the number of instructional units or personnel available to qualifying schools or school districts. Generally, small schools or districts were guaranteed a minimum number of instructional units to ensure a basic acceptable program. Eight states provided an increase in the number of pupil units through the use of a weighted pupil factor. Additional or supplemental state aid was provided to qualifying school or districts in nine states. Three states provided an increase in revenue limits or budget authority for school districts with specified low enrollments.

Generally, few schools or school districts qualified under the remote, isolation or necessary small criteria. In addition, the dollar amount of

additional state aid was small compared to total support. It is possible that other state funding mechanisms might tend to cancel out the impact of the explicit rural factors. For example, Florida uses both a cost-of-living (COL) index and a sparsity factor. The cost-of-living index tends to target additional state funds to urban districts, while the sparsity factor does the same for rural districts. As state aid formulas become increasingly complicated, especially in situations where there are a number of categorical grants and hold harmless provisions in addition to the basic foundation program, it is likely there will be pressure to incorporate certain funding mechanisms into the general aid formula for equalization purposes.

In many states, the rural funding mechanisms appear to be secure because of a long history of continued political support (or lack of opposition). In other states, there is a growing uncertainty about the continuation of the factors or efforts to modify or reduce the level of additional support.

Small School Public Relations

Joan M. Fuhman
Pike Valley USD 426
Scandia, Kansas

Public relations are almost synonymous with communication. Good public relations depend on good communication, whether it is verbal, written, or body language. This works both ways. If a written communication is sloppy with misspelled words or poor penmanship, it is bad public relations.

School board members and administrators, as well as teachers, need to be aware of and use PR activities. Proud notes, happy grams, and complimentary phone calls are as well received by administrators and teachers as they are by students and their families.

Publications are a valuable public relations tool. Handbooks with a complete table of contents, directories, calendars and newsletters are appreciated by a public anxious to know "what's going on" in the schools. These publications can be easily prepared and made attractive by the use of clip art, preprinted type and border tapes.

To ease into a public relations program, you might consider assigning the duties to personnel already on the staff. Expenses would include an extended contract, reduced work load, phone extension, mileage, if more than one building is involved and project costs.

Public relations need two-way communication; one should 'listen' as much as 'talk'.

Public relations are for all people, internal as well as external.

Public relations should be continuous, not just when there is a crisis or special event.

WARNING: Projects take TIME (approximately 54 hours for an average four page newsletter) and money--start with one item (pick a target area) and add to it as time and money allow.

School People and Media People Should be Friends

G. Kent Stewart
Kansas State University
Manhattan, Kansas

School and newspaper executives too often maneuver themselves into adversary rather than allied relationships. They tend to forget their publics are common. That is, subscribers to the newspaper are the same people who pay school taxes. Perhaps of even greater importance, school people and media people are in the same business--that of trying to make a living. Isn't a co-operative relationship the better option?

The Watchdog Reality. Media people are necessarily watchdogs. They are self-appointed guardians of the community and the public purse. Smooth progress at school, except as a feature story, seldom receives as much attention in the press as a flap, error, problem, or controversy.

School executives cannot control the press. While some reporters can be obnoxious, there are school administrators too who can try the patience of the finest reporter. These are problems characteristics of any human endeavor. Working with the press is an opportunity school people should welcome.

Get Your Act Together. A school system, regardless of its size, should have only one person who addresses the press. In rural school districts, this is the superintendent. Principals, teachers, and coaches should certainly prepare press releases, but these should be routed to the press through the superintendent.

Hold a press conference regularly; perhaps just before and just after school board meetings. Reporters appreciate an honest briefing about the board agenda. In this kind of open co-operation, ethics precludes a story

being sprung prematurely. Also, reporters appreciate a place in the boardroom where they can listen and write easily.

Issue regular new releases. Reporters are under terrific pressure from their editors and publishers to obtain news. Help them do a good job; they will return the favor by helping you look good in the press. News releases and tip sheets are two ways to tell the school story regularly.

The best way to determine newsworthiness is to simply ask the local reporter/editor what is desired for use in the paper. It is amazing to school administrators that events they take for routine are often of keen interest to reporters.

The tip sheet can be as simple as a listing of school events for the coming week. Reporters can determine which of these events represent potential news worthy of press coverage.

Co-operation and acquaintanceship are guideposts for good media relationships. In the conduct of the public's business, there is virtually nothing to be hidden from the watchful eye of the press.

A School-Community Relations Plan for a Small, Rural School District

Steve Toy, Superintendent
Lone State School District 101
Otis, Colorado

While much work has been done concerning school-community relations, a good deal of that work is not relevant to the needs of small, rural school districts. Many of the problems in small, rural school districts stem from communication issues. The development of a plan for school districts with limited resources can be a benefit to those school districts. There is much that can be done in the area of school-community relations without additional funding or staff.

School communities are making their schools, and its leaders, more accountable for what they do. Communications therefore becomes a critical issue for the school administrator and for school boards. Also, with tight funding, school districts need to find new ways of helping the public to understand the need for supporting schools.

There are mill levies to be raised and bond issues to be passed. School-community relations can assist school districts in helping to meet the needs of their students.

Quality communication within an organization is critical to success in accomplishing organizational goals. Public relations has been used in large school districts for years. Efforts on rural levels have been informal, and often non-existent.

My research sought to determine the standards against which a school-community relations program for small school districts can be measured and to ascertain the status of existing school-community relations practice. I then sought to measure that practice against the standards to identify program strengths and weaknesses. Ultimately, I designed the model plan

based on the developed standards and the recognized strengths of existing small rural school district programs.

The ten standards developed were: the school-community relations program should have an evaluation component; someone should be delegated with specific responsibility for the school-community relations program; a "good product" should be the foundation of the school-community relations program; the school-community relations program should be planned and systematic, including goals and objectives; research should play a key role the school-community relations program; the school-community relations program should incorporate personal goodwill on the part of district employees; honesty should pervade all aspects of the school-community relations program; sound media relationships should be established as part of the school-community relations program; the school-community relations program should employ two-way communications; and enthusiasm should pervade all aspects of the school-community relations program.

Two supreme principals are a quality product and honesty.

Specific ideas for programs within a district can include daily bulletins; special board meeting bulletins; rap sessions; teacher handbooks; and weekly faculty meetings.

Ideas that can work with school-community relations outside the district can include weekly bulletins; news releases; student handbooks; brochures; active accountability committees; reports to the people; parent conferences; positive notes home; positive home visits; visibility; well-organized board meetings; needs assessments; use of community resources; community education program; senior citizens programs; and community work days.

Research Findings on K-12 and 1-12 Rural School Districts in the United States

Bruce Barker and Ivan Muse
Brigham Young University
Provo, Utah

The purpose of this study was to gather and analyze data on K-12 and 1-12 rural school systems in the United States in order that educators, and others interested in education, could more accurately address some of the needs and concerns facing our nation's rural schools. Information was sought about the rural school superintendent, the operation of the rural district, the responsibilities of rural teachers, and some of the problems of rural students. Data was collected from two separate samples--districts enrolling 300 students or less and those enrolling 301-900 students.

It was found that the provision of educational programs and services were reported less frequently in districts of 300 students or less than for districts enrolling 301-900 students. In addition, salaries paid to most rural educators are far below the national average for public educators. The major problems facing rural school districts are financial support, improving the school curriculum, and teacher recruitment. Due to such factors as isolation and smallness, many of the challenges facing rural districts are distinctly different than those facing large, urban school districts.

Toward the Construction of a R & D Agenda for Rural Education

E. Robert Stephens
University of Maryland
College Park, Maryland

The presentation argued for the construction of a research and development agenda as a necessary prerequisite for the solution of many of the pervasive problems confronting rural education. A critique of the current state of the art on research on rural education would suggest that when viewed as a whole, the literature is meager, especially with regard to its quantity, quality, and utility for consumption by the policy communities. A number of explanations of the current status were offered (unclear domain, lack of appreciation for the demonstrable differences between rural and urban and suburban schools, lack of appeal and glamour, a relatively small cadre of professionals concerned about the issues, little networking, and the relative absence of intense public policy concern and commitment):

Many of the current problems are not likely to be overcome, and long-term gains for rural education will not be initiated or sustained until a number of essential first steps are taken. First, those concerned about rural schools must search for and agree on a small number of theoretical, conceptual, and analytical framework that hold promise of being beneficial for providing insight on the major agenda themes facing rural schools. One of the over-arching paradigms that hold great potential is policy analysis, although, the sole use of this approach, like any other single perspective, should be cautioned against:

The second prerequisite for the construction of a research and development agenda is the need for an initial consensus concerning the substantive centers of needed work that are to be done within the previously

selected research paradigms. It is suggested that this start with the major neglected areas of existing research (e.g., equity issues, quality issues).

The Teacher and the Special Education Consultant: Effective Teaming for the Exceptional Student

Peggy A. Dettmer and Norma Dyck
Kansas State University
Manhattan, Kansas

The integration of special education students into regular classrooms and real or anticipated cutbacks in staff have increased the need for an effective consultation model to serve the needs of exceptional students. An effective model for consultation services can be expected to demonstrate growth by exceptional students in achievement, productivity and self-esteem; provide economic use of staff, facilities and money; and initiate positive ripple effects through the entire school program.

Special education consultants are expected to be resources for regular classroom teachers in meeting the learning needs of exceptional students. Consultants may work with students individually and in small groups of individuals who share special needs. They can be effective as agents for long-range, cross-level, multi-school planning. Furthermore, they can perform some services that ease administrators' loads in special education matters. Other areas of service for consultants include inservice and staff development, evaluation of school programs, advocacy for students with special needs, and communication among staff, students and parents.

Consultants will face certain obstacles as they attempt to fulfill their roles. Confusion may exist regarding their roles and functions. They may not receive parity with other staff and may experience feelings of isolation from both regular staff and other special education staff members. The work of consultants will not always be visible, so others will have a tendency to ask, "What are they doing anyway?" This can result in unreasonable expectations for consultants, particularly in allocation of time for planning, developing materials, communicating with teachers and evaluating students.

Finally, some people do not function effectively as consultants who are expected to work more with adults than they are with children in the schools.

In order for the consultant model to be effective, regular classroom teachers must perceive the use of a consultant as a sign of teaching strength, not weakness. They should request services, materials and ideas from consultants in much the same manner as individuals expect appropriate medical services from doctors who specialize in particular fields. Teachers and consultants together should: initiate consultation; collect information; identify students' learning problems; pinpoint realities connected with the problems; formulate plans for helping students; and evaluate students' progress.

Teachers and consultants can be effective team members for exceptional students, if consultation is considered a right of teachers, and not a weakness, if administrators arrange times when consultants and teachers can meet, and if staff development activities train all members of the team to work in harmony.

Recruitment and Retention of Special Education Teachers

Ann Fritz
Eskridge, Kansas

Norma Dyck
Kansas State University
Manhattan, Kansas

The present study sought to look at ecological factors related to special education teacher satisfaction and permanence. A variety of personal and job-related variables were examined. A random sampling of seven hundred teachers of Learning Disability programs, Personal and Social Adjustment programs, and Interrelated classrooms in Kansas were mailed a survey packet including items on job variables, the FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior) and the ERI (Environmental Response Inventory).

For this report descriptive statistics were employed to show similarities and differences among rural, suburban, and urban special education teachers and to identify trends that would help pinpoint specific factors that affected teacher satisfaction.

Analysis of the data focused on factors a district can remedy and included the following findings.

1. Provisionally certified teachers indicated less satisfaction with their educational preparation than fully certified teachers and more provisionally certified teachers were in rural areas.
2. Availability of various resources did not appear to make a difference for teachers on the basis of their satisfaction.
3. Less than half of the teachers thought their salaries were not adequate, about the same percentage thought their salaries were adequate, while about 12% thought their salaries were more than adequate.

4. Responses to the Environmental Response Inventory showed trends suggesting teachers do make choices based on environmental preferences.

The few findings from this study suggest certain ideas for recruiters and administrators. Among these are:

1. If it seems advisable to hire a provisionally certified teacher, make every effort to provide support and inservice for the teacher.
2. Address the issue of teacher salaries.
3. Focus on aspects of your school district that will appeal to the potential teacher's personal interests.

This study provided encouraging information. Ninety percent of the total group of special education respondents indicated satisfaction with their job, with sixty-four percent (64%) saying they were very satisfied, and seventy percent (70%) indicating they planned to stay four or more years in a district the same size as the one where they were presently teaching. This study has implications for special education teachers, recruiters, administrators, and college training programs.

A Model Staff Development Program

Gerald Bailey
Kansas State University
Manhattan, Kansas

Current staff development programs in Kansas range from the nonexistent to a highly structured model of clinical supervision. The Manhattan Public Schools in conjunction with faculty members at Kansas State University have joined hands to create a unique staff development program. The staff development program focuses on improvement of instruction rather than evaluation. Approximately eight steps or strategies are involved: media feedback, basic skill identification, verbal cue analysis, nonverbal cue analysis, observation instruments, etc. Teachers work in a self-directed fashion with the assistance of teacher partners. Currently, the project is in the second year of operation. Those schools where administrators have provided moral support to teachers tend to show more observable outcomes as compared to those schools where the administrator is uninvolved or uninterested.

A Rural Based Teacher Development Program
In Eastern Oregon

R. Doyle Slater
Eastern Oregon State College
La Grande, Oregon

Ted Williams
Utah State University
Logan, Utah

The Eastern Oregon Rural Based Teacher Development Program, in its fourth year of formal operation, is a successful system to provide rural educators with professional development activities and opportunities. Through a unique organizational scheme rural classroom and educator preparation needs are addressed. Included are activities to assist rural educators to meet licensing requirements, locate resources and assistance for classroom teacher development, identify teaching problems and solution alternatives, assist administrators with faculty development plans and link regional resources. Through college and regional rural school cooperation, varied professional development services are delivered through workshops and coursework, location services and individual assistance among educators.

Current project additions include a six county consortium management system and a research effort to develop a beginning teacher support system through district, teacher preparation, state department and service district cooperation.

The project, funded in part through private resources, has experienced high success, wide impact, and positive response in delivering needed assistance to the sometimes forgotten rural educator.

Time on Task and Staff Development in a Four-Day Schedule

Dr. William Timpson
Colorado State University
Greeley, Colorado

As more and more schools adopt the four-day school calendar, primarily as a cost-saving measure, new evidence is emerging concerning the impact of that decision in other areas as well. Those who were considering the shorter school week wondered if students, especially those in the lower grades, would have the stamina to attend to their classwork throughout the longer day. Initial reports from an NIE sponsored study of engaged rates indicate that student time on task does not drop off towards the end of the day. Moreover, use of the fifth day on a monthly basis for staff development is having very positive results. By beginning at 9:00 a.m. teachers and administrators are fresh and alert. By utilizing an entire day a great amount of concentrated work can be completed. By taking lunch together staff members get to build those informal relationships that are so essential if problems are to be solved in a spirit of cooperation. And finally, staff members have some quality meeting time without the omnipresent press of students.

Improving the Climate in Rural Schools Through an Individualized Staff Development Program

Cecil R. Trueblood and Kathleen Flanagan
Pennsylvania State University
College Park, Pennsylvania

The term "climate" has been used in an educational context to refer to a variety of attributes in the learning environment ranging from physical factors, such as room arrangements, to social, psychological or leadership factors such as trust, shared decision-making, or job satisfaction. The effective schools research confirms a positive relationship between a good school climate, student achievement and teacher morale.

There are a number of varied elements in the school environment which contribute to the overall school climate. Likewise, there are a number of instruments available for the assessment of these different elements.

Staff development programs represent a formal attempt to help teachers grow and develop across the span of their professional careers. The assessment of a school's climate, as reflected in the attitudes, values, and beliefs of the teachers and administrators who work there, can provide valuable information for the design implementation, and evaluation of professional development programs. These programs, in turn, can provide opportunities to directly address the multiple factors which contribute to a positive climate.

Report from Oklahomans on 1982 REA National
Meeting, Rockport, Maine

LaVelle Wittmer
Kay County Superintendent of Schools
Newkirk, Oklahoma

Jean Hendon
Superintendent
Logan County, Oklahoma

Tom Summers
Tulsa County Superintendent
Tulsa, Oklahoma

We flew uneventfully except for breakfast from Oklahoma City to St. Louis where we were not able to spot the arch for Helen. In St. Louis we caught our second plane. Helen almost missed hers to Philadelphia. We were served our second and identical breakfast over huge Lake Erie enroute to Boston. Arriving there, we rented a new Cougar, and with Tom driving, we started through rain and wind to Maine, some 250-300 miles. We followed route 1-A along the coast, twisting and turning, past old cemeteries, through beautiful foliage and tiny villages like Ipswich (home of John Updike) and Salem, where I picked out the only hill possible for the hanging of the 19 innocent witches and wizards in 1692. An asylum is built there now, perhaps an appropriate monument to that madness. All along the coastline we watched the waves and boats. When the rain lifted, we were reminded this was Robert Frost's country by the the dry stone walls of New England and by the white barked birch trees. We moved onto a four lane toll road, 95 N through New Hampshire and Maine. We arrived at Samoset Inn on the coast of Rockport, Maine, on Penobscot Bay after receiving several sets of directions, and got all settled in lovely rooms. We went back to Spinnaker restaurant for a delicious Captains' dinner. The spinnaker is the only sail without a mast of wood or metal, the jib:

Sunday morning, we overslept until Tom's call, hurried through breakfast, and went to pick up registration packets. Jean, as an official V.I.P.

delegate, enjoyed a dried out sandwich for lunch which she did not pay for, and we had dessert like peach daiquiris for which we did! Pete S. joined us for lunch and gave us local color--reminding us that Samoset was the Indian who fed the Pilgrims. During a break we had a short drive to picturesque Camden. We enjoyed the gorgeous trees and the old stones in the cemetery. Camden has an outstanding collection of Andrew Wyeth's paintings including Christina's World, and is the birthplace of Edna St. Vincent Milley, whose 1909 high school diploma hangs on the wall of a lovely old inn there. In Camden we first saw lobster traps. We also saw flowering shrubs which resembled wisteria; we later decided they were hydrangea. Helen and I saw some in Canada which definitely were overgrown hydrangea. Later, wearing bibs, we ate our first clams and lobster. Tom tried to wear his bib to the car.

David Emery, the first speaker Monday morning at 8:15, was delightfully informative. He wove a serious message concerning the current plight of public education and possible solutions by telling a story of an irate and impatient husband and a maid. The story was greatly enjoyed by over 250 superintendents in attendance. In picturesque New England dialect, he explained that in an earlier Samoset hotel the town line for 100 years ran through the dining room and one could buy a drink only on one side. He pronounced partnership, patnership.

The speaker substituting for Dr. Madeline Hunter was excellent. He warned educators that it was a mistake to treat critics as adversaries and advised that, "the longer truth is delayed, the more important that truth becomes." This speaker also cited the average tenure of a superintendent nationally is three years.

After lunch we heard Dr. Leona Blum, National Council of English, Urbana, Illinois, and found her knowledgeable and charming--a kindred spirit

with practical suggestions. She joined our table for breakfast and discussion next morning and gave moral support to our telling the U. S. Department of Education representatives that chairman is a good word and irregardless is not! We also reminded the department that back in Oklahoma we were circulating petitions opposing tuition tax credits for private schools.

Our business meeting was as brisk and efficient as our newly installed president appeared to be. Roy Brubacher of Colorado presented a convincing case for the four day school week.

The president's reception featured exotic tea and complimentary bags of Colorado roasted wheat snacks.

Tuesday afternoon's cruise of Penobscot Bay and lobster dinner that night were both special. The number of buoys marking lobster traps were as fascinating to us as the traps themselves.

We concluded a meaningful meeting and left in our little rented Cougar for Boston, via the capitol, Wednesday morning. In Boston our fearless driver Tom found our hotel by overshooting the exit and later following directions to "follow the fence and turn left"; this from a service station attendant who had no idea which way we were headed. Enroute to the hotel, Jean enjoyed the interesting old row houses, while Tom drove and I checked street signs against a local map.

Helen joined us from Philadelphia, and after a full day's touring of Boston, we went by bus through Vermont and New Hampshire (colorful foliage and scenery) to Quebec. Three days later, we went on to Montreal, Boston and home.

Helping Teachers with Classroom Management

Douglas D. Christensen
Colby Public Schools
Colby, Kansas

Effective classroom management begins with a plan or design. Effective management of classroom activities and the management of student behavior must be planned by all staff members. Effective classroom management and management of student behavior rarely results unless there is involvement of the board of education, the superintendent of schools, building principals, classroom teacher, parents, and students.

Planning for effective classroom management begins with board of education policy. Through specification of board policy regarding classroom management expectations, teachers are provided the basis for establishing classroom procedures, rules and regulations, and consequences for inappropriate behavior. Board policy also defines the standards for determining appropriate and inappropriate behavior.

After board of education policy has been delineated, it is essential that the superintendent of schools takes leadership in assisting building principals and classroom teachers in developing management plans. The superintendent is responsible for developing the basic format for management plans as well as seeing that management plans are developed in accordance with board of education policy.

Planning for effective classroom management, by teachers, begins with clear conceptions of an effective classroom environment, including both the physical and human element involved. Teachers must clearly understand what kind environment is desired and how that environment relates to effective instruction by teachers and learning by students.

Expectations for student behavior and achievement are established, based upon how the classroom environment is perceived by teachers. A classroom climate conducive to learning is one in which students are free to learn and teachers are free to teach.

Unless, or until, classroom teachers plan for behavior in the same way they plan for other types of instruction, effective classroom environments will rarely exist. All teachers, through the use of a planning model, can become effective managers of the classroom environment.

In essence, effective classroom environments rarely happen by accident. They almost always happen when they are planned.

Cooperative Learning: A Strategy for
Improving Student Outcome and a Report
on Local Implementation

Robert James and Ray Woods
Kansas State University
Manhattan, Kansas

Recent meta analysis by David and Roger Johnson¹ have substantiated their claim that cooperative learning is a powerful tool for structuring learning experiences for K-12 youngsters. Their construct is based on the idea that students learn more when they learn cooperatively than they do when they learn individually or in large group work. They conceive of cooperative learning in terms of small heterogeneous groups working together to complete learning tasks. This process emphasizes not only the achievement of the learning task itself, but the development of cooperative learning skills. Many K-12 students appear not to have learned very much about cooperation, and in fact may believe that it is inappropriate to learn by working with their peers.

The research results published in Meta Analysis by Johnson and Johnson² show that when instructional outcomes are compared across cooperative group learning, large group learning, and individualized learning, students involved in cooperative learning have superior learning outcomes which regard to:

1. Learning of content regardless of the achievement level of the student.
2. Attitude toward school.
3. Attitude toward school staff, including teachers.

¹Johnson, David W. and Roger T. Johnson: Learning Together and Alone. Englewood Cliffs, New Jersey; Prentice-Hall, Inc.; 1975.

²Johnson, David W. et al. Effects of Cooperative Competition, and Individualistic Goal Structures on Achievement: A Meta Analysis; Psychological Bulletin, 1981, Vol. 89, No. 1, 47-62.

4. Attitudes toward themselves, self concept.
5. Attitude toward their peers.
6. The development of positive cooperative learning skills:

Ogden Elementary School began implementing cooperative learning in the elementary program in the fall of 1982 with a consultant visit from Lincoln, Nebraska, Public schools. Subsequent visits were made to classrooms in Lincoln where cooperative learning was being used. Some teachers have planned together to develop their strategies for implementation and while not all classrooms in elementary school are using this approach, several have begun and are growing in their use and understanding of the concept.

Parent Involvement in Rural Schools

Mary McDonnell Harris
Kansas State University
Manhattan, Kansas

Parent involvement has been cited as one means by which our nation's public schools may be pulled from the brink of disaster. David Seeley, in Education Through Partnership, advances the position of political economist, Albert O. Hirschman, that unless the voice of the people is restored to America's public schools, their choice will move education from the public to the private sector through a voucher system (p. xvii). At that point, much of our common understanding of the purpose of education in a democracy would be forced to fundamental revision.

This paper applies Gordon's classification of community involvement programs (parent impact, comprehensive services, school impact and community impact) and Cromer's definition of levels of parent involvement (participation, volunteer, governance) to rural school programs. Examples of programs at each level and of several impact types are cited from rural school literature. Examination of rural examples from these definitional perspectives leads to several conclusions. Parent involvement, especially at the governance level, is an important component lending to greater community trust in its teachers and pride in their accomplishments with students.

Involving parents in governance activities requires a certain background of commitment from responsible members of the community. Cromer's notion of levels of involvement provides a helpful way of classifying involvement programs by parent commitment and for establishing goals for development of such programs. The concept of levels also offers a means of protecting the schools from decisions of parent governors who have not already participated extensively in its programs. This is not to deny the right of every citizen

to be heard, but only to recognize that individual voices may not represent that of the larger community.

While several models for parent involvement have been tried in rural schools, the community impact model seems clearly preferable. This model suggests both that parents be assured of a voice in the school and that the school be assured of an influence over family life for the educational benefit of youngsters. Such an exchange seems vital if education is to command the energy and devotion that once placed schooling at the heart of the rural community.

Relationship of School Size and Academic Achievement in New Mexico Schools

Helena Martellero and Everett D. Edington
New Mexico State University
Las Cruces, New Mexico

The purpose of this study was to determine if a significant relationship existed between school enrollment size and academic achievement. The dependent variable in this study was academic achievement as measured by the scale score on the CTBS. The independent variables for this study were: school enrollment size, percentage of students eligible for the Title I programs in the school, percentage of students in special education in the district, the pupil/teacher ratio for the district, the average district salary for teachers, the average years of teaching experience for the district, the percentage of teachers with masters of higher degrees in the district, the percentage of Spanish American and Native American students in the district, the mobility rate of students in the district, and expenditures per pupil for the district.

Results

Correlation coefficients between school enrollment size and the criterion variable academic achievement ranged from .01 to .03. All coefficients were in the positive direction.

In examining the twelve multiple regression model results, it was determined that in all cases school enrollment size could not be shown to be statistically significantly related to academic achievement. From the available data, there is no reason to believe that school enrollment size is related to academic achievement.

Conclusions

The following conclusions were made:

1. From the data in this study there is no reason to believe that school enrollment size is related to academic achievement.
2. The percentage of students eligible for Title I and the ethnicity variables (percentage of Native American and Spanish American students) appears to contribute significantly to academic achievement, far more than any other variables examined in this study.
3. The percentage of students eligible for Title I appears to be the primary significant variable in the early years (elementary and junior high) of education. In the later years, the ethnicity variables (percentage of Native American and Spanish American students) appear to be the primary significant variables with Title I no longer being a significant variable.

Student Activities Provide an Opportunity for
Socialization of the Rural School Learners

Floyd Price
Kansas State University
Manhattan, Kansas

Some of the recent studies and critics of education have suggested eliminating the student activities program. It is an unfortunate fact that many positive aspects of our educational systems are often ignored or slighted while problems and criticisms are constantly being brought to the public's attention.

Activities should not be considered as a separate part of our overall Educational Program, but an integral part of it. A good, well rounded education means not only that it is academically oriented, but one that also includes physical, social and emotional development.

Student activities increase the attractiveness of school. If students remain in school to play football or basketball or to play in the school band that is good. Socialization takes place at athletic contests, school musical groups, being a cheerleader, planning school parties and dances and participating in school elections.

Students learn that activities are important because they show you how to win and they can show you how to lose. They teach you confidence and pride in yourself; you learn sportsmanship and respect for the rules; you learn tolerance and understanding for people; you learn to control your emotions and you learn the self-satisfaction of accomplishing a goal.

Activities constitute a part of the right kind of "growing up" experiences for American boys and girls. Youth are interested in doing things well - in belonging - in displaying loyalty.

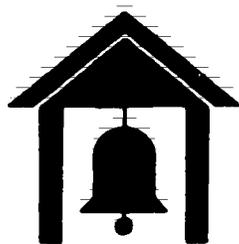
Socialization is basically a method for adopting youth to the existing social condition. It involves: (1) learning to take responsibility; (2) learning to work independently; (3) learning to lead and to follow; (4) learning how to make decisions.

Project Equality Flies in Fredonia
(A Federal Career Program Is Successfully Adopted)

Max Wilson
Charlotte Svaty
Sheryl Cleverley
Unified School District #484
Fredonia, Kansas

Max Wilson, Charlotte Svaty and Sheryl Cleverley of U.S.D. 484, Fredonia, Kansas presented a slide show of the successful adoption of PROJECT EQUALITY, a career equity program, by their school system in grades K-6. It takes planning and extra effort for a small rural school (950 students K-12) to adopt a federal project. The program showed the procedures taken and the people involved in the adoption of a National Diffusion Network program. This slide/tape show is available for loan to interested districts.

Questions were answered. A display provided materials on PROJECT EQUALITY, the National Diffusion Network, career activities for the classroom teacher, and the names of contact people.



Rural Schools:

The Heartland of American Education

Joint Meeting of the
75th Annual
Rural Education Association Conference
and the
5th Annual
Rural and Small Schools Conference

Kansas State University
October 15-18, 1983



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Program Summary

	Saturday	Sunday	Monday	Tuesday
7:00	Registration: 11:00 a.m.-5:00 p.m. Holiday	Registration: 11:00 a.m.-5:00 p.m.	Registration: 7:00 a.m.-5:00 p.m. Exhibits: 8:30 a.m.-4:30 p.m. K-SU Ballrooms	Registration: 7:00 a.m.-12:00 noon Exhibits: 8:00 a.m.-10:30 a.m. K-SU Ballrooms
8:00			Breakfast: Main Ballroom	Breakfast and General Session Union Ballroom
9:00			General Session Forum Hall	
10:00	REA Board Meeting Holiday		Concurrent Sessions K-State Union	Concurrent Sessions K-State Union
11:00			Luncheon and General Session Union Ballroom	Luncheon Main Ballroom
12:00				
1:00	Committee Meetings Holiday	Concurrent Sessions K-State Union		
2:00		REA President's Ceremony Cars' Pause		
3:00	Delegate Assembly Holiday		Concurrent Sessions K-State Union	Tour of Abilene and Eisenhower Center
4:00				
5:00		Concurrent Sessions K-State Union		
6:00	Social Hour Holiday	President's Reception Holiday	Social Hour Ramada Inn	
7:00	Delegate Dinner Holiday			Western Barbeque
8:00			Banquet Main Ballroom	
9:00			Aggieville Tour	

Rural Schools: The Heartland of American Education

Joint Meeting of the
**75th Annual
Rural Education Association Conference**
and the
**5th Annual
Rural and Small Schools Conference**

Kansas State University
October 15-18, 1983

Hosted by:

Kansas State University's
College of Education
Center for Rural Education and Small Schools
and Division of Continuing Education

Co-Hosts:

Kansas Association of School Boards
Kansas National Education Association
Kansas State Department of Education
Mid-Continent Regional Education Laboratory
Schools for Quality Education
United School Administrators of Kansas
U.S. Department of Education, Region VII

**Rural Education Association
Executive Committee**

President

Mr. Roy Brubacher
(Colorado)

President-Elect

Dr. James Jess
(Iowa)

Immediate Past President

Dr. Glenn T. Thompson
(Wisconsin)

Executive Committee

1983

Ms. Charlene Popham
(Maine)

Rural School Administrator

1983

Dr. Freeman Van Wickler
(New York)

Educational Service Agency

1984

Mr. Glen Shaw
(Minnesota)

Member at Large

1984

Ms. Irene "Kit" Collings
(Wyoming)

Rural School Teacher

1985

Ms. Shirley Stancil
(Arkansas)

State Education Agency

1985

Dr. Alan Zetler
(Montana)

Higher Education

Executive Director

Dr. Joseph T. Newlin
REA Headquarters
Office for Rural Education
300 Education Building
Colorado State University
Fort Collins, Colorado 80523
Phone: (303) 491-7022

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1983 REA Delegate Assembly

State	Delegate
Alaska	Dr. Margery Walker
Arizona	Dr. Anita Lohr Mr. Stuart J. Meinke
Arkansas	Mr. Russell Leon McClure Mr. James W. O'Dell Mr. Virgil Coy Hammons
California	Mr. Thomas W. Hawkins
Colorado	Mr. Darrel D. Davis Mr. C.L. Stiverson
Connecticut	Mr. Roy Brown Ms. Therese M. McKeon
Georgia	Dr. Dale Lick
Idaho	Mr. H.G. Allen Mr. Gordon S. Loosle
Illinois	Mr. John R. Evans
Iowa	Mr. Dwight Bode Mr. Dale L. Jensen
Kansas	Dr. Jerry G. Horn
Kentucky	Ms. Doris Helge Dr. Lawrence W. Marrs
Maine	Mr. Peter J. Schwalbenberg Ms. Charlene L. Popham
Maryland	Dr. E. Robert Stephens
Massachusetts	Mr. Curtis E. Hall
Michigan	Mr. Gerald D. Hanson Mr. James A. Clark
Minnesota	Mr. Randall T. Lambert Mr. Dean L. Swanson
Montana	Dr. Alan G. Zetler Mr. Ralph Kroon
Nebraska	Mr. Allan W. Hansen
Nevada	Mr. Leon Hensley
New Hampshire	Dr. Gerald P. Bourgeois
New Mexico	Dr. Everett D. Edington Dr. Jack T. Cole
New York	Mr. Paul W. Haley Mr. A. Calvin Peterson
North Carolina	Dr. Richard W. Warner, Jr.
North Dakota	Mr. W. Ray Stewart

Ohio	Mr. Dallas E. Gardner
Oklahoma	Ms. Jean Murray-Hendon
Oregon	Mr. Donald F. Miller Mr. Thomas F. Huebner
Pennsylvania	Mr. L. Lloyd Ruoss
South Dakota	Mr. Dal Williams Dr. Thomas E. Moriarty
Texas	Mr. David Malone
Utah	Mr. E. Kent Ellertson Mr. Ray S. Whittaker
Vermont	Mr. W. Scott Blanchard
Virginia	Mr. Russell S. Moon, Jr. Mr. Sam A. Owen
Washington	Mr. Fred Tidwell Mr. Philip J. Reiter
Wisconsin	Mr. Roland Solberg Mr. Roy Durst Mr. D.J. Schmaltz
Wyoming	Ms. Irene "Kit" Collings
Washington, D.C.	Dr. Helen R. Roberts

1983 REA Committee Chairpersons

REA Communications Committee	Ms. Irene "Kit" Collings
REA Delegate Assembly Coordination Committee	Dr. James D. Jess Mr. Lowell Tornquist Dr. Joseph T. Newlin
REA Finance Committee	Ms. Charlene Popham Mr. Glen Shaw Dr. Joseph T. Newlin
REA Legislative Action Committee	Dr. E. Robert Stephens
REA Membership Committee	Dr. Freeman Van Wickler
REA Nominations and Elections Committee	Dr. Allen Hansen
REA Resolutions Committee	Ms. Shirley Stancil
REA Resource Committee	Mr. Everett D. Edington
REA Research Committee	Dr. Alan G. Zetler
REA Time and Place Committee	Mr. Glen Shaw

GOAL and OBJECTIVES Rural Education Association

(Adopted October Convention 1980)

One Goal Expanded

To further the improvement of educational opportunities for all children in rural areas with additional attention to those for whom opportunities have been most severely limited in the past. This goal will be accomplished by:

- A. Promoting state and regional delivery systems which bring about efficient and effective education for children in rural areas.
- B. Serving as the national advocate and representative for rural education.
- C. Stimulating discussion, research and policy development regarding equal educational opportunities for such severely affected rural youth as migrants; native Americans; and those living in rural poverty.
- D. Providing coordination, at the national level, for rural education programs and activities.
- E. Brokering assistance of appropriate agencies and individuals to meet the needs of small schools.
- F. Encouraging colleges and universities to develop materials and resources specifically for rural schools and to train school personnel to work more effectively in small schools.
- G. Encouraging the collection and dissemination of promising practices, statistical data, and other appropriate information relating to rural education as well as the sharing of services and resources among educational organizations and agencies.
- H. Providing leadership for rural education related conferences and workshops.
- I. Providing a forum for all those involved in public education in rural areas— including teachers, administrators, board members, and members of the rural community at large whereby they may come together professionally and exchange ideas.
- J. Stressing the need for public and private agencies to develop specific educational materials and technology appropriate to children in rural areas.

Association Objectives

- 1. Organize internal structure to form and take positions on issues involving rural education.
- 2. Establish liaison with other national organizations related to rural education.
- 3. Actively promote membership and active participation of teachers, administrators, board members and members of the rural community at large.

- 4. Enlist active participation of Executive Board (Change membership structure).
- 5. Change membership classifications and dues structure.
- 6. Establish job description and appoint full time Executive Director.
- 7. Secure central office staff.
- 8. Establish communication system utilizing delegate system, publications, legislative and educational agency contacts.
- 9. Establish state delegate system and enlarge membership structure.
- 10. Provide ex-officio status to increase rural education representation and exposure to rural education programs and activities.
- 11. Provide travel resources for REA officers, Executive Committee, or other representatives to travel and participate in rural-related conferences, etc.
- 12. Provide national conference with adequate budget.
- 13. Establish coordinating committee—task force representative of all states.
- 14. Establish cost-sharing process to further rural education with selected and interested agencies.
- 15. Establish rural education needs—materials and programs.
- 16. Determine what materials and resources for training rural school personnel presently exist.
- 17. Provide data to publishers and media to support need for specific materials.
- 18. Identify and spotlight delivery systems effectively serving rural areas.
- 19. Establish strong central REA office to solicit, collect and prepare for disseminating various promising practices, etc.
- 20. Encourage mass media to develop technology to serve rural education efficiently.
- 21. Impact publishing houses regarding rural emphasis in texts and related media resources.
- 22. Coordinate the establishment of training programs for educators to assist in their personal adjustment and professional adaptation to living and working in rural areas.
- 23. Promote research through REA Research Award.
- 24. Promote use of National Clearinghouse, ERIC/CRESS, and regional labs for research and dissemination related to rural education.
- 25. Expand rural publication (internal REA, etc., ERIC/CRESS). Development of control printing facilities or contract capabilities.
- 26. Prepare rural-leadership-related brochures, pamphlets; disseminate appropriate materials.
- 27. Establish speakers bureau file.
- 28. Urge that readers and evaluators of educational programs for national validation include rural as well as urban and suburban representatives.

1983 Conference State-Wide Planning Committee

George Anshutz	Rural/Small School Superintendent
Dale M. Dennis	Kansas State Department of Education
Roberta Flaherty	KSU, Division of Continuing Education
Marilyn Flannigan	Kansas National Education Association
Jerry Horn	KSU, College of Education
Donald Jacobsmeyer	U.S. Department of Education, Region VII
Karen Keller	KSU, Division of Continuing Education
Clay Loyd	Kansas National Education Association
M.D. McKenney	United School Administrators of Kansas
K.D. Moran	Kansas Association of School Boards
Paul Nachtrgal	Mid-Continent Regional Educational Laboratory
Michael O. Rooney	Schools for Quality Education

Kansas State University College of Education Planning Committees

Chairman Dr. Jerry Horn	Transportation Dr. James Albracht
Program and Presenters Dr. John Hortin Dr. V. Ray Kurtz	Media Support Services Mr. Ronald Hoffman Dr. John Hortin
Exhibits and Financial Support Dr. Ronald Rosenblatt Dr. Margery Neely	Hospitality and Entertainment Dr. Stephen Cunningham Dr. Gerald Bailey Dr. Mary Harris

We would like to recognize Dr. Robert Scott for his contributions prior to his death on May 1, 1983.

General Information

Registration and Information

The conference registration and information desk will be located in the lobby of the Holidome to provide participants with general information on the conference 11:00 a.m. to 5:00 p.m.; Saturday, October 15. After this time, participants should report to the second floor of the K-State Union to register. The registration desk will be open 11:00 a.m. to 5:00 p.m.; Saturday, October 16; 7:00 a.m. to 5:00 p.m.; Monday, October 17; and 7:00 a.m. to 12:00 p.m.; Tuesday, October 18.

Messages

A message board for conference participants will be set up at the registration desk.

Important announcements will also be posted. Please check the board periodically for messages and announcements.

Exhibits

The exhibits will be located in the K-S-U Ballroom on the second floor of the K-State Union. The exhibits room will be open Monday, October 17, 8:30 a.m. to 4:30 p.m. and Tuesday, October 18, 8:00 a.m. to 10:30 a.m. Please stop by to view the exhibits.

REA Committee Meetings

The REA committee meetings will be held at the Holidome on Saturday, October 15. The meeting room assignments of the committees will be posted at the registration desk.

After Saturday, please inquire at the registration desk regarding a meeting place if additional meetings are necessary.

Spouse Program

Those spouses interested in attending "Pumpkin Patch," an annual arts and crafts fair, should meet at the registration desk at the Holidome at 1:30 p.m. on Saturday, October 15.

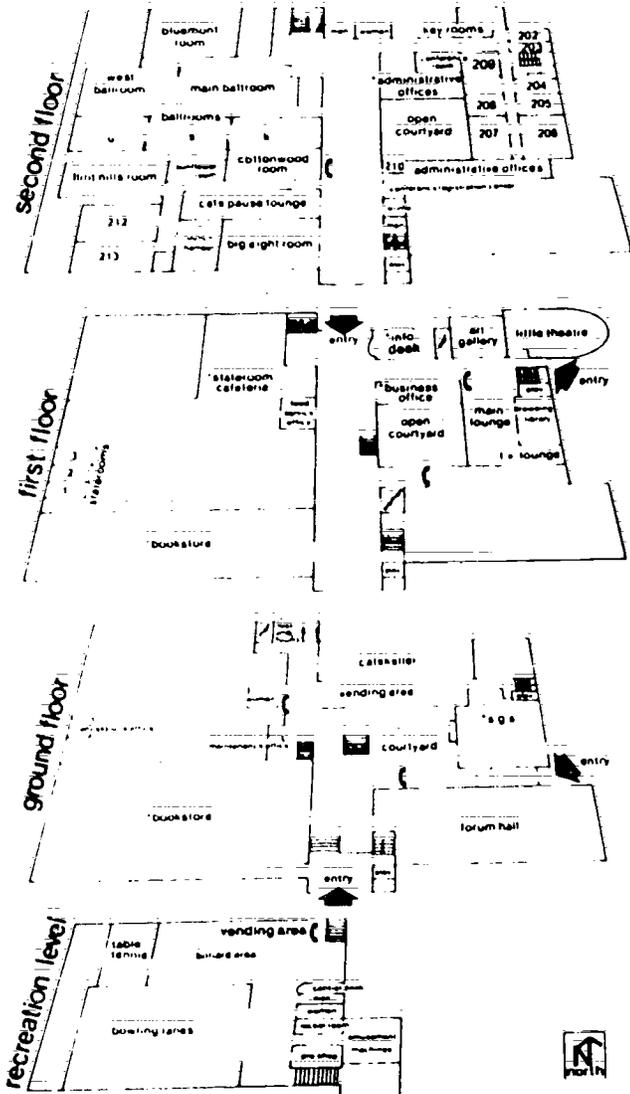
On Sunday, October 16, the bus will leave from the front of the Holidome at 1:45 p.m. and from the K-State Union parking lot entry at 2:00 p.m. for the Riley County Historical Society tour and antiquing trip. The bus will return you to the Holidome at 5:15 p.m.

The tour of Historic Fort Riley will leave from the Holidome at 8:10 a.m. and from the parking lot entry of the K-State Union at 8:30 a.m. on Monday, October 17. Lunch will be on your own at the Officers' Club. After shopping in the afternoon, the bus will return to the K-State Union and the Holidome at 3:30 p.m.

On Tuesday morning, spouses should meet at the registration desk in the K-State Union at 8:30 a.m. for the tours of campus or the McCall Pattern Company. (We will plan to carpool to McCalls.)

Please be sure to be at the designated departure places at the scheduled time.

K-State Union Building Guide



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Conference Program

Saturday, October 15 (Holidome)

9:00 a.m.	REA Executive Board Meeting	Conference Room I
11:00 a.m.-5:00 p.m.	Registration	Holidome Lobby
1:00 p.m.	REA Committee Meetings	Holidome
3:00 p.m.	REA Delegate Assembly	Regency Ballroom BI

Agenda:

- I. Call to Order
Presiding: James Jess, REA President-Elect
Roy Brubacher, President
- II. Roll Call
Joe Newlin
- III. Delegate Assembly Membership (Delegate Assembly Coordinating Committee)
 - a. Review of Terms
Joe Newlin, James Jess, Lowell Tornquist
 - b. Responsibilities
- IV. Committee Reports
 - a. Membership Committee
Freeman Van Wickler, Alan Hansen
 - b. Nomination & Election Committee
Alan Zetler
 - c. Research Committee
Glen Shaw
 - d. Time & Place Committee
Irene Collings
 - e. Communications Committee
Bob Stephens
 - f. Legislative Committee
Everett Edington
 - g. Resource Committee
Shirley Stencil
 - h. Resolutions Committee
 1. Discussion & Adoption of Resolutions
 2. Discussion & Adoption of Position Statements
 - i. Finance Committee
Charlene Popham, Joe Newlin, Glen Shaw
 1. Financial Report
 2. Budget Proposal '83-'84
- V. Other Business

5:30 p.m.	Social Hour (cash bar)	Regency Ballroom BI
6:30 p.m.	Dinner for Delegate Assembly Entertainment provided by the Manhattan U.S.D. #183 Pops Choir	Regency Ballroom BI

Sunday, October 16 (K-State Union)

11:00 a.m.-5:00 p.m.	Registration	Second Floor Concourse
12:00 Noon	Luncheon	Main Ballroom
12:45 p.m.	General Session Presiding: Roy Brubacher, REA President	

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Welcome: Harold Blackburn, Assistant Commissioner of Educational Services, Kansas State Department of Education

Address: Lawrence Davenport, Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education

2:15 p.m.-3:15 p.m.
Concurrent Sessions

Option I

A Practical Way to Provide Computer Literacy to all Students--A Micro-computer Mobile Laboratory
Newton W. Fink and David Van Sant, Fort Lupton, CO
Presiding: John Shaw, SQE
Cottonwood Room

Option II

Helping Teachers With Classroom Management
Douglas D. Christensen, Superintendent
USD 315, Colby, KS
Presiding: John Kaftan, SQE
Big 8 Room

Option III

Relationship of School Size and Academic Achievement in New Mexico Schools
Helena Martellero and Everett D. Edington, New Mexico State University
Presiding: Mike Rooney, SQE
Room 212

Option IV

Enhancing Your Arts Program by Utilizing Staff and Community Resources: Case Studies from Rural Kansas
James W. Hillesheim, University of Kansas
Delsarah A. Hillesheim, University of Kansas
Terry Duntz, Sabetha, KS
Merry Wade, Mulpherson, KS
Lynn Smith, Overbrook, KS
Presiding: Clair Beecher, SQE
Room 213

Option V

Issues that Affect the Minority Student
Charles R. Van, Kansas State University
Presiding: Larry Wade, SQE
Room 207

Option VI

1983 REA Research Award Paper Presentation
Coordinator: Alan Zetler, REA Research Committee
Presiding: A.C. Bowlin, SQE
Sunflower Room

3:20 p.m.

"Meet the Past REA Presidents" Ceremony
Car's Pause

Presiding: William Dreier, University of Northern Iowa

4:15 p.m.-5:15 p.m.
Concurrent Sessions

Option I

Microcomputer Authoring Languages
Jacqueline K. Pederson, Texas Tech University
Presiding: Ruth Ann Hackler, SQE
Cottonwood Room

Option II

Results of Research on K-12 and 1-12 Rural School Districts in the United States
Bruce Barker and Ivan D. Muse
Brigham Young University
Presiding: Mike Rooney, SQE
Room 207

Option III

A School-Community Relations Plan for a Small, Rural School District
Steve Toy, Otis, Colorado
Presiding: Delphine Norton, SQE
Big 8 Room

Option IV

"The Stone Unhewn," A Treatment Concerning Expanding Learning Opportunities in Small School Districts
James T. Akers, Superintendent, Madison, KS
Presiding: Charles Hoggatt, SQE
Flint Hills Room

Option V

The University & Rural Schools: Effective Partners in Developing Secondary Reading Programs
Clara G. Colwell, Kansas State University
Elizabeth Ince, Manhattan High School, Manhattan, Kansas
Nancy Mangano, Kansas State University
Presiding: Jerry Reed, SQE
Room 212

5:30 p.m.-7:00 p.m.

REA President's Reception (Holidome)
Dinner on Your Own
SICO Suite Room 151

Monday, October 17 (K-State Union)

7:00 a.m.
Registration
Second Floor Concourse

8:30 a.m.-4:30 p.m.
Exhibits
K-S-U Ballrooms

7:30 a.m.
Breakfast
Main Ballroom

8:45 a.m.
General Session
Forum Hall

Presiding: James Jess, President-elect
Rural Education Association

Welcome: Duane Aker, President,
Kansas State University

Address: Jonathan Sher, Author and
Associate Dean, North Carolina
State University

State of the Association Address: Dr.
Roy Brubacher, President, Rural
Education Association

10:00 a.m.

Exhibits and Refreshments

K S-U Ballrooms

10:15 a.m.-11:45 a.m.

Concurrent Sessions

Option I

Language Arts

Sunflower Room

Language Arts in Rural Schools

Mel Riggs, Kansas State Department
of Education

Developing Language Arts Curricu-
lum in the Rural School

V. Pauline Hedges, Colorado State
University

Willa Kippes, Valley High School,
Fort Collins, CO

Presiding: Galen Kelly, SQE

Option II

Computers

Cottonwood Room

The Role of Microcomputer Technol-
ogy in Rural School Curriculum
Development

Cecil R. Truchlood and Kathleen
Flanagan, Pennsylvania State Uni-
versity

A Unique Delivery System to Rural
Schools: The NMSU-Space Cen-
ter Microcomputer Van Program

Jeanette Martin, Luiza Amodeo and
Jerald L. Reece, New Mexico State
University

Presiding: Larry Wade, SQE

Option III

Sharing and Expanding Learning Oppor-
tunities

Room 212

Sharing To Learn-Learn to Share

Dale Sorenson, Corwith, IA

Presiding: Bob Mosier, SQE

Option IV

Individualized Learning

Room 207

Expanding the Rural School Curricu-
lum: Success With Self-Instruc-
tional Courseware

Michael B. Clay, Clay Consultants,
Littlefork, MN

Individualized Language Arts: Diag-
nosis Prescription and Evaluation
Fred W. Myers, Superintendent, Gil-
pin County, Black Hawk, CO

Presiding: Sue Saylor, SQE

Option V

Curriculum and Teacher Development

Big 8 Room

The Role of the School Board, Ad-
ministration, Teachers and Con-
sultants in a Process for Curricu-
lum and Development

Ann Starlin, USD 458, Basehor-
Linwood, KS

Russell Tomlin, USD 458, Basehor-
Linwood, KS

Nancy Smith, Kansas State Uni-
versity

A Rural Based Teacher Development
Program in Eastern Oregon

R. Doyle Slater, Eastern Oregon State
College

Ted Williams, Utah State University

Presiding: Barbara Palmer, SQE

Option VI

Time on Task and Four-Day Week
Classes

Flint Hills Room

Time on Task and Staff Development
in a Four-Day Schedule

William Timpson, Colorado State
University

Four-day Week Classes

C.L. Stiverson, Colorado State De-
partment of Education

Robert Richburg, Colorado State
University

Presiding: Eugene Stanley, SQE

12:00 Noon

Luncheon

Main Ballroom

12:45 p.m.

General Session

Presiding: Freeman Van Wickler,
Executive Committee, Rural Edu-
cation Association

Address: Robert M. Worthington,
Assistant Secretary for Vocational
and Adult Education U.S. De-
partment of Education

1:40 p.m.-2:45 p.m.

Concurrent Sessions

Option I

Public Policy and State Agencies

Flint Hills Room

The Quest for Educational Quality as
Expressed in Public Policy

Thomas E. Moriarty, University of
South Dakota

School Finances Reform: A Policy
Analysis

Lois Danes, University of South Da-
kota

Special Education: Quality Control
Lory Layelle LaPointe, University of
South Dakota
Presiding: Clyde Colwell, KSU

Option II

Computers
Facilitating Instructional Use of Small
Computers in Rural Schools
Daryl Hobbs, Tom Weibel, and Rich
and Phillips, University of Mis-
souri

Big 8 Room

Multi-Task Computer Networking
Applications
Hugh Pursel and Jim Wheeler, North-
west Kansas Educational Service
Center, Colby, KS
Presiding: Ray Kurtz, KSU

Option III

Staff and Curriculum Development
Improving the Climate in Rural
Schools Through an Individual-
ized Staff Development Program
Kathleen Flanagan and Cecil R. True-
blood, Pennsylvania State Univer-
sity

Room 207

How Curriculum Development Can
Help the Small School Educators
Cope with Providing an Approp-
riate and Challenging Education
Phyllis Tarrant, Director, Curriculum
and Guidance, Salina, KS
Presiding: Robert Hill, KSU

Option IV

Special Education
Delivering of Viable Special Educa-
tion Services to Rural School Dis-
tricts
Jack T. Cole and Paul A. Wirth, New
Mexico State University

Room 212

Effective Use of Special Education
Consultants in Meeting Needs of
Exceptional Students
Peggy A. Dettmer and Norma Dyck,
Kansas State University
Presiding: Floyd Price, KSU

Option V

Professional Growth and School Finance
District Model for Professional
Growth
Timothy A. Rundus, Superintendent;
Ken McCormic, Assistant Super-
intendent, and Barbara Palmer,
Board Member, USD #213, Ulys-
ses, KS

Sunflower Room

Modifying Factors in State School Fi-
nance Plans for Small and Rural
Schools--A Review of Current
State Legislation
William E. Sparkman, Texas Tech
University
Presiding: Bette Zikmund, KSU

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Option VI

Parent Participation and Indifferences
School Improvement Through Parent
Participation
Mary McDonnell Harris, Kansas State
University

Room 213

Will Indifference and Lack of Conti-
dence Ruin Public Education?
Francis W. Matika, Beaver Valley In-
termediate Unit Monaca, PA
Presiding: Wanda Reed, SQE

2:45 p.m.
Exhibits and Refreshments

K.S.U. Ballrooms

3:15 p.m.-4:15 p.m.
Concurrent Sessions

Option I

Public Policy and State Agencies
Local Curriculum and State Agencies
Leland Bordeaux, University of South
Dakota

Flint Hills Room

Personnel Policies: For Whom and
How
Marilyn Charging, University of
South Dakota

Summary and Future Probe of Plains
State Educational Policies
Eugene Randall Emahiser, University
of South Dakota
Presiding: Mike Kastle, SQE

Option II

The Community and Administration:
Marion or Merriam?: How a Rural
School Background Aided in De-
veloping Leadership Skills
Ron Wineinger, 1981-82 Kansas FFA
President

Room 212

Media People and School People
Should be Friends
G. Kent Stewart, Kansas State Uni-
versity
Presiding: Doug Spillman, SQE

Option III

A Research and Development Agenda
for Rural Education
Robert E. Stephens, University of
Maryland
Presiding: Paul McNall, SQE

Room 207

Option IV

Teacher Drop-Out and Recruitment
Teacher Drop-Out: A National Dis-
grace
William H. Kurtz, Southwest Texas
State University

Big 8 Room

Recruitment and Retention of Special
Education Teachers
Ann J. Fritz, Eskridge, KS
Norma Dyck, Kansas State University
Presiding: Garry Norris, SQE

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Option V

The Impact of Microcomputers on Rural Schools
Frank A. Smith, New Mexico State University
Presiding: Larry Geil, SQE

Sunflower Room

Option VI

The World of Rural Education
Japanese Seminar on Education, Management and Technology, 1983
LaVelle Wittmer, Superintendent, Newkirk, OK
Jean Hendon, Superintendent, Logan County, OK
Tom Summers, Tulsa County Superintendent, OK

Cottonwood Room

Serving the Career Development Needs of Rural Youth
Dennis Angle, Director of Kansas Careers, Kansas State University
Presiding: Karen Schadel, SQE

Option VII

Putting the Rural Back in Rural Education
Reigh Hubel, S.W. State University, Marshall, MN
Presiding: Gary Kitto, KSU

Room 213

4:30 p.m.-5:30 p.m.

Concurrent Sessions

Option I

Cooperative Learning: A Strategy for Improving Student Outcomes and A Report on Local Implementation

Big 8 Room

Robert K. James, Kansas State University and Ray Woods, USD 383, Manhattan, KS
Presiding: Leo Schell, KSU

Option II

Kansas Financial and Legislative Update on Education
Dale Dennis, Kansas State Department of Education
Presiding: Jim Harris, SQE

Forum Hall

Option III

A Model Staff Development Program for Rural Educators
Gerald D. Bailey, Kansas State University
Tom Hawk, USD 383, Manhattan, Kansas
Presiding: Randy Lake, KSU

Flint Hills Room

Option IV

"The 3 Ms" Making Microcomputers Meaningful With In-Service Workshops
Harold Custer Whiteside, Kansas State University and Steve Kellepsouris, Principal, Haviland, Kansas
Presiding: Mary McDonnell Harris, KSU

Cottonwood Room

5:30 p.m.-6:30 p.m.

Social Hour (Ramada Inn)
Sponsored by: School Specialty Supply, Inc., Salina, Kansas

6:45 p.m.

Banquet
Presiding: Jerry Horn, Associate Dean, College of Education, Kansas State University
Entertainment: Wamego, KS, U.S.D. #320 Jazz Band

Main Ballroom

Awards and Recognitions:
1. KSU Outstanding Rural Administrator
2. SQE Student Essay Award
3. REA Rural Research Award

Presentation:
Thomas R. Docking, Lieutenant Governor, State of Kansas
Duane M. Nielsen, Vice-Chairman of the U.S. Department of Education Rural Education Committee and Deputy Director of the Division of Innovation and Development

9:30 p.m.

Optional tour of Aggieville

Tuesday, October 18 (K-State Union)

7:00 a.m.-12:00 Noon

Registration

Second Floor Concourse

8:00 a.m.-10:30 a.m.

Exhibits

K-S-U Ballrooms

7:30 a.m.

Breakfast

Main Ballroom

8:15 a.m.

General Session

Main Ballroom

Presiding: Joe Newlin, Executive Director, Rural Education Association

Address: Don Jacobsmeier, Rural Education Specialist, U.S. Department of Education, Region VII

Robert Haderlein, Member of National Commission on Excellence in Education and Past President of National School Board Association, Girard, Kansas

9:15 a.m.

Exhibits and Refreshments

K-S-U Ballrooms

9:30 a.m.-11:30 a.m.

REA Business Meeting

Forum Hall

Presiding: Roy Brubacher, President, Rural Education Association

9:30 a.m.-10:30 a.m.

Concurrent Sessions

Option I

Career and Vocational Education
Project Equality Flies in Fredonia-(A Federal Career Program is Successfully Adopted)

Big 8 Room

Sheryl D. Cleverley, Charlotte Syaty,
Max Wilson and John Ross
Fredonia, Kansas

Vocational Agribusiness—Improving
the Agriculture Program

Dan K. Gutshall, Tonganoxie, Kansas
Presiding: Merrit Atwell, SQE

Option II

Supervision and Staff Development
A Working Relationship—Skilled Su-
pervision and the Teacher

Michael A. Culp, Larry Bowser, and
Gene Johnson, USD #345,
Topeka, Kansas

Staff Development Through Graduate
Education in a Rural Community
Frank Dalrymple and Charles Schwahn,
Eagle, Colorado

Jim Kincaid, Head, Department of
Education, Colorado State Uni-
versity

Presiding: Billy Norris, SQE

Option III

Financial Planning and Forecasting
for Rural School Administrators

Glenda M. McDonald and David G.
McDonald, University of Kansas
Presiding: Kenneth Rogg, SQE

Option IV

Contract Vocational Education: Ex-
panding Vocational Offerings of
Small Rural School

Vicki Hobbs and Darryl Hobbs, Uni-
versity of Missouri

Presiding: John Parmley, KSU

10:40 a.m.-11:40 a.m.

Concurrent Sessions

Option I

Team Decision Making: Involvement
With Accountability or Adminis-
trators' Evaluation Instruments—
What Good Are They?

Donald R. Dittman, Superintendent,
Alma, KS

Presiding: Roy Bartel, KSU

Option II

Socialization in Rural Schools and Public
Relations

Student Activities Provide an Oppor-
tunity for Socialization of the Ru-
ral School Learner

Floyd H. Price, Kansas State Uni-
versity

Small School Public Relations

Joan M. Fahrman, Scandia, Kansas

Presiding: Lyle Klumm, SQE

Option III

Recruitment and Retention of Educa-
tional Personnel: The Kansas Re-
gents Institutions Model

Patricia P. Kells, Emporia State Uni-
versity

Presiding: Mike Holen, KSU

11:50 a.m.

Luncheon

1:00 p.m.

Tour to Abilene—Bus Leaves K State
Union at 12:30 p.m. and Holi-
dome at 1:00 p.m. (Returns to
Manhattan at 5:45 p.m.)

6:30 p.m.

Western Barbeque Dinner

Presiding: Dr. Jerry Horn, Associate
Dean, Kansas State University

Hosted by College of Education
Planning Committee

(Bus will leave from Holdome at 6:15
p.m.)

Wednesday, October 19

8:30 a.m.

Post-Conference Executive Board
Meeting

Presiding: James Jess, President, Rural
Education Association

Big 8 Room

Main Ballroom

Tuttle Creek Lake

Key Room

Exhibitors

(as of September 1, 1983)

Center for Economic Education

Contact: Dr. Mary Harris
KSU, Bluemont Hall 201
(913) 532-5597

Center for Law-Related Education

Contact: Dr. Charles Litz
KSU, Bluemont Hall 223
Manhattan, KS 66506
(913) 532-6367

Center for Rural Education and Small Schools

Contact: Dr. Jerry Horn
KSU College of Education
Bluemont Hall
Manhattan, KS 66506
(913) 532-5886

Children's Press

Contact: James Graham
510 South Main Street
Sapulpa, OK 74066
(913) 224-9158

City Blue Print, Inc.

Contact: Orvel L. Baxter
1200 East Waterman
Box 544
Wichita, KS 67201
(316) 265-6224

Coronado Publishers

Contact: Martinez Denman
3635 Campbell
Kansas City, MO 64109
(816) 561-1343

Custom Data Systems Specialists, Inc.

Contact: Dr. David L. Larson
6200 Highway 79
Bennett, CO 80102
(303) 644-3186

The Delmer F. Harris Co., Inc.

Contact: Delmer Harris
517 Broadway
P.O. Box 278
Concordia, KS 66901
(913) 243-3321

Educational Considerations

Contact: Dr. Charles Litz
Kansas State University
Bluemont Hall 223
Manhattan, KS 66506
(913) 532-6367

Kaleidoscope, Inc.

Contact: Marilyn J. Giese
214 N.W. Kline
Ankeny, IA 50021
(515) 964-1372

Kansas Association of FFA

Contact: Greg Schafer
Kansas State University
Bluemont Hall, Room 014
Manhattan, KS 66506
(913) 532-6424

Kansas Careers

Contact: Lisa Brown
Kansas State University
Bluemont Hall
Manhattan, KS 66506
(913) 532-6540

Kansas Center for Community Education

Contact: Dr. Robert Shoop
Kansas State University
Bluemont Hall 209
Manhattan, KS 66506
(913) 532-5533

Kansas School Public Relations Association

Contact: Sandy Terril
Ell-Saline High School
Box 97
Brookville, KS 67425
(913) 225-6633

Kansas State Department of Education

Contact: Robert Gast
120 East Tenth
Topeka, KS 66612
(913) 296-4876

The MacMillan Publishing Co.

Contact: Michael Blanton
825 N.E. 96 Terrace
Kansas City, MO 64155
(816) 734-5664

Mental Health Association of Riley County

Box 666
Manhattan, KS 66502

Prentice-Hall, Inc.

Contact: Maureen Fitzgerald
 1917 Benjamin Street
 Carroll, IA 51401
 (712) 792-5852
 Englewood Cliffs, NJ 07632

Radio Shack

Contact: Rosemary Shiels
 5890 West 4th Avenue
 Denver, CO 80212
 (303) 424-4467

Rural Education Association

Contact: Joseph Newlin
 Office for Rural Education
 300 Education Building
 Colorado State University
 Fort Collins, CO 80523
 (303) 491-7022

Ryfam, Inc.

Contact: Alan E. Ryder and Robert C. Ryder
 11732 West 86th Terrace
 Lenexa, KS 66214
 (913) 492-9030

Schools for Quality Education

Contact: Ken Rogg
 110 Hillcrest Drive
 Paola, KS 66071
 (913) 294-3933

School Specialty Supply, Inc.

Contact: Bob Carter
 Box 287
 Meriden, KS 66512
 (913) 484-2551
 P.O. Box 1327
 Salina, KS 67401
 (913) 827-0451

World Book/Childcraft

Contact: Louis J. Green
 400 North Woodlawn, Suite 30
 Wichita, KS 67208
 (316) 684-0245

WOS Data Systems

Contact: Doug Dupy
 Lawrence Mahoney
 455 Austin
 P.O. Box 744
 Colby, KS 67701-0744
 (913) 462-7581

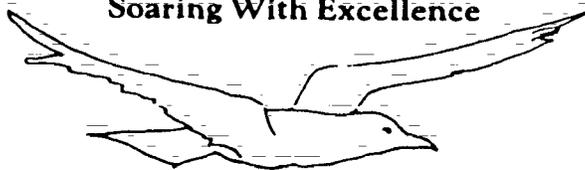
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Contact: Cathie McNiel
 P.O. Box 37297
 Omaha, NE 68137
 (402) 895-0797
 2500 West Fifth Avenue
 Columbus, OH 43216
 (614) 486-0221

Acknowledgements**Special thanks to:**

Manhattan Convention and Visitor's Bureau
 Kansas Power and Light Company
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 Kretschmer Products
 Kansas Wheat Commission
 Bit 'O Gold Cheese, Inc.
 Fredonia USD #484
 Wamego U.S.D. #320
 Manhattan U.S.D. #383

**Rural Education:
Soaring With Excellence**



**76th Annual Conference of the
Rural Education Association**

**Westwater Inn
Olympia, Washington**

October 6 - 9, 1984

**Hosted by: Educational Service District 113
601 McPhee Road S.W.
Olympia, Washington**
