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ABSTRACT

This is the third edition of the Education Almanac, an assemblage of statistics, facts, commentary, and basic background information about the conduct of schools in the United States. Features of this variegated volume include an introductory section on "Education's Newest Developments," followed by some vital educational statistics, a set of historical "Readings in American Education" by such notables as Benjamin Franklin and Horace Mann, emerging educational trends, and data from public opinion polls on educational issues. Other items in this potpourri include articles on elementary schooling, parent involvement, legal issues, the job market, private funding, sources of information about educational issues, recognition programs, and educational trivia. An extensive index is included. (TE)

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Editor: Leroy V. Goodman

Associate editors: Story Moorefield, Lillian M. Goodman

Contributing editors: John Wherry, Virginia Ross, Mary Massey, Rebecca Hutton,
Eileen M. Carlton

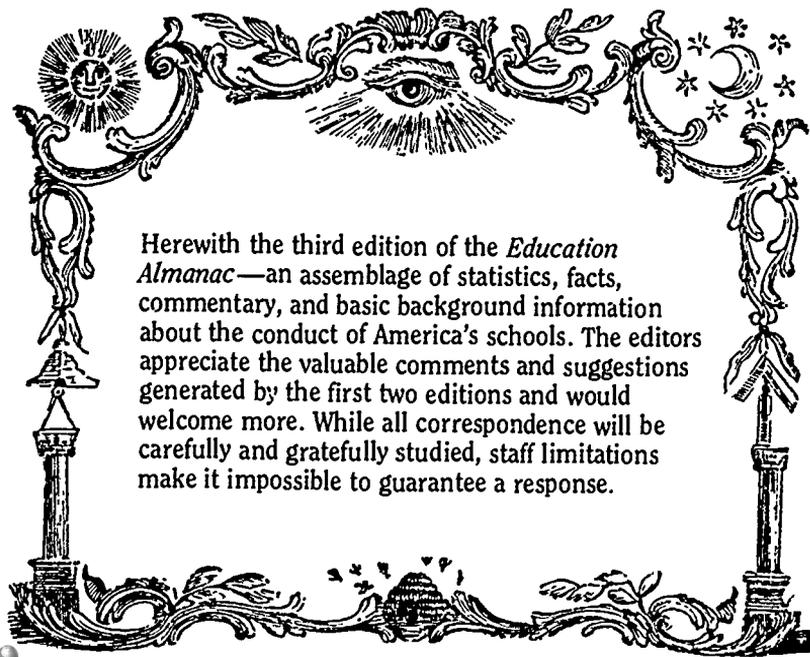
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Herewith the third edition of the *Education Almanac*—an assemblage of statistics, facts, commentary, and basic background information about the conduct of America's schools. The editors appreciate the valuable comments and suggestions generated by the first two editions and would welcome more. While all correspondence will be carefully and gratefully studied, staff limitations make it impossible to guarantee a response.

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Education's Newsiest Developments

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As the nation begins to round out the 1980s, education continues to capture headlines, in marked contrast to the cold shoulder it received from the media in the decade's initial years.

Presumably the change has come about because education is once again perceived as being at the core of American life, as in the Republic's formative years. Effective schools are not just desirable; they are critically necessary—for the fulfillment and even survival of the individual and for the prosperity and safety of the nation.

Most of the school-related events and developments currently drawing media coverage point to a strengthened system of education in the future.

There is the education revolution that is extending school to 3- and

4-year-olds, for example, or the growing resistance to the "dumbing down" of textbooks.

Some developments give cause for apprehension—the chipping away of civil rights gains, for example, and the emergence of bilingual education as a catalyst for divisiveness that threatens to become as wracking as school desegregation was 25 years ago.

And there is tragedy, as in the death of one of the most sparkling champions of education the nation



2 has ever known, Christa McAuliffe.

All in all, so much is going on in education these days, there is so much of consequence to report, that there is no way to pick out the *most* newsworthy developments—the events or movements that are currently having the greatest impact on American education.

It is reasonable to suggest, however, that the following would be good candidates.

The New Educational Revolution

The United States would appear to be well embarked on perhaps the most far-reaching restructuring of public education since the establishment of the high school in the 1850s.

At the heart of this educational revolution is the extension of public schooling downward below age 5, past age 4, to age 3 . . . kindergarten meanwhile having become standard in virtually every state. Before the century is out the repercussions seem certain to affect the education system at every level.

The implications to the largest of those levels—elementary education—include new forms of school organization, new kinds of training and certification for teachers and administrators, significant modifications in school buildings, perhaps a new approach to school financing.

Already nearly half of the nation's 3- and 4-year-olds are enrolled in some form of early childhood program. While most of these programs are conducted under private auspices and involve a fee, the pressure on the public schools to add two additional grades seems to have reached the point of instability.

"The issue is no longer *whether* we will serve younger children," a Massachusetts superintendent told the *New York Times*. "The only question is how we will do it."

The pressure arises chiefly from continued rises in divorce rates, in the incidence of single-parent families, and in the number of mothers taking jobs outside the home.

The result is an army of children whose mothers are not available to them during the day—currently over 4 million, according to the Bureau of the Census, and perhaps double that number according to other reliable sources. Once the answer was to enlist a grandmother or neighbor to take over, but with the demand for such help far exceeding the supply—and with day-care rates approaching college tuition levels—the most inviting alternative seems to be the local public elementary school.

Moreover, there would appear to be an important public interest involved. Social analysts point to the potential disaster inherent in leaving millions of young children unsupervised during a major portion of the day. And they point also to the demonstrated public benefits of early schooling.

The latter were underscored in a report of the Perry Preschool Project begun two decades ago in Ypsilanti, Michigan, by the High/Scope Foundation. In the project a group of 123 low-IQ 3-year-olds from impoverished backgrounds were given two years of special schooling. The report focused on what had happened to them by the time they reached 19. What had happened was impressive.

They had graduated from high

school and gone on to jobs or further education at nearly twice the rate of nonparticipating children in a control group, and they had experienced far fewer arrests, detentions, and teenage pregnancies.

On top of that, analyses of school, police, and welfare records indicated that each child represented a savings of \$7,000 to Ypsilanti taxpayers because they required fewer social services and less remedial teaching.

Even without the combination of

"academic" achievement, thereby satisfying parents who are determined that little Mary learn to count to 50 whether the numbers mean anything to her or not.

Be careful, the experts caution. A few of them even contend that 3- and 4-year-olds are simply not ready for such matters, period. Most, however, seem to favor a blend of cognitive and affective experiences, saying that children can indeed absorb learning early in their lives—that in fact learning patterns are pretty well-established by the



pressing need and demonstrable benefits, enrollments in early childhood programs were noted by the Census Bureau to be growing at a rate of more than 80,000 annually during recent years—and primarily in public rather than private schools. With that growth has come a number of questions and concerns.

The first and most fundamental is whether such children are being pushed too hard—which is to say, what the nature of their school experience should be. Some programs frankly focus on

time children reach 3—but that it is crucial that they not in effect be robbed of their childhood.

Associated with the issue of "readiness" for schooling is the question of tests—what (if any) kinds of tests should be used to screen children's academic and social development and whether in fact tests at so early an age are reliable.

Another issue is the preparation of the teachers who work with these children. Some experts argue for a special certification system covering those who deal with children in the

4 3-7 age range. Others contend that given appropriate inservice training, present staff could make the adjustment without problems. And still others say that if the school simply provides day-care services, trained teachers are not really necessary at all.

And there is the matter of who is to pay the cost of absorbing a couple million more youngsters into the nation's classrooms. Federal officials say this is strictly a local consideration. Local school authorities note that their mandates—and hence their budgets—do not extend to enrolling 3- and 4-year-olds, much less to adding the new kinds of facilities and equipment these youngsters need. Taxpayer groups argue that the costs should be borne by the parents involved. Since few could afford to carry the load, the suggestion has been made that local and federal authorities bend a bit and that churches and such charitable organizations as the Community Chest also be brought into the financial picture.

So, in issues ranging from the appropriate nature of the school experience to the search for support, the early childhood movement faces some tough challenges. That has not slowed its growth, however, nor dimmed its attraction.

The dimensions of that attraction were suggested by Samuel G. Sava, executive director of the National Association of Elementary School Principals. "Properly understood and fostered," he declared, "early childhood education holds promise for producing the best educated generation of children in the nation's history."

The Teacher as American Hero

It was the saddest day American education had ever known: January 28, 1986, the day Christa McAuliffe—a bright, lively altogether engaging social studies teacher from New Hampshire—perished in the crash of the Challenger space flight.

Her purpose in seeking to become the first private citizen in space, she had said, was "to elevate the teaching profession in the eyes of the public."

Reactions reported in the massive media coverage of the tragedy made it clear that during her six months as a "teachernaut," she had clearly achieved her goal.

Millions of Americans got a new view of the public school teacher as a courageous activist . . . a dedicated, enthusiastic instructor . . . a loving involved parent . . . an invaluable asset to the community and to the nation.



Sharon Christa McAuliffe, 37, was among 11,416 applicants who responded to President Reagan's plan to broaden the National Aeronautics and Space Administration's shuttle program by occasionally including selected private citizens in the crews, beginning with a teacher.

She was a high school social studies instructor from the town of Concord in New Hampshire, wife of a local attorney who had been her high school sweetheart, mother of a 6-year-old girl and a 9-year-old boy, a Girl Scout leader, a volunteer in a family planning clinic.

Her students deeply admired her. "She brings history to *life*," one said, "and she's so enthusiastic! But

she's sure no pushover when it comes to discipline."

Said a fellow teacher: "She exemplifies what education today really needs—someone who strikes the right balance between solid subject matter and an engaging, *human* approach. She knows her subject matter inside out and she's a master at keeping the kids interested and eager."

In the months before the flight, people around the world saw a lot of Christa McAuliffe on the TV and read a lot about her in the newspapers and magazines. In the process of becoming a media star, with all the harrassment that involves, she emerged as articulate, dignified, informed, intelligent, level-headed, and unpretentious.

There were six other members of the Challenger crew, but she was clearly the chief attraction, and not only because she was a winning person but because she was a teacher. It appeared that America *liked* teachers, and especially this one.

The launch drew some 850 journalists, double that of most such flights, and 66 busloads of teachers and students. It was estimated that some 25 million students from kindergarten through high school witnessed the TV broadcast of the lift-off from the Kennedy Space Center in Florida.

The plan had been for her to conduct two "live" TV lessons during the fourth day of the six-day mission, to be beamed by satellite to classrooms throughout the nation. In one lesson she would take students on a tour of the space vehicle and in the other she would discuss the purposes of space exploration and the technological

advances it has produced. Meanwhile she was also to have documented a series of experiments to be filmed for later distribution to schools—in such areas as magnetism, laws of motion, chromatography, plant growth, and the like.

To provide background, NASA had produced and distributed various slide shows and videotapes and extensive written material including 2 million teacher guides.



Christa Corrigan was a 1970 graduate of Framingham State College in Massachusetts. In that same year she married Steven James McAuliffe and also began her career in education, in Maryland—first as an eighth-grade history instructor in Morningside and then as a history and civics instructor in a middle school in Lanham. Meanwhile she took a master's degree in education at nearby Bowie State College.

In 1980 the McAuliffes moved to New Hampshire, first to the town of Bow and then two years later to Concord. There she taught courses in economics, law, and American history, plus a course she had devised herself called "The American Woman." In preparing the course, she said, she read a good deal about the brave 18th century women who were part of the pioneer movement west and saw them as kindred spirits—her inspiration to follow in the footsteps of the pioneers of space.



A few days after Christa McAuliffe's death President Reagan announced that in time the

6 "teacher-in-space" program would be resumed. He gave no projected date.

NASA said the first invitation to be a part of that flight would be extended to Mrs. McAuliffe's runner-up in the competition—Barbara R. Morgan, 33, an elementary school teacher from McCall, Idaho.

An Impressive New Carnegie Report

It was still another education report to add to the constantly growing

required to get a bachelor's degree in the arts and sciences . . .

- That a new Master in Teaching degree be created. . . .

- That a National Board for Professional Teaching Standards be created to draw up tougher certification requirements and to issue national teaching certificates . . .

- That a teacher hierarchy be set up so as to provide for "lead teachers" paid annual salaries ranging up to \$72,000, advanced certificate teachers paid between



pile, but it drew far more than routine coverage by the news media across the country.

Called *A Nation Prepared: Teachers for the 21st Century*, the report was the work of a group of education and business VIPs assembled as the Carnegie Forum on Education and the Economy.

That it attracted such special attention was due in part to the magic name "Carnegie" and in part to such recommendations as these:

- That undergraduate programs in education be abandoned, with active teachers instead being

\$26,000 and \$46,000, and certified teachers (the great majority) paid from \$19,000 to \$39,000 . . .

- That administrative arrangements be changed so as to give teachers greater autonomy and authority—possibly with a committee of "lead teachers" running the school—and to make the teachers accountable for student achievement, with the school as a whole receiving a bonus for success.

- That special efforts be made to attract members of minorities into teaching, as a response to the

growing proportion of minority students.

A major curiosity of the report was noted by Secretary of Education William J. Bennett, who pointed out that "there's a missing person—the principal." He added: "You can't run a school by a committee. All the research we have points to the importance of a strong instructional leader."

The Forum's response seemed to be aimed at implying that the problem was one of fuzzy writing. The intent was not that schools be run by teacher committees, the executive director declared, but rather that teachers be more heavily involved.

In any case, the Forum projected that implementation of its suggested reforms would cost about \$25.7 billion over the next ten years, meaning a 2.8 percent average annual increase in education funding compared with a 1.9 percent yearly increase during the last 15 years. The difference could be handled, the report said, by projected increases in the gross national product.

As *Newsweek* noted, the report "was greeted with enthusiasm" by governors and other state leaders and by many educators, the latter including Secretary Bennett (despite his reservations about bypassing principals) and his predecessor, Terrel H. Bell.

The warmth of their reception may well have been heightened by the imprimatur of the Carnegie Foundation, which during the past 80 years has played a major role in education innovation, including the introduction of high school academic credits, the organization of medical

education, and the formation of the Educational Testing Service.

Bennett as Barnum

For quite a while President Reagan used to assure his right-wing constituency that one of the administration's basic domestic goals is to ease the U.S. Department of Education into oblivion.

Mysteriously, to help preside over the process he selected as the third Secretary in the history of that new Department one William J. Bennett.

Today, the ultraconservative Heritage Foundation notes in sorrow, "the Department is more deeply entrenched than ever." Far from being in oblivion, the federal agency for education has never been so famous—despite the fact that it spends less on public relations (according to the General Accounting Office) than any other cabinet department.

The difference is Bennett, who has proved himself to be by all odds the best PR man in the history of the Department and the Office of Education before it, and the most effective drum beater in education since Horace Mann.

If he isn't making news as a "substitute teacher" in a classroom in Atlanta or San Jose or somewhere else across the country, he is appearing on the radio to defend his claim to be "the Cabinet expert on rock and roll." He makes as many as 10 or 11 speeches a month, and it takes a staff of ten people working full time to handle arrangements for his speaking schedule, including responses to the monthly load of 250 invitations.

When the Department publishes a guide for parents called *What*

8 *Works*—not a bad PR gimmick itself—Bennett manages to have its debut staged at the White House. And to give the assembled media an added fillip, he and the President illustrate the joys of memorization by alternatively reciting lines of “The Cremation of Sam McGee,” an old Robert W. Service poem. Any Hollywood press agent who pulled off such a stunt would get an Oscar.

As a speaker Bennett has proved so popular that the Republican National Committee drafted him for its speakers bureau, and several Republican candidates for office arranged for his participation in their campaigns.

There was even press speculation that Bennett himself might become a candidate when the Reagan administration departs in 1988, and in interviews the Secretary has never ruled the idea out.

Still, not everyone is a Bennett fan—particularly when he gets off onto such subjects as school prayer, textbooks, school birth control clinics, the teaching of morality, and other matters held to be the exclusive business of local boards of education.

National columnist Garry Wills labeled him “a skilled nuckster” for “anything the Reagan administration slips into his merchandise kit.” William V. Shannon of the Boston *Globe* complained that although Bennett “has the opportunity to lead a successful drive to strengthen” education, “instead he repeatedly moves the discussion to sideline issues.” A Des Moines *Register* editorial said, “One could get the impression that Secretary of Education William Bennett delights in saying outlandish things just for

the effect.”

For the most part, however, Bennett gets a very good press—in part because the media are delighted by his performance and see him as a lively and dependable source of good stories.

The most telling testimony comes from one of education’s most respected figures—Professor Diane Ravitch of Columbia University’s Teachers College.

“The main role of the secretary of education,” she pointed out, “is to keep the attention of the country focused on education.”

It would be hard to imagine anyone doing that job better than William Bennett.

Education’s Most Turbulent Issue

As the United States heads into the 1990s, the most passion-ridden “education” issue has more to do with politics than learning—the controversy over bilingual education.

Some of its opponents darkly describe it as a “threat to national security” and call for legislation establishing English as the “official” U.S. language. Others—Secretary of Education William J. Bennett, for example—assert that bilingual education doesn’t work.

Those on the other side of the fence (including many educators who disagree with the Secretary) are dominated by leaders of the Spanish-speaking community who feel the opposition is based on ethnicity rather than reason.

Thus bilingual education has succeeded school desegregation as the chief source of debate and dislocation in the operation of the nation’s schools.

As the core of the controversy is

the Bilingual Education Act, enacted by Congress in 1968 to help students of "limited English proficiency" (LEP). In 1974 the U.S. Supreme Court gave new vigor to the Act when it held (in *Lau v. Nichols*) that a "sink or swim" approach to the teaching of English was unlawful . . . that the schools were bound by the constitution to provide special help for LEP children.

The court did not spell out the form this "special help" should take, leaving that up to the federal Office of Education (predecessor to the present Department). Its conclusion was that the ruling required that LEP children be taught bilingually—that is, both in their native language and in English, beginning with the former.

The Bilingual Education Act had meanwhile evoked great enthusiasm in the Hispanic community, being seen as a signal from Washington that Spanish-speaking people counted and that their heritage was valued. Indeed, the new law was taken as a means not only of helping children learn to speak English but of instilling in them pride in their cultural roots—a kind of Latin version of the "black is beautiful" movement.

Bilingual education's popularity, however, tends to be unilateral. Outside the Spanish-speaking community are such movements as that launched by former California Senator S. I. Hayakawa to establish English as the nation's official language and campaigns in some states to keep the telephone company from publishing a Spanish Yellow Pages and to force McDonald's to stop posting bilingual menus.

To many Latino leaders such activities are nothing less than racial discrimination, and bilingual education became a symbol of defiance.

As for Secretary Bennett's position, pointing to a high dropout rate among Hispanic students, he asserted that there is no evidence that bilingual education works. He thereupon called for amending the Act so as to permit other approaches beside bilingual education—total immersion in English, for example, or perhaps the English-as-a-second-language method.

The response by Hispanic leaders was bitterly negative, not necessarily as regards the merits of the proposal but because of what appeared to be deep-seated and irreconcilable suspicion. Typical was the reaction of Congressman Dennis Martinez, a California Democrat.

Noting that the Secretary had previously sought to cut or freeze bilingual education funds and had loaded his bilingual education advisory council with foes of that approach, Martinez declared that the real goal was to do away with the program altogether.

There was in fact a widespread feeling that Bennett and the Reagan administration had become part of a national anti-Hispanic backlash, lined up with people who see Hispanics and their culture as being "un-American." The reaction was to claim bilingual education as a "right," comparable to the right of free speech. In the heat of battle the fact that the Secretary's proposal addressed a legitimate educational issue nearly got lost.

However, without getting into

10 the pedagogical merits of bilingual education as such but simply in terms of good policy, most educators said they agreed with the Secretary that no one approach to teaching LEP children should be mandated by the government.

Nor, many added, was it proper to claim bilingual education or any other learning technique as a "right," to the exclusion of all others.

Meanwhile some of the steam went out of the Secretary's criticism when a research study sponsored by the Department, no less, was reported by *Education Week* to have found that "students in bilingual education programs consistently outperformed 'immersion strategy' students in reading, language arts, and mathematics tests conducted in both English and Spanish."

As for the future, few see any likelihood that the controversy will end any time soon. Given the growing number of Spanish-speaking voters, adoption of Secretary Bennett's proposal to amend the Bilingual Education Act seems dubious. Since doing so would make sense on purely educational grounds, however, perhaps in time the Hispanic community will go along with the idea.

Hard Times for School Desegregation

The school desegregation movement, sparked by the U.S. Supreme Court's landmark *Brown v. Board of Education* decision in 1954 and championed by most of the nation's leaders throughout the next 25 years, has fallen on hard times.

The Reagan administration opposes it, the courts are shying away from it, some school districts want to wriggle out of it, and despite South Africa's example of the convulsions invited by failure to find racial accommodation, there appears to be no national will to preserve the gains that have been won.

The administration's attitude was symbolized by a decision to more than double the Secretary of Education's travel budget while lopping off \$119,000 in travel funds for Office for Civil Rights (OCR) investigators.

The OCR cut came on top of previous reductions that had so reduced on-site investigations, according to employees of OCR's enforcement offices in Atlanta, that investigations had become "cursory" and "compliance reviews dealing with complex or stubborn recipients are avoided."

A more telling blow came when ED's assistant secretary for civil rights celebrated his forthcoming retirement by issuing what *The Washington Post* described as "a sweeping policy statement that sharply curtailed the agency's ability to enforce antidiscrimination laws in school districts."

OCR previously had operated on the presumption that since schools receiving federal assistance were being benefited schoolwide, they were subject to schoolwide penalties if they broke the law.

Under the new policy, penalties may be imposed only in connection with a particular program within a school, and only in connection with a particular activity carried out under that particular program.

Phyllis McClure, director of the

NAACP Legal Defense and Education Fund, said the new policy meant that federal officials "would have to trace every single dollar down to some infinitesimally small unit just to see if they have jurisdiction." Rep. Ted Weiss (D-N.Y.) said the policy "will eliminate civil rights protection for millions of students."

Meanwhile the courts, urged on by the Department of Justice, have evidenced decreasing interest in enforcing civil rights plans (especially any that involve busing) and several school districts have asked to be relieved of their plans, on grounds that intentional (or *de jure*) segregation has been eliminated. The courts have tended to accede. In 530 cases some 165 school districts were held to be free of discrimination and thus at liberty to drop their court-ordered desegregation plans (though 117 did not choose to do so).

The most discussed such case was that of *Riddick v. School Board of Norfolk*, in which a Fourth U.S. Court of Appeals panel ruled—at the urging of the Justice Department—that this Virginia city could abandon a 14-year-old busing program and return to neighborhood schools, even though 10 of the city's 36 elementary schools would thereupon become all or nearly all black.

Everyone involved agreed that the Norfolk ruling, made in February 1986, invited similar action by other districts—particularly when the U. S. Supreme Court subsequently let the Circuit Court's ruling stand.

One decision seemed to buck the anti-desegregation tide when the Supreme Court, in *Wygant v.*

Jackson Board of Education, upheld the concept of taking "affirmative action."

Contrary to the position urged by the Justice Department, the Court held (according to reporters) that it is constitutional to establish plans involving preference in hiring to overcome past discrimination (though the Justice Department disputed that interpretation).

While civil rights advocates applauded the decision, they conceded that it dealt with only one aspect of the desegregation picture and thus represented only one ray of light in a generally bleak scene.

Education's "Biggest" Problem

Most Americans, according to the 18th annual Gallup Poll on how the nation sees its schools, feel that the biggest problem facing public education is drug abuse.

If "biggest" is synonymous with most prevalent and widespread, the majority of superintendents and principals and teachers would (according to other polls) rank drug abuse farther down the list, just as they did with discipline when Gallup ranked *it* number one.

But if "biggest" means most feared and loathesome and potentially most destructive, school people and the public would doubtless see eye to eye.

In any case, the public's perception carries some important implications for matters ranging from school-student relations to the makeup of the curriculum.

If the Gallup Poll respondents had their way, anti-drug instruction programs would become mandatory, students caught using drugs would be expelled, school authorities would be free to search

12 students and their lockers at will, and drug abuse testing would be instigated not just for student athletes but for students in general.

Newspaper reports from around the nation suggest that it is the latter idea—testing—that is capturing the greatest attention; and with competency testing for teachers now an established fact, drug testing for students and staff alike may lie just around the corner.

That's pretty tough stuff, and many school administrators are considerably less than enthusiastic about it. In a poll of 1,209 high schools, for example, 55 percent flat out opposed testing and many others expressed reservations.

Reservations would seem to be in order, not only on constitutional grounds or to avoid getting the school's insurance cancelled but also because testing would appear to be far less reliable than most people suppose.

As an experiment, the *Washington Post* reports, the federal Center for Disease Control anonymously sent urine samples to 13 drug-testing firms. The result: Most firms were correct less than half the time in identifying such drugs as cocaine, morphine, and barbiturates.

"In contrast," the article continued, Defense Department officials declared that in military testing, initial tests are correct about 90 percent of the time.

While 90 percent is heaven knows better than 50, few school officials—and few school insurance carriers—would enjoy the prospect that at least ten percent of the youngsters or teachers would incorrectly be stigmatized as a drug user.

The situation is complicated by the sparsity of documented evidence on the nature and scope of the problem, and the propensity of some to make either false or unprovable statements—the assertion by one political figure, for example, that 60 percent of the nation's high school students have tried cocaine (as contrasted with the 17 percent found in a respected University of Michigan study).

Meanwhile the anxiety level continues to rise, fed by a barrage of stories in the press and on TV. Where Gallup found Americans reporting drugs to be the biggest problem in the schools, a New York *Times*/CBS News poll said it was the biggest in the nation.

The response has been played out chiefly in the media and in stem-winding speeches.

The President and Mrs. Reagan make an unprecedented joint presentation attacking drugs, televised nationally in what the White House says is part of a "major" PR campaign . . . Led by the Democrats, the House and then the Senate dramatically enact a sweeping, multibillion dollar program of prevention and punishment . . . Politicians of all stripes and persuasions proclaim that they are foursquare against drugs . . .

"Drug-baiting," a Northeastern University sociology professor wryly noted, "is competing with red-baiting among vote-hungry politicians."

For the schools it may be debatable as to whether the danger is more talked about than significant, but the question is also irrelevant. The pressure is on to do something.

What shapes up as one of the likeliest moves is the establishment of a voluntary system of drug testing now being tried in several high schools in southern California.

Students taking part in the program fill out a form, with their parents, that is turned over to the family doctor. Once a month a committee at school draws names out of a hat. The parents of those selected are notified and make arrangements for testing at a hospital—for a fee of \$18 to \$20. The parents get the results and pay the cost; the school is not involved.

For various reasons, the unreliability of tests among them, such a program could not be expected to wipe out the problem.

It is nonetheless seen as very promising, says principal Jack Kennedy of Edison High School in Huntington Beach. Now when students are pressured by friends to try a drug, he says, they have a good reason to say no—because they don't want to be caught in the testing program.

The Teacher-Testing Controversy

Of the issues facing the education profession today, competency testing for teachers ranks as probably the most pestiferous, disturbing, and divisive.

With the general public, by contrast, the matter seems to have been settled. People assume that the continuing educational reform movement carries the promise of assuring first-rate teachers, and that assuring first-rate teachers means testing them.

Thus when state governors have set out to sell packages of educational improvements—improvements that included raising

teachers' salaries—teacher testing soon became what now shapes up as an irresistible national movement.

The teacher unions initially raised vigorous objections to the entire testing concept. So far as testing *new* teachers is concerned, however, the resistance soon tapered off and was in any case ineffective.

Thus today, according to an American Association of Colleges for Teacher Education survey, 37 states require new teachers to pass a written test before they can enter the classroom and seven others require would-be teachers to pass a test before they may enter training.

As one education college dean pointed out, mandated testing of new teachers is now an accepted fact of American life.

The testing of on-the-job teachers, however, is another matter. Here the outrage level—marked by lawsuits and demonstrations—remains high, though some say the opposition shows signs of crumbling.

The issue was joined first in Arkansas, where 10 percent of the teachers and administrators failed a test combining math, reading, and writing skills. Then came Georgia, where 12 percent failed tests in their specific subject areas. In Texas, where the test focused on reading and writing, 3.6 percent failed. (In all three states those failing had an opportunity to retake the test at a later date, and exemptions also were provided for.)

To illustrate what teachers and administrators were confronted with, the three-hour Texas examination covered reading and writing and involved 85 multiple-choice questions—of

14 which 75 percent (64) had to be answered correctly—plus a short composition. Here is a typical question from the reading section:

Adapted from a school board policy statement.

Section IIb: Regulations Regarding Duplication of Materials.

1. *Materials that are not copyrighted may be copied for nonprofit educational purposes.*
2. *Copyrighted materials including books, reprints, or periodicals shall not be copied without written permission from the publisher if*

permission from the publisher for duplication is obtained.

C. Copyrighted workbooks.

D. Materials that are not copyrighted.

Those taking the test were supposed to check item C. In the writing section of the test, typical questions called upon the teachers to recognize that “forain” is not the way to spell “foreign” and that the word “English” is supposed to be capitalized.

In the three states that now test on-the-job teachers and in others



these materials could otherwise be purchased.

3. *“Consumable” materials (that are copyrighted) shall not be copied. Workbooks, exercises, and test booklets fall under the category of consumable materials.*

4. *Students shall not be charged more than the price of the copies.*

According to this selection, which of the following materials may not be copied?

A. *Periodicals that can not be purchased.*

Materials for which written

where similar programs are under consideration, there is a strong and often bitter hostility among most teachers and administrators mixed with approval by some (with the latter including a teacher who said “If we can’t pass a test like this we shouldn’t be teaching.”).

To some extent the opposition is a matter of pride, as when the head of the Association of Texas Professional Educators complained that Texas officials “assumed that 200,000 teachers were incompetent until they proved otherwise.”

The three other chief objections

are more universal:

- Such testing is unfair. Both National Education Association President Mary H. Futrell and American Federation of Teachers President Albert Shanker charged that to test those already in the profession is to change the rules in the middle of the game.

- A paper-and-pencil test is no adequate measure of a good teacher; as one pointed out, "A test cannot measure motivation, dedication, and caring."

- Testing works special harm on members of minorities, and especially on graduates of traditionally underfinanced black colleges. In Arkansas the failure rate in predominantly black Lee County was 34 percent as contrasted with 2.6 percent in mostly white Carroll County; and in Texas, two-thirds of those who failed were members of minorities.

Cogent though these objections may be, they failed to prevail in Arkansas, Georgia, and Texas—as did lawsuits, for that matter—and in the long run seem unlikely to prevail in the rest of the nation. Testing may be unfair and evoke damaging morale problems, but public opinion is on the other side.

According to a recent Gallup poll (see p. 147), eight out of 10 Americans believe that teacher testing is an important step toward strengthening the schools.

A foxy approach to the fairness issue popped up with the publication of *A Nation Prepared: Teachers for the 21st Century*, the report of a panel assembled by the prestigious Carnegie Foundation.

Among other things it called for the establishment of a National Center for Professional Teaching

Standards that would identify the skills and knowledge basic for first-rate teachers, and then issue certificates to those evaluated as possessing them.

No new or on-the-job teacher would be *required* to take the tests involved in obtaining these Carnegie seals of approval; the certification process would be "completely voluntary."

The report pointedly notes, however, that certificate holders could expect to be "eagerly sought," perhaps particularly by districts with attractive "compensation systems." The stick would be firmly affixed to a carrot.

Neither the Carnegie approach nor any of the other proposals for a system of national teacher testing will be in place by next Wednesday, but the tide appears to be running.

It would seem a good bet that one day there will be a national system of teacher and administrator testing, perhaps run by educators themselves, after the fashion of tests for lawyers, physicians, architects, engineers, and other professionals.

The Beleaguered Textbook

What former Secretary of Education T. H. Bell described as the chief obstacle to educational reform, the "dumbing down" of school textbooks, just may be abating.

At least some resistance has emerged, an important development for at least two reasons:

First, between 75 and 95 percent of what is taught in the nation's classrooms, researchers say, stems directly from the textbook being used. And second, as reading expert Jeanne Chall of the Harvard Center

16 for Learning has reported, there is a clear relationship between low quality textbooks and low Scholastic Aptitude Test scores.

The resistance has been especially noteworthy in the two states, California and Texas, that have the most powerful role in shaping textbook content and quality (because they are the largest of the 24 states that purchase textbooks on a statewide basis).

California recently stunned the publishing world by flatly rejecting every 7th and 8th grade science text submitted for consideration, on grounds that their discussions of evolution were so inane as to be worthless.

Texas took a tentative step in the same direction when it abandoned a 10-year-old requirement that evolution be presented as only one possible explanation of the development of life, a policy that had been adopted at the urging of fundamentalist proponents of "creationism."

And the prestigious National Academy of Science launched a national campaign to persuade science teachers to resist efforts to require them to teach the creationist approach.

Meanwhile, however, textbooks remain under vigorous assault, with the onslaught tending to take two major forms—one concerned with learning and the other involving a potpourri of personal beliefs, most (but not all) of which seem based in fundamentalist religion and/or right-wing politics.

In the "learning" category the chief complaints are that textbooks are abysmally written and too often superficial. The former is said to reflect in part the fact that today's

textbooks usually are composed not by individuals but by teams—teams that slavishly follow "readability" formulas calling for very small words and very short sentences, thus theoretically making them easier to read. The result can be something like this:

Rabbit said, "I can run. I can run fast. You can't run fast." Turtle said, "Look, Rabbit. See the park. You and I will run. We'll run to the park."

This is an "improved" version of Aesop's fable about "The Tortoise and the Hare" (neither of which is ever mentioned). Its trouble is that while the words are easily grasped, the overall effect is numbing. Readability formulas, critics say, tend to turn youngsters *away* from reading rather than toward it.

As for emptiness of content, a major problem is of course posed by self-appointed censors who persuade school officials, selection committees, and publishers that evolution is heretical, *Romeo and Juliet* prurient, *Huckleberry Finn* racist, and the Civil War too controversial to risk description.



The various state and local textbook committees compound the problem by drawing up long lists of subjects they deem vital to cover. Anxious to sell lots of copies, the publishers try to please everyone by at least *mentioning* all of these subjects. That means elucidating few—simply as a matter of space.

And meanwhile there are taboo words and phrases to avoid—"birthday cake," for example (opposed by the anti-sugar lobby) and hamburgers, hot dogs, and pizza (condemned by nutritionists as junk foods).

As such censorship suggests, many of the complaints about textbooks bear not on the quality of the writing or the meaningfulness of the content but on a wide range of fervently held beliefs. As a sampling, there have been heated objections to textbooks and other school materials that:

- portray boys as enjoying cooking (contrary to the male/female roles indicated in the scriptures) or encourage children to use their imagination or to reason things out (rather than relying on the Bible) . . .

- involve magic, witchcraft (e.g., Halloween), or the supernatural . . .

- "gloss over" the evils of Communism and fail to present American institutions in a sufficiently favorable light (this from a Department of Education official who was promptly attacked on grounds that the federal government has no business messing around with textbooks) . . .

- stereotype women and members of minorities . . .

- portray conflict between children and established authority, especially parents . . .

- give short shrift to religion—a complaint registered by several sources, including Americans United for Separation of Church and State . . .

- fail to stress the roles that conservatives played in shaping U.S. history (contained in a study performed under a Department of Education grant).

Some observers say they sense that such complaints have become less influential and are even becoming less frequent, and that publishers have become sufficiently impressed by the "dumbing down" criticism that they are now toughening up.

At least some textbook editors are said to no longer regard reading formulas as inviolable, and the Pittsburgh *Post-Gazette* reported that a third-grade reading text there contained such words as "astronaut" and "nodule," once considered heavy even for fourth graders.

Perhaps the most definitive word comes from a panel of experts who reviewed the 31 most frequently used junior and senior high school American history textbooks. As reported in the *New York Times*, the panel felt that most of the new texts coming out are "very good" and that "some are excellent."

All in all, said the group's chairman, University of Texas Professor O. L. Davis, Jr., the improvements have been "dramatic."

No Pass, No Play

H. Ross Perot tends to make a deep impression.

When a couple of his employees were imprisoned in Iran, the billionaire Dallas computer

18 magnate made an impression on the Ayatollah Khomeini by hiring his own strike force to rescue them.

More recently Perot made an impression on the citizens of Texas by championing a "no pass, no play" eligibility rule that has decimated public high school football teams and sharply curtailed other extracurricular activities.

In a state where the people of one town built a \$6.1 million stadium for its team and those in another chartered a couple of 727s to see their team play for a championship, the impact was convulsive.

The rule was promptly challenged in the State Supreme Court. When that move failed, opponents turned to the highest court in the land, the U. S. Supreme Court—first claiming denial of free speech; and when that also failed, claiming racial discrimination (on grounds that the law particularly hurts blacks and Hispanics).

Meanwhile the state's high school football coaches formed a political action committee to raise funds to oppose Perot's collaborator in his "war on ignorance," Governor Mark White.

The "no pass, no play" rule is part of a broad educational reform law enacted by the state legislature that became effective in 1985. Among other things it raised teacher salaries, required teachers and administrators to pass a test,

and stiffened academic requirements.

One of its sections banned public high school students from participating in any extracurricular activity if they were failing in any subject. No one paid much attention to the new law during the basketball and track seasons. And then came football.

By October coaches were complaining that 15 percent of their varsity players had been felled by the law and 40 percent of their junior varsity and freshmen players. Similar carnage was reported for such other activities as bands (a director in San Angelo declared that the rule had "wiped out my entire tuba section"), debate teams, and 4-H clubs.

4-H had in fact figured in Perot's vigorous campaign for "no pass, no play." In one speech after another he told of a 4-H student who missed 35 days of school—while taking his prize rooster to stock shows. A Houston reporter who checked into the story found another 4-H-er who had traveled with his prize sheep for no less than 44 days.

While what he felt to be mixed-up school priorities were part of Perot's thinking, he and Governor White and the state legislature had an economic motive as well.

They noted that at a time when traditional Texas job opportunities were fading—when the state was moving from an oil/agriculture-based economy to a knowledge-based economy—something had to be done about the proposition that Texas high school students ranked near the bottom in the nation on Scholastic Aptitude Tests.

The opposition nonetheless remained stiff and relentless, and



may have contributed to White's downfall in his bid for re-election.

"No pass, no play" became a major issue in the 1986 gubernatorial election. Coaches and some parents wrote letters, made telephone calls, and staged demonstrations. And a crack seemed to develop when the Speaker of the Texas House of Representatives, a leader in getting the bill passed, allowed as how maybe the penalties were too stiff.

Still, "no pass, no play" seemed destined to survive.

In Texas, opinion polls consistently show support for the idea, California passed a law banning extracurricular activities to senior high students who fail to maintain at least a C average, and in Georgia the state board of education and the General Assembly got into a competition to see which could enact such a program first.

And beyond that, it would not be wise to count out H. Ross Perot.

A Farewell to Vouchers?

The exasperating debate over tuition vouchers, noteworthy chiefly for elevating blood pressures and lowering the level of education chitchat, is blessedly destined for some sort of settlement during 1987-88.

Odds-makers say the voucher idea probably will go back where it came from—a dark cave in a desolate part of the outback—leaving greater room for discussion of more constructive educational matters.

The catalyst for this resolution is the expiration in 1987 of the Education Consolidation and Improvement Act (*nee* the Elementary and Secondary

Education Act) and more particularly its Chapter I (formerly Title I).

Commanding annual outlays of about \$3.5 billion and serving some 5 million "educationally deprived," low-income children in public and private schools, Chapter I is generally regarded as having been so successful that its reauthorization would normally be routine.

Then into the breach stepped the U.S. Secretary of Education, William J. Bennett, spurred by a July 1985 U.S. Supreme Court church-state ruling in the case of *Aguilar v. Felton*.

This ruling prohibited public school teachers from providing Chapter I instruction to children in private and religious schools and touched off considerable dislocation.

Himself a graduate of such a school, Bennett had consistently gone to considerable lengths to assure that private education was treated with what he regarded as proper respect, and he was outraged by the Court's "misguided" decision and its "fastidious disdain for religion."

The Department of Education's response was contained in proposed legislation that resurrected tuition vouchers, a notion the administration had previously proposed in 1983, evoking minimal enthusiasm.

Waggishly tagged The Equity and Choice Act (TEACH), the bill aimed at converting Chapter I into a program of tuition vouchers for the parents of children eligible for Chapter I assistance. The vouchers would be worth an average of about \$600 each (the amount would vary

20 from state to state) and would be redeemable at any public, private, or parochial school.

Bennett blandly declared that the measure would give poor families some of the same options enjoyed by wealthy and middle class parents when they enroll their children in private schools.

The proposal seemed to have struck a chord, for the Gallup Poll on education subsequently revealed that the voucher concept had considerable popular support (see p. 148).

As proposed by Bennett, however, vouchers also drew considerable opposition.

The Wichita *Eagle-Beacon* said it was "the administration's latest effort to subsidize private schools," the Houston *Chronicle* called it "misleading and mischievous," the Los Angeles *Times* said the proposal "might well be unconstitutional" and in any case "would simply siphon funds out of a program for the poor," and the Pittsburgh *Post-Gazette* said it "would enfeeble the public schools by transferring funds to private schools that are not required to educate children of all abilities and those with physical and mental handicaps."

Said New York Commissioner of Education Gordon Ambach on behalf of the Council of Chief State School Officers, "The administration has advanced no sound reason for gutting one of the most effective federal education programs."

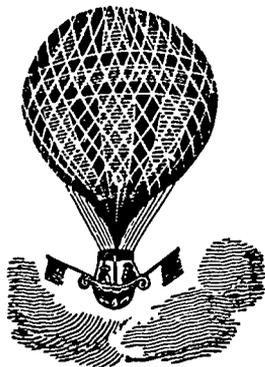
Speculating on how much education \$600 would buy, a Republican member of the House Education and Labor Committee said the proposal was a case of "easing the poor," and a Democrat

member called it a "swindle."

So general was the criticism that it was only to be expected that there might be some backing away from TEACH. It came in the form of CHOICE—from a group of House Republicans who proved that they, too, could produce dubious acronyms by introducing the Children's Options for Intensive Compensatory Education Act.

Among other things the bill provided for individualized instruction plans (IEPs) and for vouchers for children whose IEPs called for special instruction at another public or private school.

While preferring CHOICE to TEACH, the great majority of education leaders were vastly more inclined toward HOCI (Hands Off Chapter I) and toward laying tuition vouchers to rest for a while.



America's Unique System of Education



he most basic, most compelling, most distinctive characteristic of American education

is its exemplification of the democratic ideal.

American schools educate *all* youngsters, irrespective of their background, however disadvantaged they may be, whatever handicaps they may have, whatever their gifts or problems or their plight. In this respect the American system of education is like no other.

It is novel also in the lengths to which it has carried decentralization. In the 1930s, in fact, the "system" actually consisted of 127,000 separate, independent systems. That's how many local school districts, each with its own school board and decision-making authority, were charged with educating American youth. As

people increasingly moved to cities, and as costs steadily rose, consolidations dramatically reduced the number of school districts. Today there are fewer than 16,000.

In any case, the United States approach to public education remains unique. Many observers have marveled not only that the system works so well but that it manages to work at all.

The world's nations have developed three basic administrative styles in providing free public education for their people:

(1) centralized authority vested in the national government, (2) joint national-local control whereby the central government enacts school laws and disburses funds but leaves administration to localities, and (3) decentralized control under which most of the authority is held by political units below the national level.

22 **Centralized Systems**

National control is to be found in democratic and authoritarian states alike, but for different reasons. Sweden and Denmark have egalitarian schools, centrally controlled to assure that every student has an equal opportunity to advance solely on merit. France has a central system in order to equalize the *quality* of education nationwide. Italy stresses vocational and religious training, controlling the curriculum in private as well as public schools. Belgium, the Netherlands, Greece, and most Middle Eastern nations use the centralized approach because they are small and it's the most practical and economical way. In Latin America, the centralized schooling authority deals with illiteracy, the isolation of communities in rugged terrain, inadequate funding, and political instability.

The Soviet Union controls schools from Moscow to assure that no religious or non-Marxist doctrine is taught and to accommodate multiethnic populations in its far-flung republics by providing instruction in more than 100 languages as well as Russian. Major decisions affecting education are made not by the government but by the Communist Party. Like the Soviet Union, China prohibits private schools and colleges; it relies on public education to produce good citizens and train specialists in fields that advance the central government's economic and cultural goals.

Joint National-Local Systems

Few nations follow England's lead and use joint administration,

though it has proved highly effective there. London sets school policy but allows local authorities to interpret it to meet local needs, preferences, and school conditions. Central government inspectors periodically visit schools to make sure funds are wisely spent and national policies followed.

Japan has a similar national-local partnership, but the tradition of local citizen involvement in school affairs is not as strong as England's.

Decentralized Systems

State and local control is usually found in countries where public schooling began at the grass roots level and political unity was fostered by a confederation of sovereign states.

Following World War II, West Germany delegated education authority to its 11 states, including West Berlin. States exercise close supervision of local schools, though financing is shared with local districts, which have full responsibility for maintaining physical plants and providing for student health and welfare.

India's 1947 Constitution, adopted at independence from Great Britain, charged the federal government with providing public education to children up to age 14. However, New Delhi has lacked the funds to provide a national system, and responsibility has been assumed by the states. They in turn confront the task of educating a population speaking 12 major languages and 200 dialects. India has 300 million illiterate citizens.

Public education in Canada is a joint function of the ten provinces and local districts. The Dominion government retains authority to

overrule any provincial school law. It also guarantees the education rights of minorities and operates the schools in the Yukon and Northwest Territories and those for Indians and Eskimos.

Australia's 1900 Constitution delegated school responsibility to the six states, each of which has a ministry of education and requires marked conformity of curriculum and procedures in all schools within its jurisdiction. Since 1968, the Commonwealth government has operated the schools in the Capital and Northwest Territories.

The American System

As a decentralized enterprise, public education in the United States is an anomaly. The U.S. Constitution, unlike those of many nations, made no mention of education in setting forth the functions of the federal government. Thus, under the Tenth Amendment, Article X, education was one of many functions left by default to states. Public schools from colonial days onward were founded and largely supported by local initiative.

States through the years have continued to give local residents a major voice in school operations, along with a major responsibility for supporting them, primarily through local property taxes. Towns and cities well into the 20th century provided nearly all school funding. As recently as 1920, local taxes provided 83.2 percent of public elementary and secondary school expenditures, with states picking up 16.5 percent, the federal government a miniscule 0.3 percent. After World War II, both state and federal support for public schools began to increase

dramatically. By the early 1980s, the state share was up to more than 47 percent, with localities paying 44 percent. The state and federal shares were somewhat lower for education as a whole, including colleges and universities.

Nevertheless, states vary in the degree of responsibility delegated to local authorities, though no state board of education has the authority of state ministries in other countries. Massachusetts, for instance, delegates nearly all authority. New York, in contrast, has considerable control over education standards through state examinations for all students, and Delaware also tends toward centralization.

State financial support for schools also varies. Some states have less vigorous economies than others and thus lower tax revenues to help support public schools. For example, New York in 1984-85 was able to spend \$5,219 per pupil, while Mississippi spent only \$2,205.

The Federal Role

While not constitutionally mandated, federal support for schools has been public policy since the republic's founding. The Founding Fathers recognized that struggling young states and



24 territories lacked the resources to provide the quality of education for all children demanded by a democratic society.

Congress in the Ordinances of 1785 and 1787 set aside land for schools in the Northwest Territory. In 1862, with the Civil War dividing the nation, Congress nevertheless looked to the future by providing public lands that states could use or sell to support land-grant colleges. These colleges offered research and training in new agricultural practices to help the nation's agrarian economy prosper.

Federal aid to improve the school curriculum began in 1917 with programs to upgrade high school vocational training. In the late 1960s President Lyndon Johnson's Great Society programs opened the flood gates of federal aid to education. By the late 1970s, well over a hundred federal programs channeled billions of dollars into

schools for remedial and enrichment activities focused on disadvantaged, handicapped, Indian, non-English-speaking, and other children with special needs.

However, federal financial support has declined in the last few years, even as education costs have soared. By 1985-86, overall expenditures for public elementary and secondary education reached an estimated \$159.3 billion, an all-time high. Federal funds paid only 6.2 percent of the bill, down from 9 percent in the early 1980s. This was the smallest federal contribution in 20 years.

Reduced federal support in part reflected the efforts of Congress to lower the national debt by cutting all federal nondefense programs. More serious cuts were directed specifically at education by the Reagan administration, which advocates a less active federal role in assisting public schools.



Some Vital Education Statistics



In the United States today, education is the primary activity of nearly one out of every four of the nation's 241,000,000-or-so citizens—as students or as members of school or college staffs.

That remarkable fact is part of a special portrayal of American education as seen in statistical tables and charts such as those to be found on the following pages.

Their source (see page 50) is the U.S. Department of Education and more particularly the Department's Center for Education Statistics.

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VITAL STATISTICS

Table 1.—Participants in American education, fall 1985

27

(In thousands)

Participants	All levels	Public elementary and secondary schools	Private elementary and secondary schools	Institutions of higher education
Total	63,663	43,280	6,248	14,135
Enrollment.....	57,200	39,350	5,700	12,150
Teachers.....	3,183	2,150	343	890
Other professional staff.....	845	300	80	465
Nonprofessional staff.....	2,435	1,480	125	830

*Includes full-time and part-time faculty with the rank of instructor or above.

NOTE.—The enrollment figures include full-time and part-time enrollees at all levels of education. (Practically all elementary and secondary pupils are enrolled on a full-time basis.) The data for teachers and other staff in public and private elementary and secondary schools are reported in terms of full-time equivalents. The staff data for institutions of higher education include full-time and part-time professional, administrative, and nonprofessional personnel.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 1992-93*; and unpublished data (March 1986).

Table 2.—National enrollments, 1983

Level of instruction	All schools	Publicly controlled schools	Privately controlled schools	Private as percent of total enrollment
All levels	57,507,458	49,010,531	8,496,927	14.8
Elementary and secondary school ¹	45,042,797	39,327,797	5,715,000	12.7
Preprimary ²	3,558,541	2,857,541	701,000	19.7
Grades 1-8.....	27,729,789	24,115,789	3,614,000	13.0
Grades 9-12 and postgraduate....	13,754,467	12,354,467	1,400,000	10.2
Higher education ⁴	12,464,661	9,882,734	2,781,927	22.3
Undergraduate.....	9,707,171	7,733,184	1,973,987	20.3
First-professional.....	278,529	113,422	165,107	59.3
Graduate.....	1,104,808	693,026	411,782	37.3
Unclassified.....	1,374,153	1,143,102	231,051	15.8

¹ Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools.

² Includes kindergarten and a relatively small number of nursery school pupils.

³ Excludes preprimary pupils in schools without elementary grades.

⁴ Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs.

SOURCES: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities, 1983;" unpublished data from the Common Core of Data; and preliminary data from the School Survey, 1983-84.

Table 3.—Estimated enrollments for 1985 vs 1990

[In thousands]

Level of instruction and type of control	Fall 1985	Fall 1990
All levels (elementary, secondary, and higher education).....	57,200	57,782
Public.....	48,780	49,387
Private.....	8,420	8,395
Elementary and secondary schools ¹.....	45,050	45,889
Public.....	39,350	39,869
Private.....	5,700	5,900
Preprimary ².....	3,898	4,159
Public.....	3,158	3,319
Private.....	740	840
Grades 1-8.....	27,322	29,366
Public.....	23,782	25,606
Private.....	3,580	3,760
Grades 9-12.....	13,830	12,144
Public.....	12,430	10,944
Private.....	1,400	1,200
Higher education ³.....	12,150	12,093
Public.....	9,430	9,498
Private.....	2,720	2,595

¹ Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Excludes preprimary pupils in schools without elementary grades.

² Includes kindergarten and a relatively small number of nursery school pupils.

³ Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in colleges, universities, professional schools, teachers colleges, and 2-year colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Sections of Education Statistics to 1992-93*; and unpublished tabulations (March 1986).

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Table 4.—Percentage of 3- to 24-year-olds enrolled in school, 1983

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years	18 and 19 years	20 and 21 years	22 to 24 years
1965.....	10.6	84.9	99.4	93.2	46.3	27.6	13.2
1966.....	12.5	85.8	99.3	93.7	47.2	29.9	15.2
1967.....	14.2	87.4	99.3	93.7	47.6	33.3	13.6
1968.....	15.7	87.6	99.1	94.2	50.4	31.2	13.8
1969.....	16.1	88.4	99.2	94.0	50.2	34.1	15.4
1970.....	20.5	89.5	99.2	94.1	47.7	31.9	14.9
1971.....	21.2	91.6	99.1	94.5	49.2	32.2	15.4
1972.....	24.4	91.9	99.2	93.3	46.3	31.4	14.8
1973.....	24.2	92.5	99.2	92.9	42.9	30.1	14.5
1974.....	28.8	94.2	99.3	92.9	43.1	30.2	15.1
1975.....	31.5	94.7	99.3	93.6	46.9	31.2	16.2
1976.....	31.3	95.5	99.2	93.7	46.2	32.0	17.1
1977.....	32.0	95.8	99.4	93.6	46.2	31.8	16.5
1978.....	34.2	95.3	99.1	93.7	45.4	29.5	16.3
1979.....	35.1	95.8	99.2	93.6	45.0	30.2	15.8
1980.....	36.7	95.7	99.3	93.4	46.4	31.0	16.3
1981.....	36.0	94.0	99.2	94.1	49.0	31.6	16.5
1982.....	36.4	95.0	99.2	94.4	47.8	34.0	16.8
1983.....	37.5	95.4	99.2	95.0	50.4	32.5	16.6

* Includes enrollment in any type of graded public, parochial, or other private school in the regular school system. Includes nursery schools, kindergartens, elementary schools, high schools, colleges, universities, and professional schools. Attendance may be on either a full-time or part-time basis and during the day or night. Enrollments in "special" schools, such as trade schools or business colleges, are not included.

NOTE.—Data are based upon sample surveys of the civilian noninstitutional population.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 294 and No. 394.

Table 5.—School districts by state, fall 1983

State or other area	School districts, fall 1983			Change in number of operating districts, 1982 to 1983 (- denotes decrease)
	Total	Operating	Non-operating	
United States	15,747	15,398	349	-101
Alabama.....	128	128	0	---
Alaska.....	53	53	0	---
Arizona.....	221	202	19	-4
Arkansas.....	367	384	3	-7
California.....	1,030	1,027	3	-8
Colorado.....	181	181	0	---
Connecticut.....	163	165	0	---
Delaware.....	19	17	2	---
District of Columbia.....	1	1	0	---
Florida.....	67	67	0	---
Georgia.....	187	187	0	---
Hawaii.....	1	1	0	---
Ideho.....	115	114	1	-1
Illinois.....	1,009	1,007	2	-2
Indiana.....	305	304	1	---
Iowa.....	439	437	2	-3
Kansas.....	305	304	1	-2
Kentucky.....	180	180	0	---
Louisiana.....	66	66	0	---
Maine.....	282	230	52	---
Maryland.....	24	24	0	---
Massachusetts.....	404	348	58	---
Michigan.....	574	573	1	---
Minnesota.....	437	435	2	---
Mississippi.....	154	153	1	---
Missouri.....	545	544	1	-2
Montana.....	561	551	10	-10
Nebraska.....	994	930	64	-38
Nevada.....	17	17	0	---
New Hampshire.....	169	158	11	---
New Jersey.....	604	581	23	-4
New Mexico.....	89	89	0	---
New York.....	720	713	7	-2
North Carolina.....	142	141	1	-2
North Dakota.....	321	288	33	---
Ohio.....	616	614	2	-1
Oklahoma.....	615	615	0	-1
Oregon.....	309	307	2	-1
Pennsylvania.....	500	500	0	---
Rhode Island.....	40	40	0	---
South Carolina.....	92	92	0	---
South Dakota.....	195	187	8	---
Tennessee.....	143	141	2	-5
Texas.....	1,075	1,072	3	-4
Utah.....	40	40	0	---
Vermont.....	273	245	28	---
Virginia.....	138	134	4	---
Washington.....	299	298	1	-2
West Virginia.....	55	55	0	---
Wisconsin.....	432	431	1	-2
Wyoming.....	49	49	0	---

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Common Core of Data" survey.

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Table 6.—Number of public schools, by type, 1970-71 to 1982-83

31

Type of school	School year				
	1970-71	1974-75	1978-79	1980-81	1982-83
Schools with elementary grades only:					
Total.....	64,020	61,759	60,312	59,326	58,051
Middle schools.....	2,080	3,224	5,879	6,003	6,875
One-teacher schools.....	1,815	1,247	1,056	921	798
Other elementary schools.....	60,125	57,288	53,377	52,402	50,378
Schools with secondary grades only:					
Total.....	23,572	23,837	22,834	22,619	22,383
Junior high schools ¹	7,750	7,590	6,282	5,890	5,943
3-year or 4-year high schools.....	11,265	11,480	11,410	10,758	11,678
5-year or 6-year high schools.....	3,887	4,122	4,429	4,193	4,067
Other schools ²	670	545	713	1,778	690
Combined.....	1,780	1,860	1,670	1,743	1,605

¹ Normally includes grades 7 and 8 or grades 7 through 9.

² Includes schools with other grade spans, incomplete high schools, and vocational/technical high schools when separately reported.

SOURCES: U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*; and special tabulations from the "Common Core of Data" survey.

Table 7.—K-12 schools by size of enrollment, 1982-83

Enrollment size	Schools by type				Enrollment by type of school			
	Elementary	Secondary	Combined elementary/secondary	Other ¹	Elementary	Secondary	Com ² ined elementary/secondary	Other ¹
Total	58,051	22,383	1,605	2,701	23,117,501	15,917,952	765,890	305,592
Percent ³	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Under 100.....	7.94	8.64	19.46	62.81	1.01	0.71	1.83	18.92
100 to 199.....	12.63	10.30	9.79	19.01	4.82	2.10	2.91	18.81
200 to 299.....	16.10	8.39	10.04	8.37	10.16	2.90	5.22	14.12
300 to 399.....	19.07	7.83	10.42	2.79	16.68	3.7	7.71	6.75
400 to 499.....	15.70	7.70	10.29	2.09	17.60	4.1	9.64	6.61
500 to 599.....	11.35	8.04	9.67	1.21	15.55	6.14	11.02	4.68
600 to 699.....	7.16	7.40	7.55	0.56	11.58	6.68	10.26	2.50
700 to 799.....	4.20	6.45	5.30	0.93	7.86	6.72	8.24	4.90
800 to 999.....	3.76	10.32	7.55	0.60	8.32	12.79	13.96	3.80
1,000 to 1,499.	1.86	14.55	7.30	0.79	5.38	24.59	18.35	6.42
1,500 to 1,999.	0.22	6.43	1.75	0.46	0.89	15.31	6.26	5.68
2,000 to 2,999.	0.02	3.49	0.75	0.28	0.13	11.25	3.70	4.60
3,000 or more	(*)	0.43	0.12	0.09	0.03	2.19	0.69	2.22
Average size ⁴ ...	399	719	476	142	---	---	---	---

¹ Includes special education, alternative, and other schools not classified by grade span.

² Data by size of school for those schools reporting enrollment.

³ Less than .005 percent.

--- Indicates data either not reported, not available, or not applicable.

NOTE.—These enrollment data should be regarded as approximations only. Totals differ from those reported in other tables because this table represents data reported by schools rather than by States or school districts. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, special tabulation from the "Common Core of Data" survey.

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Table 8.—Enrollment trends, 1980 to 1993

33

Fall of year	Total school enrollment (in thousands)			Public school enrollment (in thousands)		
	Pre- primary to 8th grade	9th to 12th grade	Pre- primary to 8th grade	9th to 12th grade	Pre- primary to 8th grade	9th to 12th grade
1980	31.666	14.652	27.674	13.313	3.992	1.339
1981	31.345	14.255	27.245	12.844	4.200	1.400
1982	31.356	13.896	27.156	12.496	4.200	1.400
1983	31.288	13.754	26.997	12.355	4.315	1.400
1984 ¹	31.229	13.776	26.929	12.376	4.300	1.400
			Projected ²			
1985	31.227	13.559	26.927	12.459	4.300	1.400
1986	31.515	13.743	27.215	12.343	4.300	1.400
1987	32.060	13.371	27.660	12.071	4.400	1.300
1988	32.592	12.972	28.192	11.672	4.400	1.300
1989	33.259	12.656	28.759	11.356	4.500	1.300
1990	33.977	12.413	29.377	11.213	4.600	1.300
1991	34.599	12.508	29.899	11.308	4.700	1.200
1992	35.206	12.683	30.406	11.483	4.800	1.200
1993	35.764	12.996	30.864	11.696	4.900	1.300
1994	---	---	31.129	12.108	---	---

—Not available

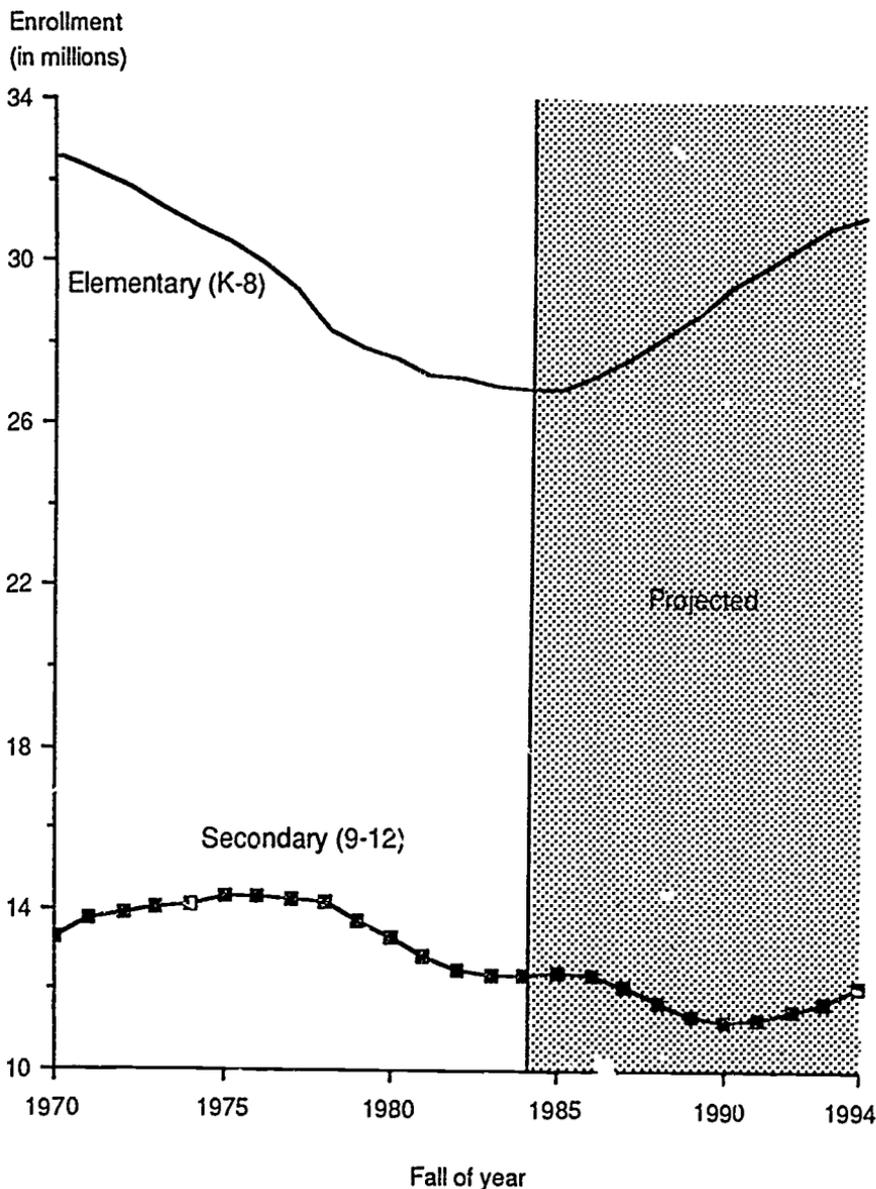
¹Total enrollment based on actual public school enrollment figures and projected private school figures because actual private school data for 1984 are not available.

²Projections of public school enrollment are based on current data, whereas the most recent data on private schools are for 1983.

NOTE: Details may not add to totals because of rounding.

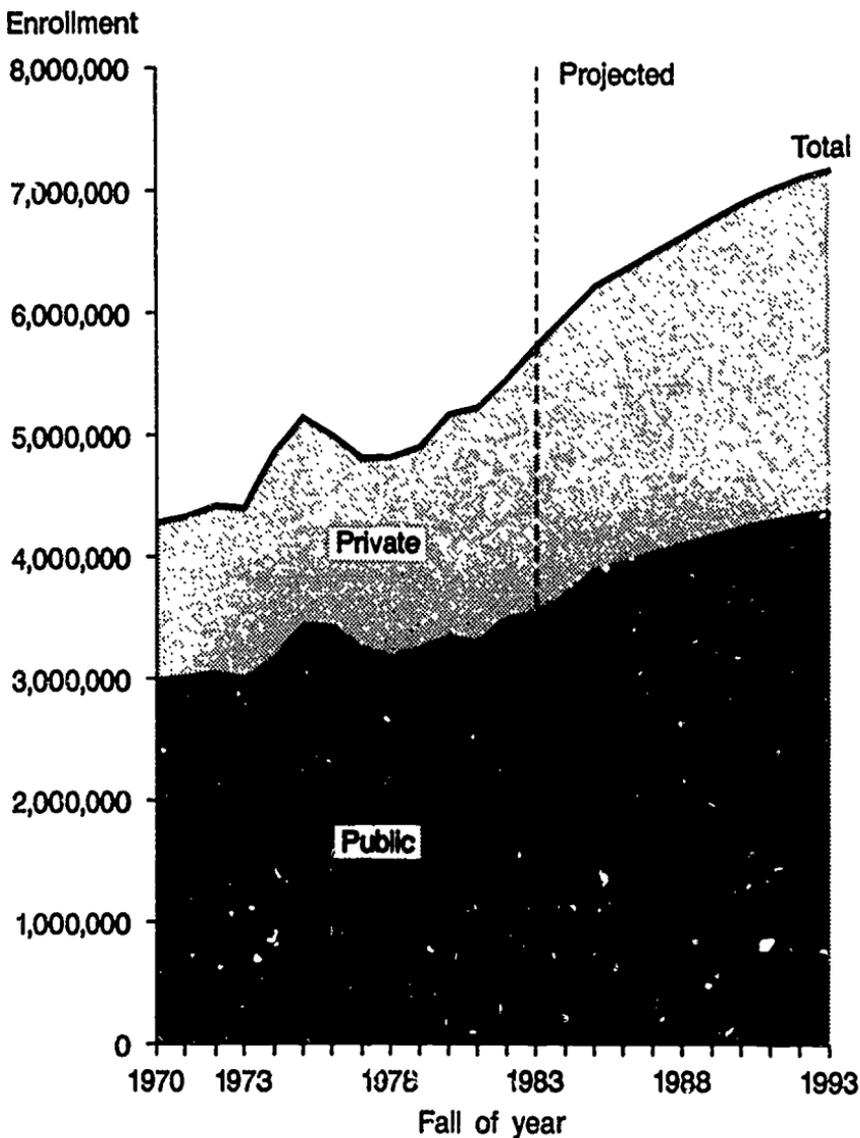
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*, various years; "Private Elementary and Secondary Education, 1983: Enrollment, Teachers, and Schools," CS Bulletin 85-102b, December 1984; *Projections of Education Statistics to 1992-93*, 1985, and unpublished tabulations (December 1984).

34 **Figure 1.—Public school enrollment: 1970 to 1994**



SOURCE U.S. Department of Education, Center for Statistics, unpublished tabulations.

Figure 3.—Trends in preprimary enrollments, 1970 to 1993



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Table 9.—Compulsory attendance ages by state

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State	Compulsory attendance ¹
Alabama.....	7 to 16
Alaska.....	7 to 16
Arizona.....	8 to 16
Arkansas.....	7 to 17
California.....	6 to 16
Colorado.....	7 to 16
Connecticut.....	7 to 16
Delaware.....	5 to 16
District of Columbia.....	7 to 17
Florida.....	6 to 16
Georgia.....	7 to 16
Hawaii.....	6 to 18
Idaho.....	7 to 16
Illinois.....	7 to 16
Indiana.....	7 to 16
Iowa.....	7 to 16
Kansas.....	7 to 16
Kentucky.....	6 to 18
Louisiana.....	7 to 16
Maine.....	7 to 17
Maryland.....	6 to 16
Massachusetts.....	6 to 16
Michigan.....	6 to 16
Minnesota.....	7 to 16
Mississippi.....	6 to 14
Missouri.....	7 to 16
Montana.....	7 to 16
Nebraska.....	² 7 to 16
Nevada.....	7 to 17
New Hampshire.....	6 to 16
New Jersey.....	6 to 16
New Mexico.....	6 to 18
New York.....	6 to 16
North Carolina.....	7 to 16
North Dakota.....	7 to 16
Ohio.....	6 to 18
Oklahoma.....	7 to 18
Oregon.....	7 to 18
Pennsylvania.....	8 to 17
Rhode Island.....	7 to 16
South Carolina.....	5 to 17
South Dakota.....	² 7 to 16
Tennessee.....	7 to 17
Texas.....	³ 7 to 16
Utah.....	6 to 18
Vermont.....	7 to 16
Virginia.....	5 to 17
Washington.....	8 to 18
West Virginia.....	6 to 16
Wisconsin.....	6 to 18
Wyoming.....	7 to 16

¹ During these years (inclusive) a child must attend school unless some approved basis for exemption exists.

² May leave anytime after completing 8th grade.

³ Must complete academic year in which 16th birthday occurs.

Source: Education Commission of the States, "Compulsory School Age Requirements, July 1984"

Table 10.—Higher education enrollment, 1979 to 1983

Type and control of institution	1979	1981	1983	Percent change, 1978 to 1983
All Institutions	11,569,899	12,371,672	12,464,661	10.7
Universities.....	2,839,582	2,901,344	2,888,813	3.9
Other 4-year institutions.....	4,513,851	4,754,117	4,852,382	9.0
2-year institutions.....	4,216,866	4,716,211	4,723,466	17.3
Public Institutions	9,636,822	9,647,032	9,682,734	10.2
Universities.....	2,099,525	2,152,474	2,154,790	4.5
Other 4-year institutions.....	2,880,487	3,013,850	3,088,814	7.7
2-year institutions.....	4,056,810	4,480,708	4,459,330	15.1
Private institutions	2,533,077	2,724,640	2,781,927	12.4
Universities.....	740,057	748,870	734,023	2.2
Other 4-year institutions.....	1,833,164	1,740,287	1,783,768	11.4
2-year institutions.....	159,856	235,503	264,136	71.0

*Large percentage increase is due primarily to the addition of colleges accredited by the National Association of Trade and Technical Schools in 1980 and 1981.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities" survey.

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Table 11.—Women vs men enrolled in higher education, 1963 to 1983

39

Year	Attendance status		Sex of student		Control of institution	
	Full-time	Part-time	Men	Women	Public	Private
1963.....	(1)	(1)	2,955,217	1,810,650	3,065,848	1,700,019
1964.....	(1)	(1)	3,248,713	2,031,307	3,467,708	1,812,312
1965.....	(1)	(1)	3,630,020	2,290,844	3,969,596	1,951,268
1966.....	4,438,606	* 1,951,266	3,856,216	2,533,656	4,348,917	2,040,955
1967.....	4,793,128	*2,118,620	4,132,800	2,778,948	4,816,028	2,095,720
1968.....	5,210,155	2,302,936	4,477,849	3,035,442	5,430,652	2,082,439
1969.....	5,498,883	2,505,777	4,746,201	3,258,459	5,896,868	2,107,792
1970.....	5,816,290	2,764,597	5,043,642	3,537,245	6,428,134	2,152,753
1971.....	6,077,232	2,871,412	5,207,004	3,741,640	6,304,309	2,144,335
1972.....	6,072,389	3,142,471	5,238,757	3,976,103	7,070,635	2,144,225
1973.....	6,189,493	3,412,630	5,371,052	4,231,071	7,419,516	2,182,607
1974.....	6,370,273	3,853,456	5,622,429	4,601,300	7,988,500	2,235,229
1975.....	6,841,334	4,343,525	6,148,997	5,035,862	8,834,508	2,350,351
1976.....	6,717,058	4,295,079	5,810,828	5,201,309	8,653,477	2,358,660
1977.....	6,792,925	4,492,862	5,789,016	5,496,771	8,846,993	2,438,794
1978.....	6,667,657	4,592,435	5,640,998	5,619,094	8,785,893	2,474,199
1979.....	6,794,039	4,775,860	5,682,877	5,887,022	9,036,822	2,533,077
1980.....	7,097,958	4,998,937	5,874,374	6,222,521	9,457,394	2,639,501
1981.....	7,181,250	5,190,422	5,975,056	6,396,616	9,647,032	2,724,640
1982.....	7,220,618	5,205,162	6,031,384	6,394,396	9,696,087	2,729,693
1983.....	7,261,050	5,203,611	6,023,725	6,440,936	9,682,734	2,781,927

¹Data not available.

²Includes part-time resident students and all extension students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities" surveys.

Table 12.—State public school staffs, 1983

(In full-time equivalents)

State or other area	School staff						Other support services staff
	School administrators	School and library support staff	Classroom teachers	Instructional aides	Guidance counselors	Librarians	
United States.....	122,321	167,532	2,125,756	278,119	62,540	46,756	862,696
Alabama.....	2,040	2,266	35,819	2,930	659	1,155	18,381
Alaska.....	341	980	5,747	978	191	142	2,061
Arizona.....	1,204	520	26,268	3,700	685	586	12,477
Arkansas.....	1,145	1,423	23,696	2,131	547	691	12,468
California.....	13,098	26,472	174,290	47,639	4,556	1,140	80,361
Colorado.....	2,190	3,961	28,421	3,490	928	717	12,420
Connecticut ^a	1,400	---	32,317	0	1,795	566	0
Delaware.....	341	418	5,429	579	151	107	2,397
District of Columbia.....	300	371	5,569	534	244	180	2,267
Florida.....	4,848	---	85,028	14,877	3,159	2,191	49,213
Georgia.....	3,455	3,659	56,491	9,100	1,183	1,833	27,817
Hawaii.....	361	---	7,007	785	383	246	6,010
Idaho.....	520	508	9,847	819	243	173	2,631
Illinois.....	4,089	1,489	102,130	9,166	2,231	2,211	53,994
Indiana.....	2,663	5,408	50,509	8,172	1,299	1,142	31,126
Iowa.....	1,466	3,913	31,779	2,626	907	679	15,513
Kansas.....	1,449	1,794	26,096	2,204	936	885	9,627
Kentucky.....	1,892	2,031	32,458	2,756	807	1,100	19,766
Louisiana.....	2,316	3,118	42,179	6,501	884	1,200	26,189
Maine.....	799	169	13,492	1,960	352	207	4,854
Maryland.....	2,197	5,014	37,275	4,770	1,231	972	16,699
Massachusetts.....	2,030	3,005	56,673	8,095	1,955	660	19,844
Michigan.....	10,838	4,551	79,962	9,987	3,196	1,547	38,392
Minnesota.....	1,626	3,215	39,392	6,193	858	720	13,881
Mississippi.....	1,334	2,755	24,955	3,951	702	730	15,280
Missouri.....	3,458	---	46,761	3,347	2,066	1,209	30,344
Montana.....	497	---	9,479	1,109	302	323	414
Nebraska.....	1,031	---	17,548	2,043	509	505	7,042
Nevada.....	352	---	7,366	0	229	151	203
New Hampshire.....	494	756	9,821	1,363	375	151	2,633
New Jersey.....	4,963	6,261	73,593	4,811	2,254	1,605	9,404
New Mexico.....	729	6,278	14,532	2,099	520	267	631
New York.....	6,434	6,306	145,647	19,076	4,462	2,694	85,496
North Carolina.....	3,276	3,928	55,126	16,011	1,602	2,019	21,241
North Dakota.....	143	395	7,067	661	156	176	2,820
Ohio.....	4,712	13,718	96,927	6,118	2,733	1,697	41,670
Oklahoma.....	1,742	2,466	34,999	3,317	1,092	649	13,674
Oregon.....	1,420	2,409	24,409	3,557	933	765	9,930
Pennsylvania.....	3,819	7,043	102,207	9,110	3,224	1,963	49,028
Rhode Island.....	542	594	6,843	804	352	216	2,062
South Carolina.....	1,888	2,617	32,323	4,027	974	1,089	12,666
South Dakota.....	418	2,018	6,355	1,040	219	171	1,852
Tennessee.....	4,442	3,606	39,409	4,018	828	1,266	22,032
Texas.....	7,774	12,514	170,829	23,580	3,973	3,171	4,835
Utah.....	781	1,279	15,850	1,624	371	316	5,544
Vermont.....	837	680	6,242	1,065	191	178	2,343
Virginia.....	2,977	4,942	56,388	7,384	1,954	1,726	25,295
Washington.....	2,191	3,027	34,757	3,876	1,129	1,064	12,221
West Virginia.....	1,269	683	22,503	2,705	505	357	10,109
Wisconsin.....	1,973	4,166	45,311	4,727	1,348	1,079	15,282
Wyoming.....	519	606	7,010	882	157	147	3,196

^a Support staff not reported.

--- Indicates data either not reported, not available, or not applicable.

NOTE.—Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Common Core of Data" survey.

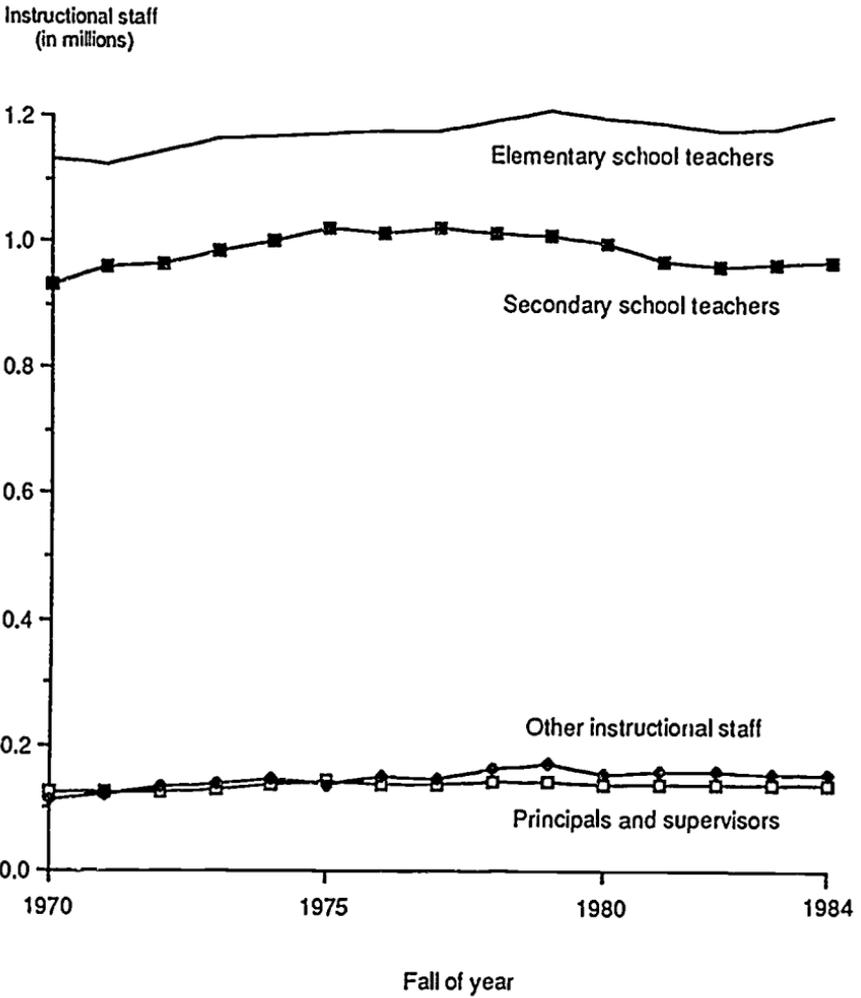
Table 13.—Trends in staffing patterns, 1970-71 to 1984-85

School year	Elementary school classroom teachers	Secondary school classroom teachers	Total classroom teachers	Principals and supervisory instructional staff	Other nonsupervisory instructional staff	Total instructional staff	Average daily membership ¹
1970-71	1,130,347	931,896	2,062,243	125,260	112,381	2,299,884	44,719,200
1971-72	1,123,879	962,322	2,086,201	128,094	120,824	2,335,119	45,393,630
1972-73	1,142,938	965,908	2,108,846	128,311	135,198	2,372,355	45,175,900
1973-74	1,162,181	986,103	2,148,284	132,359	138,074	2,418,717	45,131,680
1974-75	1,169,300	1,001,395	2,170,695	140,279	144,909	2,455,883	44,911,989
1975-76	1,170,036	1,021,114	2,191,450	141,248	139,541	2,472,239	44,442,070
1976-77	1,175,532	1,010,769	2,186,301	137,363	149,591	2,473,255	43,975,419
1977-78	1,176,340	1,019,505	2,195,845	136,983	145,449	2,478,277	43,610,204
1978-79	1,193,268	1,012,645	2,205,913	143,654	161,723	2,511,290	42,938,327
1979-80	1,209,356	1,008,129	2,217,485	141,427	168,764	2,527,676	41,934,900
1980-81	1,195,725	996,438	2,192,163	138,894	153,686	2,484,743	40,839,295
1981-82	1,187,947	969,815	2,157,802	138,665	157,439	2,453,905	40,126,444
1982-83	1,176,299	959,958	2,136,257	136,605	158,094	2,430,956	39,294,027
1983-84	1,178,462	966,004	2,144,466	137,374	155,371	2,437,211	38,803,420
1984-85	1,199,232	967,678	2,166,910	137,619	153,601	2,458,130	38,486,995

¹Average daily membership is defined as the average number of students belonging to a school, those present plus those absent, when schools are actually in session.

SOURCE: National Education Association. *Estimates of School Statistics*, various years

Figure 4.—Trends in staffing patterns, 1970-71 to 1984-85



SOURCE. National Education Association, Estimates of School Statistics.

Table 14.—Trends in numbers of K-12 teachers, 1981 to 1993

(In Thousands)									
Fall of Year	Total Teachers			Public School Teachers			Private School Teachers		
	Preprimary to 12th Grade	Elementary	Secondary	Preprimary to 12th Grade	Elementary	Secondary	Preprimary to 12th Grade	Elementary	Secondary
1981.....	2,430	1,376	1,054	2,117	1,155	962	1,313	221	92
1983 ²	2,462	1,415	1,047	2,125	1,175	950	337	240	97
					Projected				
1985.....	2,467	1,425	1,042	2,124	1,179	945	343	246	97
1987.....	2,505	1,486	1,019	2,151	1,227	924	354	259	95
1988.....	2,517	1,521	996	2,162	1,258	904	355	263	92
1989.....	2,543	1,560	983	2,179	1,288	891	364	272	92
1990.....	2,580	1,603	977	2,209	1,321	888	371	282	89
1991.....	2,630	1,645	985	2,253	1,353	900	377	292	85
1992.....	2,687	1,681	1,006	2,299	1,379	920	388	302	86
1993.....	2,737	1,705	1,032	2,336	1,397	939	401	308	93

¹Estimated.

²Preliminary.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*, various years; "Private Elementary and Secondary Education, 1983: Enrollment, Teachers, and Schools," NCES Bulletin 85-102b, December 1984; *Projections of Education Statistics to 1992-93*, 1985; and unpublished tabulations (December 1984).

Table 15.—Demand for K-12 teachers, 1981 to 1993

(Number in Thousands)								
Fall of Year	Total Estimated Teacher Demand	Estimated Demand for Additional Teachers					Estimated Supply of New Teacher Graduates ¹	New Supply as Percent of Demand for Additional Teachers
		Total	Public	Private	Elementary	Secondary		
1981	2,430	115	85	30	71	44	141	122.6
1983	2,462	164	132	32	98	66	146	89.0
					Projected			
1985	2,467	158	134	24	96	62	146	92.4
1987	2,505	171	144	27	125	46	142	83.0
1988	2,517	162	140	22	124	38	139	85.6
1989	2,543	177	146	31	130	47	139	78.5
1990	2,580	188	160	28	136	52	139	73.9
1991	2,630	204	176	28	138	66	138	67.6
1992	2,687	215	181	34	135	80	137	63.7
1993	2,737	211	175	36	125	86	133	63.0

¹Estimates for 1980 and 1981 are from National Education Association, *Teacher Supply and Demand in Public Schools, 1981-82, 1983*. Other estimates developed by the National Center for Education Statistics.

²For methodological details, see *Projections of Education Statistics to 1992-93, 1985*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 1992-93, 1985*, and unpublished tabulations (January 1985); and National Education Association, *Teacher Supply and Demand in Public Schools, 1981-82, 1983*, copyrighted.

VITAL STATISTICS

Table 16.—Average classroom teacher salaries, 1959-60 to 1983-84

School year	Unadjusted dollars			Adjusted dollars (1983-84 purchasing power) ¹		
	All teachers	Elementary teachers	Secondary teachers	All teachers	Elementary teachers	Secondary teachers
1959-60	\$4,995	\$4,815	\$5,276	\$17,304	\$18,680	\$18,277
1961-62	5,515	5,340	5,775	18,668	18,076	19,548
1963-64	5,995	5,805	6,266	19,774	19,147	20,668
1965-66	6,486	6,279	6,761	20,671	20,014	21,551
1967-68	7,423	7,208	7,692	22,210	21,566	23,014
1969-70	8,635	8,412	8,891	23,270	22,669	23,980
1970-71	9,269	9,021	9,568	23,755	23,119	24,521
1971-72	9,705	9,424	10,031	24,006	23,311	24,813
1972-73	10,176	9,893	10,507	24,194	23,522	24,981
1973-74	10,778	10,507	11,077	23,621	22,929	24,173
1974-75	11,690	11,334	12,000	22,972	22,272	23,581
1975-76	12,591	12,280	12,947	23,103	22,533	23,756
1976-77	13,353	12,990	13,776	23,159	22,530	23,893
1977-78	14,188	13,846	14,603	23,076	22,503	23,733
1978-79	15,032	14,680	15,450	22,333	21,810	22,954
1979-80	15,970	15,569	16,459	20,940	20,414	21,581
1980-81	17,644	17,230	18,142	20,735	20,249	21,320
1981-82	19,276	18,803	19,858	20,847	20,335	21,476
1982-83	21,700	20,211	21,326	21,464	20,867	22,113
1983-84	21,930	21,465	22,570	21,935	21,465	22,570

¹ Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

NOTE.—Data for some recent years have been revised slightly since originally published.

SOURCE: National Education Association, annual *Estimates of School Statistics*. (Latest edition 1984-85 copyright © 1985 by the National Education Association. All rights reserved.)

Table 17.—Trends in pupil/teacher ratios, 1959-60 to 1984-85

Year	Total	For elementary schools	For secondary schools
1959-60	26.0	28.7	21.5
1961-62	25.6	28.3	21.7
1963-64	25.5	28.4	21.5
1965-66	24.7	27.6	20.8
1967-68	23.7	26.3	20.3
1969-70	22.7	24.8	20.0
1971-72	22.3	24.9	19.3
1973-74	21.2	22.9	19.3
1975-76	20.4	21.7	18.8
1977-78	19.9	21.1	18.2
1979-80	19.0	20.9	16.8
1980-81	19.0	23.5	17.1
1981-82	18.9	20.6	16.9
1982-83	18.7	20.4	16.6
1983-84	18.5	20.6	16.0
1984-85	18.3	20.4	15.7

For 1971-72 and subsequent years, the data by level were estimated by taking the proportion of elementary or secondary teachers reported separately by the National Education Association and applying these proportions to the Center for Statistics data on total numbers of teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*, various years, and unpublished tabulations.

VITAL STATISTICS

Table 18.—Expenditures by schools and colleges, 1899-1900 to 1985-86

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School year	Expenditures for education (amounts in millions)				
	Total	Elementary and secondary		Colleges and universities	
		Public	Private ¹	Public	Private
1899-1900.....	---	\$215	---	---	---
1909-10.....	---	426	---	---	---
1919-20.....	---	1,036	---	---	---
1929-30.....	---	2,317	---	\$292	\$341
1939-40.....	---	2,344	---	392	367
1949-50.....	\$8,911	5,838	\$411	1,430	1,233
1951-52.....	10,735	7,344	517	1,565	1,309
1953-54.....	13,147	9,092	641	1,912	1,502
1955-56.....	15,907	10,955	772	2,348	1,832
1957-58.....	20,055	13,569	956	3,237	2,293
1959-60.....	23,860	15,613	1,100	3,904	3,244
1961-62.....	28,503	18,373	1,300	4,919	3,911
1963-64.....	34,440	21,325	1,500	6,558	5,057
1965-66.....	43,682	26,248	1,800	9,047	6,588
1967-68.....	55,652	32,977	2,100	12,750	7,824
1969-70.....	68,459	40,683	2,500	16,234	9,041
1970-71.....	75,741	45,500	2,700	18,028	9,513
1971-72.....	80,672	48,050	2,300	19,538	10,184
1972-73.....	86,875	51,852	3,100	21,144	10,779
1973-74.....	95,396	56,970	3,400	23,542	11,484
1974-75.....	108,664	64,846	4,000	26,966	12,852
1975-76.....	118,706	70,601	4,500	29,736	13,869
1976-77.....	126,417	74,194	5,000	31,997	15,226
1977-78.....	137,042	80,844	5,700	34,031	16,467
1978-79.....	148,308	86,712	6,300	37,110	18,187
1979-80.....	165,627	95,962	7,200	41,434	21,031
1980-81.....	182,849	104,125	8,200	46,559	23,965
1981-82.....	197,799	111,186	9,300	50,613	26,500
1982-83.....	211,368	118,425	10,300	53,840	28,803
1983-84 ²	228,597	127,500	11,500	58,124	31,473
1984-85 ¹	244,400	136,500	12,400	62,000	33,500
1985-86 ¹	260,200	146,000	13,300	65,600	35,300

¹ Estimated.

² Preliminary.

NOTE.—Because of rounding, details may not add to totals.

SOURCES: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems; Revenue; and Expenditures for Public Elementary and Secondary Education; Financial Statistics of Institutions of Higher Education*; and unpublished data (March 1986).

Table 19.—K-12 expenditures per pupil, 1929-30 to 1983-84

School year	Unadjusted dollars		Adjusted dollars (1983-84 purchasing power) ¹	
	Total ²	Current ³	Total ²	Current ³
1929-30.....	\$108	\$87	\$642	\$517
1931-32.....	97	81	685	572
1933-34.....	76	67	584	515
1935-36.....	88	74	652	548
1937-38.....	100	84	711	597
1939-40.....	106	88	772	641
1941-42.....	110	98	719	640
1943-44.....	125	117	731	684
1945-46.....	145	136	810	759
1947-48.....	203	179	886	782
1949-50.....	259	209	1,113	898
1951-52.....	213	244	1,212	945
1953-54.....	1	265	1,328	1,003
1955-56.....	308	294	1,469	1,113
1957-58.....	449	341	1,559	1,214
1959-60.....	472	375	1,635	1,299
1961-62.....	530	419	1,794	1,418
1963-64.....	559	460	1,844	1,517
1965-66.....	654	537	2,085	1,712
1967-68.....	786	658	2,352	1,969
1969-70.....	955	816	2,574	2,199
1971-72.....	1,128	990	2,790	2,449
1973-74.....	1,364	1,207	2,977	2,634
1975-76.....	1,697	1,504	3,114	2,760
1976-77.....	1,816	1,638	3,150	2,841
1977-78.....	2,002	1,823	3,254	2,963
1978-79.....	2,210	2,021	3,283	3,003
1979-80.....	2,491	2,272	3,266	2,979
1980-81.....	2,714	2,487	3,189	2,923
1981-82.....	4 2,962	2,726	4 3,203	2,948
1982-83 ⁵	3,192	2,948	3,310	3,057
1983-84 ⁵	3,430	3,173	3,430	3,173

¹ Based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

² Includes current expenditures for day schools, capital outlay, and interest on school debt.

³ Includes day school expenditures only; excludes current expenditures for other programs.

⁴ Includes an estimate for capital outlay and interest on school debt.

⁵ Preliminary data.

SOURCES: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems' Revenues and Expenditures for Public Elementary and Secondary Education*, and unpublished data, National Education Association, *Estimates of School Statistics*. (Latest edition, 1984-85. Copyright © 1985 by the National Education Association. All rights reserved.)

Table 20.—Revenue sources for K-12 schools, 1919-20 to 1983-84

School year	Total revenues ¹ (In thousands)	Sources		
		Local ²	State	Federal
1919-20	5970.121	832	165	03
1929-30	2,088.557	827	169	04
1939-40	2,260.527	680	303	18
1949-50	5,437.044	573	398	29
1959-60	14,746.618	565	391	44
1969-70	40,266.923	521	399	60
1979-80	96,881.165	434	468	98
1980-81	105,949.087	434	474	92
1981-82	110,191.257	450	476	74
1982-83	117,205.793	449	480	71
1983-84	126,377.395	451	480	68
1984-85 ³	139,634.982	437	496	66
1985-86 ³	149,687.997	435	501	64

¹In current dollars.

²Data for local and State revenues are preliminary, December 1985

³Estimated by the National Education Association

NOTE: Data beginning in 1959-60 include Alaska and Hawaii.

SOURCES: U.S. Department of Education, Center for Statistics.

Digest of Education Statistics, 1985-86 National Education Association.

Estimates of School Statistics: 1985-86, April 1986

50 **The Source of the Numbers**
The tables and charts on the preceding pages come from the 1986 editions of the two chief publications issued annually by the U.S. Department of Education's Center for Education Statistics—*The Condition of Education* and the *Digest of Education Statistics*.

Representing a new venture into the field of "indicators," *The Condition of Education* focuses on 45 carefully selected measures designed to provide a concise gauge of the health and progress of American schools and colleges—roughly an education version of the economic indicators that make up the Gross National Product.

The *Digest*, which has been in existence for a quarter of a century, provides an abstract of statistical information covering pre-kindergarten through graduate school—schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds, employment and income of graduates, libraries, aspects of international education, and more.

The federal government has been collecting national information bearing on education for nearly 150 years now, beginning in 1840, when

the Bureau of the Census started tracking illiteracy rates.

The chief effort was not launched, however, until 1870. That is the year in which the Congress created a Department of Education (which a few years later became a Bureau and then an Office and in 1980 a Department again). Although the present Department of Education has Cabinet rank, the tiny original existed only to collect, evaluate, and disseminate information concerning the condition of public and private education in the United States.

In carrying out that mission today the Department's Center for Education Statistics assembles data from state agencies, such entities as the National Assessment of Educational Progress, its own surveys, and other federal agencies.

Besides the Bureau of the Census, the other federal agencies that gather facts about education most prominently include the National Science Foundation, the Interior Department's Bureau of Indian Affairs, the Department of Agriculture, the Labor Department's Bureau of Labor Statistics, and the Department of Defense.

Education Profiles of the States

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ALABAMA

Chief state school officer—Wayne Teague, Superintendent of Education, State Department of Education, 501 Dexter Avenue, 481 State Office Building, Montgomery 36130. (205) 261-5156.

Education history—First constitution (1819) echoed the wording of the U.S. Congress in its 1787 Northwest Ordinance: "Schools and the means of education shall forever be encouraged." The state's public school system was established in 1854. The Civil War and Reconstruction slowed school growth and educational standards suffered. The county high school system was created in 1907. A 1919 state education survey resulted in laws governing the state's basic school code. Like most southern

states, Alabama long had separate schools for blacks and whites. The U.S. Supreme Court ruled segregation unconstitutional in 1954; Alabama began its desegregation effort in 1963.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—130 school districts with 773 elementary schools, 117 junior high, 234 senior high, and 163 schools with kindergarten-grade 12 (1985-86).

Student enrollment—730,460 elementary and secondary; 396,803 kindergarten-grade 6; 333,657 grades 7-12 (1985-86).

Per pupil expenditures—\$2,508

52 elementary and secondary (1985-86).

Staff—41,656 total instructional; 19,055 elementary teachers, 17,858 secondary teachers, 1,909 other nonsupervisory instructional, 2,834 principals and supervisors. Average salary of instructional staff, \$23,643; elementary teachers, \$22,934; secondary teachers, \$22,934; elementary principals, \$35,782; junior high/middle school principals, \$37,611; senior high principals, \$42,487 (1985-86).

State profile—Population (1984): 3,990,000. Per capita income (1984): \$9,981. Entered statehood December 14, 1819. Motto: *We Dare Defend Our Rights*. Nicknames: "Heart of Dixie," "Cotton State." Flower: Camellia. Bird: Yellowhammer. Tree: Southern Pine. Song: "Alabama."

Excellence activities: A school reform plan is being implemented by the State Board of Education and the legislature, including mandatory kindergarten, more student testing, tougher standards to enter teacher-training programs, and temporary certification of non-education majors. The state board has increased graduation requirements and created an honors diploma. New teacher testing for state certification began in 1981.

ALASKA

Chief state school officer—Marshall Lind, Commissioner of Education, State Department of Education, Alaska Office Building, Juneau 99801. (907) 465-2800.

Education history—After the United States purchased the land from Russia in 1867, education was provided by various religious bodies. Although public schools were mandated under the 1884 Organic Act, parochial schools continued to play the prime role because of limited public funds. In 1900, Congress passed laws establishing schools for white and mixed-blood children within incorporated towns. When Alaska became a territory in 1912, the federal government assumed responsibility for native education, leaving education of white children to the territorial government. After statehood in 1959, the U.S. Bureau of Indian Affairs continued to operate many schools for natives. In 1976, state control of education was regionalized with regional boards of elected officials.

State mandates—Compulsory school attendance for students aged 7-16; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools—55 school districts, with 191 elementary schools, 22 junior high, 69 senior high, and 160 schools with kindergarten-grade 12 (1985-86).

Student enrollment—107,452 elementary and secondary; 61,453 kindergarten-grade 6; 45,999 grades 7-12 (1985-86).

Per pupil expenditures—\$8,044 elementary and secondary (1985-86)

Staff—7,135 total instructional; 3,438 elementary teachers, 2,775 secondary teachers, 700 other

nonsupervisory instructional, 222 principals and supervisors. Average salary of instructional staff, \$43,474; elementary teachers, \$41,240; secondary teachers, \$41,640; elementary principals, \$57,272; junior high/middle school principals, \$63,777; senior high principals, \$65,102 (1985-86).

State profile—Population (1984): 500,000. Per capita income (1984): \$17,155. Entered statehood January 3, 1959. Motto: *North to the Future*. Flower: Forget-me-not. Bird: Willow Ptarmigan. Tree: Sitka Spruce. Song: "Alaska's Flag."

Excellence activities: In 1984, Alaska increased high school graduation credit requirements to 21, including four years of English, three of social studies, two each of mathematics and science, and one of physical education. In addition, all districts are now required to develop a curriculum for each school grade.

ARIZONA

Chief state school officer—C. Diane Bishop, Superintendent of Public Instruction, State Department of Education, 1535 West Jefferson, Phoenix 85007. (602) 255-4361.

Education history—Only parochial schooling was available before 1863, reflecting the region's strong Catholic influence. Building of an effective education system began under Governor A.P.K. Safford's administration (1869-77). The first public schools opened in Tucson in 1871. In 1885, a uniform course of study was adopted for public schools. In 1899, Northern Arizona

Normal School was created at Flagstaff. Manual arts training was added to the curriculum in 1905. In 1907, measures were taken to consolidate schools for more efficient system operations.

State mandates—Compulsory school attendance for students aged 8-16; kindergarten: provision for home instruction by parents who want to educate their own children.

Number of schools—224 school districts with 625 elementary schools, 105 junior high, 139 senior high, and 8 schools with kindergarten-grade 12 (1985-86).

Student enrollment—596,200 elementary and secondary; 420,600 kindergarten-grade 6; 175,600 grades 7-12 (1985-86).

Per pupil expenditures—\$2,829 elementary and secondary (1985-86).

Staff—33,060 total instructional; 17,800 elementary teachers, 7,400 secondary teachers, 6,600 other nonsupervisory instructional, 1,260 principals and supervisors. Average salary of instructional staff, \$27,300; elementary teachers, \$24,530; secondary teachers, \$24,990; elementary principals, \$39,935; junior high/middle school principals, \$41,915; senior high principals, \$43,994 (1985-86).

State profile—Population (1984): 3,053,000. Per capita income (1984): \$11,629. Entered statehood February 14, 1912. Motto: *Ditat Deus (God Enriches)*. Nickname: Grand Canyon State. Flower: Blossom of Saguaro Cactus. Bird:

54 Cactus Wren. Tree: Paloverde.
Song: "Arizona."

Excellence activities: Arizona has for years been making a systematic review of state educational leadership and service—a comprehensive assessment of curriculum, certification of teachers and administrators, testing of pupils and teachers, and staff development for educational personnel. Special projects that have encouraged excellence include recognition programs, career ladders, teacher incentive programs, principals' academy, and vocational-technical education. New teacher testing for state certification began in 1980.

ARKANSAS

Chief state school officer—Tommy R. Venters, Director of the Department of Education, Little Rock 72201. (501) 371-1464.

Education history—The first Arkansas law bearing on public education, passed by the territorial legislature in 1829, required each township to maintain a school building and hire a teacher. Schools nonetheless remained scattered in the sparsely populated territory. In 1836, when Arkansas became a state, the legislature again designated certain portions of land for education. County judges were in charge until 1853, when the office of county common school commissioner was created. An 1867 law provided for the first superintendent of public instruction and established a licensing process for teachers. The state board of education was formed in 1874. By custom, during pre-Civil War times,

there was no law against teaching black children to read or write, but most black children were not given an opportunity to learn. General Curtis of the Union Army helped establish schools for black children during the Civil War. As late as 1920, there were 5,118 school districts in Arkansas, with blacks and whites attending separate schools. Today there are 341 districts, all desegregated. The beginning of desegregation was marked with the 1958-59 closing of Little Rock schools to prevent integration. The schools were reopened in 1959 due to citizen demand. Sparked by the agrarian revolt of the early 1900s, educational improvements came with the following laws: school attendance (1909); equalization fund (1927); free textbooks (1937); kindergartens included in public funding (1979); standards reform (1983); home schools regulation (1985). The reform movement, which began with 1982 legislation, has been a controversial issue, with teachers and administrators being required to pass a basic skills test in order to have their certificates renewed.

State mandates—Compulsory school attendance for students aged 7-17; provision for home instruction by parents who want to educate their own children.

Number of schools—341 school districts with 592 elementary schools, 119 junior high, 274 senior high, and 101 schools with kindergarten-grade 12 (1985-86).

Student enrollment—433,410 elementary and secondary; 234,287

kindergarten-grade 6; 199,123 grades 7-12 (1985-86).

Per pupil expenditures—\$2,642 elementary and secondary (1985-86).

Staff—26,461 total instructional; 11,592 elementary teachers, 12,107 secondary teachers, 1,408 other nonsupervisory instructional, 1,354 principals and supervisors. Average salary of instructional staff, \$20,661; elementary teachers, \$18,995; secondary teachers, \$20,060; elementary principals, \$29,568; junior high/middle school principals, \$35,053; senior high principals, \$35,140 (1985-86).

State profile—Population (1984): 2,349,000. Per capita income (1984): \$9,724. Entered statehood June 15, 1836. Motto: *Regnat Populus (The People Rule)*. Nickname: "Land of Opportunity." Flower: Apple Blossom. Bird: Mockingbird. Tree: Pine. Song: "Arkansas."

Excellence activities: The State Board of Education adopted new accreditation standards in February 1984 effective June 1987. These standards increase the number of credits required for high school graduation; require additional courses to be offered by all schools; strengthen the involvement of administrators teachers, parents, and the community in planning; require students to pass a test before entering the ninth grade; and reduce the size of classes. Also, the state legislature, in a special 1983 session dedicated solely to education, passed an additional

one-cent sales tax for education, a new funding formula, and a package of reform legislation covering teacher and administrator testing. New teacher testing for state certification began in 1983.

CALIFORNIA

Chief state school officer—Bill Honig, Superintendent of Public Instruction, State Department of Education, 721 Capitol Mall, Sacramento 95814. (916) 445-4338.

Education history—Originally inhabited by Indians, California was controlled first by Spain and then by Mexico. Neither provided a public school system, although Spanish priests educated some Indian children in the missions. In 1848 Mexico ceded California to the United States, and new settlers brought with them a tradition of education. In 1849 the framers of California's first constitution provided for a public school system and appropriate support. In 1860 a system of county and district boards was created. The first high schools were established in 1856; schools for handicapped persons in 1860; and the state university in 1868. In 1921 the legislature created a State Department of Education—a move aimed at strengthening the administration of an increasingly complex system of public schools being altered by rapid increases in the state's population and the displacement of agriculture as the principal industry. During the 1960s California had the largest public school system in the nation, with 4.5 million students. Enrollments declined during the 1970s but are increasing today;

56 those of minority students are expected to exceed 50 percent of the total before 1990. Throughout the current decade California has been engaged in a reform movement that includes a longer school day, improved textbooks, tougher graduation requirements, and higher standards for teachers.

State mandates—Compulsory school attendance for students aged 6-16; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools—1,028 school districts with 4,626 elementary schools, 863 junior high, 1,238 senior high, and 53 schools with kindergarten-grade 12 (1985-86).

Student enrollment—4,242,240 elementary and secondary; 2,920,125 kindergarten-grade 6; 1,322,115 grades 7-12 (1985-86).

Per pupil expenditures—\$3,573 elementary and secondary (1985-86).

Staff—197,220 total instructional; 114,270 elementary teachers, 62,960 secondary teachers, 8,390 other nonsupervisory instructional, 11,600 principals and supervisors. Average salary of instructional staff, \$32,155; elementary teachers, \$29,440; secondary teachers, \$32,060; elementary principals, \$44,186; junior high principals, \$47,059; senior high principals, \$50,920 (1985-86).

State profile—Population (1984): 25,622,000. Per capita income (1984); \$14,344. Entered statehood September 9, 1850. Motto: *Eureka* ("Have Found It"). Nickname:

"Golden State." Flower: Golden Poppy. Bird: California Valley Quail. Tree: California Redwood. Song: "I Love You, California."

Excellence activities: In 1983, the state legislature passed a major school reform bill. Elements of the package included raises for teachers, a longer school day and year, expansion of the teacher-mentor program and increased graduation requirements. A ballot initiative was passed in 1985 creating a state lottery that provides about \$540 million a year in school funds. New teacher testing for state certification began in 1982.

COLORADO

Chief state school officer—Calvin M. Frazier, Commissioner of Education, State Department of Education, 201 E. Colfax Ave., Denver 80203. (303) 766-6806.

Education history—In 1859, O. J. Goldrick rented a cabin in Denver to open the Colorado Territory's first school (for the children of gold miners), and a year later a log house in Boulder was converted into the first school building. When Colorado became a state, in 1876, Joseph Shattuck of Greeley became the first superintendent of public instruction at an annual salary of \$1,000. In 1950 under an amendment to the state constitution, Coloradans elected their first state board of education. Meanwhile a major change had been taking place in how the schools were organized. Under a law enacted by the First General Assembly, parents of 10 (later 15) children of school age could

petition for the formation of a new school district. By 1880 over 800 districts had been created by this method. Under a 1957 reorganization act the number of school districts was reduced by consolidation to the present total of 181. The average Colorado school district covers 576 square miles, and the largest, 4,761 square miles, more than Delaware and Rhode Island combined. Under the state constitution, control of instruction rests with locally elected boards, and each district maintains its own graduation standards.

State mandates—Compulsory attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—177 school districts with 752 elementary schools, 191 junior high, 215 senior high, and 52 schools with kindergarten-grade 12 (1985-86).

Student enrollment—550,642 elementary and secondary; 329,347 kindergarten-grade 6; 221,295 grades 7-12 (1985-86).

Per pupil expenditures—\$3,740 elementary and secondary (1985-86).

Staff—32,232 total instructional; 15,318 elementary teachers, 13,500 secondary teachers, 1,854 other nonsupervisory instructional, 1,560 principals and supervisors. Average salary of instructional staff, \$26,884; elementary teachers, \$25,504; secondary teachers, \$26,350; elementary principals, \$35,756; junior high/middle school

principals, \$40,593; senior high principals, \$48,839 (1985-86).

State profile—Population (1984): 3,178,000. Per capita income (1984): \$13,742. Entered statehood August 1, 1876. Motto: *Colorado Above All*. Nickname: "Centennial State." Flower: Rocky Mountain Columbine. Bird: Lark Bunting. Tree: Colorado Blue Spruce. Song: "Where the Columbines Grow."

Excellence activities: Based on reports from task forces established by the State Board of Education following the 1983 publication of the U.S. Department of Education's *A Nation at Risk* report the Department of Education established a new Office of Federal Relations and Instructional Services. To address specific task force recommendations, three curriculum specialists on loan from school districts—outstanding teachers of English, mathematics and science—are visiting districts, helping with curriculum development and special needs. New teacher testing for state certification began in 1983.

CONNECTICUT

Chief state school officer—Gerald N. Tirozzi, Commissioner of Education, State Department of Education, Room 308, State Office Building, 165 Capitol Ave., Hartford 06106. (203) 556-5061.

Education history—The state's first free school was established in 1641 in New Haven. A 1650 law required towns of 50 or more families to establish elementary schools. Towns of 100 or more families were also

required to found schools to prepare youth for the university. School orientation was religious, and penalties were imposed on parents who neglected their children's education. In 1795, the state created a school fund financed by the sale of state-owned lands. Henry Barnard, the first chief state school officer (and later the first U.S. Commissioner of Education), sparked public interest during the 1840s in school reform and improvement. Today the state has a decentralized system of public education, with most decision-making authority vested in local school districts.

State mandates—Compulsory school attendance for students aged 7-16; kindergarten; provision for home instruction by parents who want to educate their own children. Minimal competency evaluation and remediation at grade 9. Education evaluation and remedial assistance involves grades 4, 6, and 8. Minimum 900 hours instructional time grades 1-12, 450 hours for kindergarten.

Number of schools—165 school districts with 646 elementary schools, 129 junior high; 151 senior high, and 1 school with kindergarten-grade 12 (1985-86).

Student enrollment—472,427 elementary and secondary; 313,559 kindergarten-grade 6; 158,868 grades 7-12 (1985-86).

Per pupil expenditures—\$4,888 elementary and secondary (1985-86).

19,475 elementary teachers, 13,650 secondary teachers, 3,327 other nonsupervisory instructional, 2,460 principals and supervisors. Average salary of instructional staff, \$27,850; elementary teachers, \$26,260; secondary teachers, \$27,210; elementary principals, \$42,578; junior high/middle school principals, \$45,911; senior high principals, \$48,454 (1985-86).

State profile—Population (1984): 3,154,000. Per capita income (1984): \$16,369. Entered statehood January 9, 1788. Motto: *Qui Transtulit Sustinet (He Who Transplanted Still Sustains)*. Nicknames: "Constitution State," "Nutmeg State." Flower: Mountain Laurel. Bird: American Robin. Tree: White Oak. Song: "Yankee Doodle."

Excellence activities: The State Board of Education has approved reforms including all-day kindergarten, a loan-incentive program for education majors, tougher teacher-training requirements, increased graduation requirements, and lowering of the compulsory school age to 5. District policies are now required on professional development, homework, attendance, and promotion and retention. The state is considering revision of its certification law, and plans to study teacher salaries, vocational education, adult education, and early childhood education. New teacher testing for state certification began in 1985.

DELAWARE

Chief state school officer—William B. Keene, Superintendent of Public

Instruction, State Department of Public Instruction, P.O. Box 1402-Townsend Building, Dover 19901. (302) 736-4601.

Education history—Earliest schools were run by churches of Dutch and Swedish colonists and then the English. Public education started after the Revolutionary War; public school funding by the state began in 1792. While the legislature established the public educational system in 1829, it remained under local control until the 1920s.

State mandates—Compulsory school attendance for students aged 5-16; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools—19 school districts with 93 elementary schools, 24 junior high, 28 senior high, and 1 school with kindergarten-grade 12 (1985-86).

Student enrollment—92,901 elementary and secondary; 48,814 kindergarten-grade 6; 44,087 grades 7-12 (1985-86).

Per pupil expenditures—\$4,517 elementary and secondary (1985-86).

Staff—6,444 total instructional; 2,691 elementary teachers, 3,054 secondary teachers, 379 other nonsupervisory instructional, 320 principals and supervisors. Average salary of instructional staff, \$25,537; elementary teachers, \$23,903; secondary teachers, \$25,260; elementary principals, \$43,153; junior high/middle school principals, \$45,784; senior high

principals, \$48,617 (1985-86).

State profile—Population (1984): 613,000. Per capita income (1984): \$13,545. Entered statehood December 7, 1787. Motto: *Liberty and Independence*. Nickname: "First State," "Diamond State." Bird: Blue Hen Chicken. Tree: American Holly. Song: "Our Delaware."

Excellence activities: The State Board of Education adopted passing scores for new Delaware educators taking the Pre-Professional Skills Test, not required for certification. It also changed standards for high school graduation, doubling mathematics and science requirements beginning with the class of 1987. The legislature raised school funding by 10 percent, with money going to increase teachers' salaries and reduce class sizes in the primary grades. It also required 5-year-olds to attend kindergarten. A governor's task force proposed 75 recommendations for change, including a 25 percent increase in time spent on core academic subjects. The Department of Public Instruction is seeking to add 30 minutes to the school day and plans to write standards for all courses of study and issue guidelines on how to allocate elementary instructional time. New teacher testing for state certification began in 1983.

DISTRICT OF COLUMBIA

Chief state school officer—Floretta McKenzie, Superintendent of Public Schools, D.C. Public Schools, 415 12th St., N.W., 20004. (202) 724-4222.

60 *Education history*—D.C. public schools originated with an act passed by the City Council in 1804 "to establish and endow a permanent institution for the education of youth in the city of Washington." The board of trustees created by the act, with Thomas Jefferson as its first president, resolved that the Capital City schools should be a model for the nation, a complete educational system that should embrace primary, grammar, and high schools with a collegiate course and a public library. Two elementary schools for boys opened in 1805, followed in 1812 by a school admitting girls as well as boys. Between 1812 and 1838 Congress passed 14 joint resolutions authorizing lotteries for school financing. A true public school system did not develop until after the Civil War, and it was a segregated system. A high school for white girls was established in 1876; a high school for white boys opened the following year. A high school for blacks (the M Street School) opened in 1891. Separate boards for schools serving black and white students were abolished in the early 1900s in favor of a single board with both black and white members, and a partial unification of white and black schools occurred. After the 1954 Supreme Court decision holding segregated schools unconstitutional, the District of Columbia moved quickly to comply, becoming the first major city to fully desegregate its school system. Additional landmark judicial decisions had major impact upon the course of public education in the Nation's Capital. A 1967 court ruling resulted in abolishing

the system of ability grouping of students known as the "track system," and a 1971 ruling mandated that the school system equalize citywide expenditures in its elementary schools. The Washington schools have since expanded curricular emphases to include an academic high school, a school of the arts, and a broad range of special schools, largely funded through public/private corporate partnerships.

District mandate—Compulsory school attendance for students aged 7-17.

Number of schools—One school district with 128 elementary schools, 27 junior high, 19 senior high, and one school with kindergarten-grade 12 (1985-86).

Student enrollment—87,092 elementary and secondary; 50,030 kindergarten-grade 6; 37,062 grades 7-12 (1985-86).

Per pupil expenditures—\$5,020 elementary and secondary (1985-86).

Staff—6,253 total instructional; 3,212 elementary teachers, 2,053 secondary teachers, 710 other nonsupervisory instructional, 278 principals and supervisors. Average salary of instructional staff, \$38,085; elementary teachers, \$33,990, secondary teachers, \$33,990; elementary principals, \$40,436, junior high/middle school principals, \$40,436; senior high principals, \$40,436 (1985-86).

Profile—Population (1984):

623,000. Per capita income (1982): \$14,550. Motto: *Justitia Omnibus* (*Justice for All*). Flower: American Beauty Rose. Bird: Wood Thrush. Tree: Scarlet Oak.

Excellence activities: Prior to the 1983 publication of the U.S. Department of Education's study of education, *A Nation at Risk*, the District of Columbia had increased graduation requirements and established a competency-based curriculum. Since then, a task force has recommended development of a teacher incentive program that may include career ladders. The task force's study also recommended school and teacher incentive awards, which were implemented.

FLORIDA

Chief state school officer—Betty Castor, Commissioner of Education, State Department of Education, Capitol Building, Room PL 116, Tallahassee, 32301. (904) 487-1785.

Education history—The first schools were begun by Spanish priests in the 1600s, for Spanish and Indian children. In the mid-1700s, English colonists provided education for children of the wealthier settlers. Public education had its beginnings in 1822, when Florida became a U.S. territory. At that time every sixteenth section of land in each township was reserved for primary schools. However, no action was taken on this or two subsequent provisions adopted by the territorial government to establish a public school system (though Franklin and Monroe counties did so on their

own). Interest was renewed when Florida became a state, in 1845, but little progress was made until 1868, when a new constitution established a statewide school tax, with each county required to raise an amount equal to one-half of the state's contribution. By 1900 a system of public education was well established. By 1905 the state legislature established a three-institution university system (University of Florida, Florida State, and Florida A&M) and in 1957 a system of junior/community colleges, there now being 34. In 1969 the legislature placed all of Florida's state-supported schools—from kindergarten through university—in a single, unified system of public education. A statewide test for high school seniors was adopted in 1977, and passing it is a criterion for receiving a diploma. In 1981 the State Board of Education adopted a goal of assuring that educational attainment in Florida rank among that of the top 12 states in the nation.

State mandates—Compulsory school attendance for students aged 6-16; provision for home instruction by parents who want to educate their own children. New mandates added in 1984 include kindergarten; assessment testing in grades 3, 5, 8 and 10; 22 credits for graduation as of 1984-85; five net hours of instruction each school day; 150 hours of instruction for high schools, 135 of which must be attended for credit; grade-point average of 1.5 (out of 4.0) required for high school graduation, same average required to take part in extracurricular activities.

62 *Number of schools*—67 school districts with 1,255 elementary schools, 364 junior high, 286 senior high, and 36 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,559,429 elementary and secondary; 823,016 kindergarten-grade 6; 736,413 grades 7-12 (1985-86).

Per pupil expenditures—\$3,731 elementary and secondary (1985-86).

Staff—102,299 total instructional; 48,641 elementary teachers, 40,332 secondary teachers, 8,166 other nonsupervisory instructional, 5,160 principals and supervisors. Average salary of instructional staff, \$24,055; elementary teachers, \$22,696; secondary teachers, \$21,767; elementary principals, \$38,437; junior high/middle school principals, \$40,189; senior high principals, \$44,323 (1985-86).

State profile—Population (1984): 10,976,000. Per capita income (1984): \$12,553. Entered statehood March 3, 1845. Motto: *In God We Trust*. Nickname: "Sunshine State." Flower: Orange Blossom. Bird: Mockingbird. Tree: Sabal Palmetto Palm. Song: "Swanee River."

Excellence activities: An educational reform package included special attention to grades 4 and 5 as well as enhancement of learning in grades 6-8 and strengthened mathematics, science, and computer programs. High school graduation and college admissions standards were raised, and college students required to pass a test at the end of their

sophomore year to be admitted to upper-level study. A beginning teacher program is being implemented, and a statewide academy for school managers has developed guidelines for identifying and rewarding outstanding principals. Out-of-school learning activities and academic recognition programs are promoted. Both master-teacher and merit-pay programs reward outstanding teachers, and a merit-school program honors the entire staff at qualified schools. New teacher testing for state certification began in 1980.

GEORGIA

Chief state school officer—Werner Rogers, Superintendent of Schools, State Department of Education, 2066 Twin Towers East, Atlanta 30334. (404) 656-2800.

Education history—Early schooling occurred in cabins built by farmers and known as "old field" schools. Travelling school teachers ran them. Wealthier planters hired private teachers, mostly from New England, for their children. The first public schools were established by legislation in 1870 under the leadership of Gustavus J. Orr. He became state commissioner of schools in 1872 and is considered the father of Georgia's public school system. State supported high schools came into being in 1912.

State mandates—Compulsory school attendance for students aged 7-16; kindergarten.

Number of schools—187 school districts with 1,201 elementary

schools, 217 junior high, 328 senior high, and 25 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,064,600 elementary and secondary; 656,800 kindergarten-grade 6; 407,800 grades 7-12 (1985-86).

Per pupil expenditures—\$2,980 elementary and secondary (1985-86).

Staff—59,990 total instructional; 35,400 elementary teachers, 21,970 secondary teachers, 2,620 principals and supervisors. Average salary of instructional staff, \$23,070; elementary teachers, \$21,710; secondary teachers, \$22,460; elementary principals, \$36,997; junior high/middle school principals, \$39,429; senior high principals, \$44,524 (1985-86).

State profile—Population (1984): 5,837,000. Per capita income (1984): \$11,441. Entered statehood January 2, 1788. Motto: *Wisdom, Justice and Moderation.*

Nicknames: "Empire State of the South," "Peach State." Flower: Cherokee Rose. Bird: Brown Thrasher. Tree: Live Oak. Song: "Georgia On My Mind."

Excellence activities: Four improvement efforts were adopted by the State Board of Education and are now being implemented statewide: strengthened graduation requirements (from 20 to 21 units and additional required courses in English, mathematics, science, and social studies); a limit of 10 days on the number of days a student may miss school because of non-sanctioned activities; a basic

skills promotion test which third graders must pass to be promoted to fourth grade; and a basic curriculum content to be used statewide to establish uniformity and consistency in curriculum offerings at each grade level and course. New teacher testing for state certification began in 1980.

HAWAII

Chief state school officer—Francis M. Hatanaka, Superintendent of Education, P.O. Box 2360, Honolulu 96804. (808) 548-6405.

Education history—American missionaries set up Hawaii's education system in the 1820s. Compulsory school attendance was required as early as 1824. By 1832, there were 900 schools with 53,000 pupils, mostly adults, who comprised 40 percent of the population. Government support of public schools began in 1843. Hawaiian was the language of public instruction until 1854 when English was adopted and American teachers, textbooks, and methods became common. Reflecting centralized control under the native monarchy and later territorial status, public education today is operated entirely by the state, with the result that Hawaii has only one "school district"—the state itself.

State mandates—Compulsory school attendance for students aged 6-18; provision for home instruction by parents who want to educate their own children.

Number of schools—1 school district with 165 elementary schools, 24 junior high, 31 senior

64 high, and 8 schools with kindergarten-grade 12 (1985-86).

Student enrollment—163,899 elementary and secondary; 89,920 kindergarten-grade 6; 73,979 grades 7-12 (1985-86).

Per pupil expenditures—\$3,766 elementary and secondary (1985-86).

Staff—9,959 total instructional; 4,470 elementary teachers, 3,892 secondary teachers, 1,219 other nonsupervisory instructional, 378 principals and supervisors. Average salary of instructional staff, \$26,687; elementary teachers, \$25,845; secondary teachers, \$25,845; elementary principals, no data; junior high/middle school principals, no data; senior high principals, \$37,137 (1985-86).

State profile—Population (1984): 1,039,000. Per capita income (1984): \$12,761. Entered statehood August 21, 1959. Motto: *The Life of the Land is Perpetuated in Righteousness*. Nickname: "Aloha State." Flower: Hibiscus. Bird: Hawaiian Goose. Tree: Candlenut. Song: "Hawaii Pono!"

Excellence activities: The State Department of Education has re-examined its organization, functions and activities toward upgrading the delivery of services to students and strengthening the overall school system. Concerns now being addressed include school climate, ensuring a safe and secure environment, quality staffing, and strengthening of graduation requirements.

IDAHO

Chief state school officer—Jerry L. Evans, Superintendent of Public Instruction, State Department of Education, 650 W' State St., Boise 83720. (208) 334-3300.

Education history—The first schools were created by missionaries for Indian children. For example, missionary Henry Spalding and his wife opened a school at Lapwai Mission in about 1836. Later, homesteaders settling in permanent communities joined together to build schools for their children. The office of territorial superintendent of instruction was created by the legislature in 1864 and a common school system was established. By 1890, when it became a state, Idaho had 400 public schools. In 1913, the legislature established a state board of education to supervise all state public education institutions, elementary through university levels, including vocational and correctional schools.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children, if approved by the local board of trustees.

Number of schools—116 school districts with 343 elementary schools, 72 junior high, 108 senior high, and 16 schools with kindergarten-grade 12 (1985-86).

Student enrollment—211,425 elementary and secondary; 120,215 kindergarten-grade 6; 91,210 grades 7-12 (1985-86).

Per pupil expenditures—\$2,390 elementary and secondary (1985-86).

Staff—11,455 total instructional; 5,365 elementary teachers, 4,891 secondary teachers, 571 other nonsupervisory instructional, 623 principals and supervisors. Estimated average salary of instructional staff, \$21,785; elementary teachers, \$20,272; secondary teachers, \$21,788; elementary principals, \$32,446; junior high principals, \$35,186; senior high principals, \$38,133 (1985-86).

State profile—Population (1984): 1,001,000. Per capita income (1984): \$10,174. Entered statehood July 3, 1890. Motto: *Esto Perpetua (It Is Perpetual)*. Nickname: "Gem State." Flower: Syringa. Bird: Mountain Bluebird. Tree: White Pine. Song: "Here We Have Idaho."

Excellence activities: The State Board of Education adopted a six-period day for all secondary students; a mandated core curriculum in which students must obtain a cumulative "C" average for credit; 90 percent attendance in class for credit for all secondary students; district absence and tardy policies for elementary students; and requirements for recertification of teachers. Statewide proficiency testing has been moved from ninth to eighth grade and an eleventh grade testing program has been initiated. Graduation requirements for the class of 1988 were increased in January 1983. In addition, the Idaho School Improvement Act of 1984 provided locally-developed summer ladder programs for teachers

to meet state guidelines; a \$20.3 million appropriation to raise teachers' salaries statewide in the first year of a two-year proposal; annual evaluation of teachers; locally-developed discipline codes; and income tax credits for charitable contributions to schools and libraries.

ILLINOIS

Chief state school officer—Ted Sanders, Superintendent of Education, State Board of Education, 100 N. First St., Springfield 62777. (217) 782-2221.

Education history—As part of the Northwest Territory, Illinois benefited from the federal land set aside for educational purposes by the Ordinances of 1785 and 1787. Free schools supported by sale of these lands and by local taxation were established as early as 1834. An 1855 law providing for a state school tax was the foundation for the present public education system. The state elected its first chief state school officer in 1856. The constitution of 1870 required the legislature to provide a thorough and efficient system of public schools. Consolidation efforts begun early in this century reduced the number of school districts from 12,000 in 1945 to 1,300 in the late 1960s and even fewer today.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—1,000 school districts with 2,672 elementary

66 schools, 389 junior high, 626 senior high, and 91 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,776,756 elementary and secondary; 1,243,575 kindergarten-grade 6; 533,181 grades 7-12 (1985-86).

Per pupil expenditures—\$3,621 elementary and secondary (1985-86).

Staff—110,696 total instructional; 67,882 elementary teachers, 32,169 secondary teachers, 4,712 other nonsupervisory instructional, 5,933 principals and supervisors. Average salary of instructional staff, \$28,115; elementary teachers, \$26,001; secondary teachers, \$29,700; elementary principals, \$38,558; junior high/middle school principals, \$41,668; senior high principals, \$44,264 (1985-86).

State profile—Population (1984): 11,511,006. Per capita income (1984): \$13,728. Entered statehood December 3, 1818. Motto: *State Sovereignty—National Union*. Nickname: "The Prairie State" Flower: Native Violet. Bird: Cardinal. Tree: White Oak. Song: "Illinois."

Excellence activities: Stricter high school graduation requirements have been implemented. The State Board of Education has approved a comprehensive set of recommendations calling for major changes in the areas of student learning, school finance, and the quality of educational personnel. The legislature created the Commission for the Improvement of Elementary and Secondary

Education to study the issues and make recommendations. New teacher testing for state certification begins in 1988.

INDIANA

Chief state school officer—H. Dean Evans, Superintendent of Public Instruction, State Department of Education, State House, Room 229, Indianapolis 46204. (317) 232-6612.

Education history—Upon entering the Union in 1816, Indiana became the first state to provide in its constitution for a statewide system of free public schools. It was another 35 years, however, before the General Assembly brought that provision to life through legislation calling for school taxes. Meanwhile the citizenry had moved forward on its own. By mid-century nearly every township had established log schoolhouses built by parents who paid the salary and took turns providing living quarters for teachers. New Harmony, an experiment in community living that had begun in 1825, was generating such advanced educational concepts as the nation's first free kindergarten, the idea of educating boys and girls together, and the continuation of education throughout one's life. Elsewhere in the state the tax measure adopted by the General Assembly in 1851 was having its effect, against odds. Although many suits were brought to outlaw such a levy, more than 2,700 schoolhouses were built over the next five years, and by the turn of the century the number had risen to 10,000. In 1907 the new city of Gary hired William A. Wirt as superintendent of schools and thus

soon became a center of educational innovation. Instead of assigning students permanent desks, Mr. Wirt provided them with lockers and instituted a new format for the school day. While half the students were studying in homerooms, the other half were in classrooms or activity rooms, thereby nearly doubling the number of students a given building could accommodate. By 1929, more than 200 cities across the country had adopted the "Gary system."

State mandates—Compulsory school attendance for students aged 7-16 years; provision for home instruction by parents who want to educate their own children.

Number of schools—304 school districts with 1,212 elementary schools, 258 junior high, 342 senior high, and 30 schools with kindergarten-grade 12 (1985-86).

Student enrollment—966,057 elementary and secondary; 505,845 kindergarten-grade 6, 460,212 grades 7-12 (1985-86).

Per pupil expenditures—\$2,973 elementary and secondary (1985-86).

Staff—56,018 total instructional; 25,293 elementary teachers, 24,708 secondary teachers, 2,640 other nonsupervisory instructional, 3,377 principals and supervisors. Average salary of instructional staff, \$25,178; elementary teachers, \$23,849; secondary teachers, \$24,827; elementary principals, \$37,325; junior high/middle school principals, \$38,413; senior high principals, \$42,261 (1985-86).

State profile—Population (1984): 5,498,000. Per capita income (1984): \$11,799. Entered statehood December 11, 1816. Motto: *Crossroads of America*. Nickname: "Hoosier State." Flower: Peony. Bird: Cardinal. Tree: Tulip Poplar. Song: "On the Banks of the Wabash."

Excellence activities: Indiana has tightened graduation requirements, including one more year in mathematics, science, and English; required schools to offer computer literacy; increased instructional time in the schools by disallowing non-instructional activities to count toward the minimum instructional school day; established on a statewide basis Project PRIME TIME, which reduces the student/teacher ratio to 18 to 1 in kindergarten through third grade; initiated a statewide student competency testing and remediation program for three grade levels, beginning with third grade students; increased funding for gifted and talented; summer school; and adult education programs. New teacher testing for state certification began in 1985.

IOWA

Chief state school officer—Robert D. Benton, Commissioner of Education, State Department of Public Instruction, Grimes State Office Building, Des Moines 50319. (515) 281-5294.

Education history—The state's first school opened in 1830 in a log cabin built by Dr. Isaac Galland, a physician who compensated the teacher by allowing him to read his

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medical books. The territorial legislature created free public (primary) schools in 1839; free public high schools followed in 1911. Iowa built one of the first public schools for the physically handicapped—Davis W. Smouse Opportunity School—in Des Moines in 1931.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—436 school districts with 856 elementary schools, 166 junior high, 327 senior high, and 141 schools with kindergarten-grade 12 (1985-86).

Student enrollment—485,443 elementary and secondary; 264,113 kindergarten-grade 6; 221,330 grades 7-12 (1985-86).

Per pupil expenditures—\$3,568 elementary and secondary (1985-86).

Staff—34,164 total instructional; 14,516 elementary teachers, 16,381 secondary teachers, 1,786 other nonsupervisory instructional, 1,481 principals and supervisors. Average salary of instructional staff, \$22,499; elementary teachers, \$20,863, secondary teachers, \$22,420; elementary principals, \$36,128, junior high/middle school principals, \$41,493, senior high principals, \$40,765 (1985-86).

State profile—Population (1984): 2,910,000. Per capita income (1984): \$12,090. Entered statehood September 28, 1846. Motto: *Our*

Liberties We Prize and Our Rights We Will Maintain. Nickname: "Hawkeye State." Flower: Wild Rose. Bird: Eastern Goldfinch. Tree: Oak. Song: "The Song of Iowa."

Excellence activities: A legislative task force recommended that the State Board of Education adopt new standards by mid-1987 and assume control over any school district that fails to meet them. The standards include full-time contracts for educators, annual training for school board members, a career ladder for teachers, private sector partnerships and more community and parent involvement.

KANSAS

Chief state school officer—Harold L. Blackburn, Commissioner of Education, State Department of Education, 120 E. Tenth St., Topeka 66612. (913) 296-3201.

Education history—Public education in Kansas had its roots in Council Grove, where the first free school was established in 1851. It was not until the 1870s, however, that many log and sod schools appeared in Kansas. For many years conditions were frightful. Few schools had outhouses. To become a teacher, all you had to do was write your name, read a paragraph from a newspaper, and answer an oral question or two. High schools and libraries were things of the future. By 1876, the number of public school districts in Kansas had grown to 9,284. The idea behind this huge number was that every student could walk to school. After the turn of the century, junior high and high schools were established,

along with community colleges and vocational-technical schools. Legislation dealing with school libraries and other enrichment programs was passed. The first state financial aid began with \$2.1 million in 1937-38. Following World War II, financial aid was increased; school districts were consolidated (today there are 306); college degree requirements for teacher certification were set; and, by constitutional amendment, a lay state board of education was established. In 1954, with the United States Supreme Court decision in *Brown v. The Topeka Board of Education*, desegregation began. Schools segregated by race were declared unequal and, therefore, unconstitutional.

State mandates—Compulsory school attendance for students aged 7-16.

Number of schools—304 school districts with 923 elementary schools, 158 junior high, 315 senior high, and 36 schools with kindergarten-grade 12 (1985-86).

Student enrollment—410,229 elementary and secondary; 260,362 kindergarten-grade 6; 149,867 grades 7-12 (1985-86).

Per pupil expenditures—\$3,914 elementary and secondary (1985-86).

Staff—30,317 total instructional; 15,246 elementary teachers, 11,414 secondary teachers, 1,977 other nonsupervisory instructional, 1,680 principals and supervisors (1983-84). Average salary of instructional staff, \$24,324;

elementary teachers, \$22,660; secondary teachers, \$22,850; elementary principals, \$33,116; junior high principals, \$37,725; senior high principals, \$42,191 (1985-86).

State profile—Population (1984): 2,438,000. Per capita income (1984): \$13,319. Entered statehood January 29, 1861. Motto: *Ad Astra per Aspera (To the Stars Through Difficulties)*. Nickname: "sunflower State." Flower: Native Sunflower. Bird: Western Meadowlark. Tree: Cottonwood. Song: "Home on the Range."

Excellence activities: New teacher testing for state certification began in 1986. As of July 1985 certified personnel must participate in inservice activities to have their licenses renewed. Beginning teachers take part in an internship program. High-achieving students are offered a chance to participate in the Kansas Honors Academy, a four-week summer residential program in mathematics, science, the humanities, and the arts. Graduation requirements were increased from 17 to 20 units for the class of 1988, including four units of English, three of social studies, and two each of mathematics and science.

KENTUCKY

Chief state school officer—Alice McDonald, Superintendent of Public Instruction, State Department of Education, 1725 Capitol Plaza Tower, Frankfort 40601. (502) 564-4770.

Education history—The Kentucky region's first permanent settlement was founded at Harrodsburg in 1774. Indicative of the pioneers' interest in education, a year later Harrodsburg had a school. Others were soon established at McAfee's Station (1777), Boonesborough (1779), and Lexington (1783). A century later the state was sufficiently populous to justify a statewide public school system; the legislature authorized it in 1883. The 1908 general assembly, known as the "education legislature," enacted laws to provide for teacher training, state financial aid, and other school improvements. In 1934, the legislature reorganized the state system to enhance academic quality and make better use of funds. Like other states, Kentucky responded to the school deficiencies emphasized in the 1983 federal report, *A Nation At Risk*. The 1984 legislative session, dubbed the "accountability session," passed 43 laws to improve public schools. Lawmakers in 1985 and 1986 approved a \$300 million education improvement package, providing for: new instructional programs, construction of new facilities, and pay raises for teachers.

State mandates—Compulsory school attendance for students aged 6-18; kindergarten.

Number of schools—180 school districts with 876 elementary schools, 139 junior high, 212 senior high, and 43 schools with kindergarten-grade 12 (1985-86).

Student enrollment—643,903 elementary and secondary; 429,391

kindergarten-grade 6; 214,512 grades 7-12 (1985-86).

Per pupil expenditures—\$2,853 elementary and secondary (1985-86).

Staff—37,780 total instructional; 21,940 elementary teachers, 11,660 secondary teachers, 2,030 other nonsupervisory instructional, 2,150 principals and supervisors. Average salary of instructional staff, \$21,820; elementary teachers, \$20,440; secondary teachers, \$21,850; elementary principals, \$36,495; junior high/middle school principals, \$37,655; senior high principals, \$43,016 (1985-86).

State profile—Population (1984): 3,723,000. Per capita income (1984): \$10,374. Entered statehood June 1, 1792. Motto: *United We Stand, Divided We Fall*. Nickname: "Bluegrass State." Flower: Goldenrod. Bird: Cardinal. Tree: Kentucky Coffee Tree. Song: "My Old Kentucky Home."

Excellence activities: The 1984 legislature mandated statewide testing of students in kindergarten-grade 12 to measure their mastery of essential academic skills and ordered remedial instruction for students in grades 1-2 who fail to master the basics. The legislature also required new teachers to pass the National Teachers Examination and complete a one-year internship for certification, and gave the state board of education new authority to deal with academic deficiency or administrative mismanagement in local school districts. Public

school kindergartens have been required since 1985.

LOUISIANA

Chief state school officer—Thomas Clausen, Superintendent of Education, State Department of Education, P.O. Box 44064, Baton Rouge 70804. (504) 342-3602.

Education history—Louisiana's first schools were established under French rule in the early 1700s. Ursuline nuns started a school for girls that still exists. The first public school opened in 1772 after the territory's transfer to Spanish rule, but the rich sent their children to private schools. The effort to organize an overall school program began in New Orleans in 1841. The new state constitution in 1845 established a statewide school system and the office of the state superintendent. Because of his role in bringing about the state system of schools, Alexander Dimitry, the first superintendent, became known as the father of Louisiana's elementary education. The state provided financial support for schools in 1898. Governor Huey Long in 1928 proposed legislation to provide free textbooks to all children, in private as well as public schools. State support for private schools was subsequently upheld by the State Supreme Court and nonpublic schools have continued to benefit from state assistance. In 1963-67, all public school systems came under federal court orders to desegregate. By 1968, all had substantially complied.

State mandates—Compulsory school attendance for students aged

7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—66 school districts with 856 elementary schools, 182 junior high, 247 senior high, and 120 schools with kindergarten-grade 12 (1985-86).

Student enrollment—804,600 elementary and secondary; 584,600 kindergarten-grade 6; 220,000 grades 7-12 (1985-86).

Per pupil expenditures—\$3,046 elementary and secondary (1985-86).

Staff—48,000 total instructional; 28,000 elementary teachers, 14,900 secondary teachers, 2,100 other nonsupervisory instructional, 3,000 principals and supervisors. Average salary of instructional staff, \$20,900; elementary teachers, \$20,160; secondary teachers, \$21,040; elementary principals, \$30,491; junior high/middle school principals, \$32,879; senior high principals, \$35,314 (1985-86).

State profile—Population (1984): 4,462,000. Per capita income (1984): \$10,850. Entered statehood April 30, 1812. Motto: *Union, Justice and Confidence*. Nickname: "Pelican State." Flower: Magnolia. Bird: Eastern Brown Pelican. Tree: Cypress. Song: "Give Me Louisiana."

Excellence activities: Beginning with the class of 1988, high school graduates must have 23 credits, including four units in English and three each in mathematics, science, and social studies. In 1983, the

72 state opened a School for Mathematics, Science, and the Arts for grades 11-12. In 1984, students in kindergarten-grade 8 began a 30-minute longer school day. Early childhood education programs are provided for "at risk" 4-year-olds. A student incentive awards program provides for competition in academic subjects. New teacher testing for state certification began in 1978. Principals seeking initial certification must pass the administrative portion of the National Teachers Examination.

MAINE

Chief state school officer—Richard W. Redmond, Commissioner of Education, Department of Educational and Cultural Services, State House, Station #23, Augusta 04333. (207) 289-5800.

Education history—The first school may have been founded by missionaries for Indian children as early as 1696. The first known school for white children was located in York in 1701. The first school building was erected in Berwick in 1719. School funds were provided by the legislature starting in 1828. A law providing for free high schools was enacted in 1873. The trend away from one-room schools was rapid after 1940. In 1957, the Sinclair Act was passed by the legislature to encourage consolidation of schools operated by districts encompassing two or more towns.

State mandates—Compulsory school attendance for students aged 7-17; kindergarten; provision for

home instruction by parents who want to educate their own children.

Number of schools—228 school districts with 532 elementary schools, 70 junior high, 111 senior high, and 10 schools with kindergarten-grade 12 (1985-86).

Student enrollment—206,827, elementary and secondary; 142,790 kindergarten-grade 6; 64,037 grades 7-12 (1985-86).

Per pupil expenditures—\$3,346 elementary, \$1,955 secondary (1985-86).

Staff—14,943 total instructional; 8,421 elementary teachers, 4,466 secondary teachers, 686 other nonsupervisory instructional, 1,370 principals and supervisors. Average salary of instructional staff, \$20,227; elementary teachers, \$19,090; secondary teachers, \$20,513; elementary principals, \$31,496; secondary principals, \$34,425; senior high principals, \$37,604, (1985-86).

State profile—Population (1984): 1,156,000. Per capita income (1984): \$10,678. Entered statehood March 15, 1820. Motto: *Dirigio (I Direct)*. Nickname: "Pine Tree State." Flower: White Pine Cone. Bird: Chickadee. Tree: Eastern White Pine. Song: "State of Maine."

Excellence activities: Improvement of public education in Maine since 1983 includes passage of two pieces of education legislation: A new certification law embracing the master teacher concept, and an education reform act that includes annual \$2,000 stipends for teachers

who have taught full-time for at least three years and a special commission to study and recommend permanent enhancement of teacher compensation. The Education Reform Act of 1984 provides for increased revenues for Maine's public school system. Some key elements call for refined accreditation procedures for schools, assessment of pupil progress, additional requirements to graduate from high school, grants to teachers for creative improvement, and strengthening the ability of the Department of Educational Services to make needed improvements. New teacher testing for state certification begins in 1988.

MARYLAND

Chief state school officer—David W. Hornbeck, State Superintendent of Schools, State Department of Education, 200 W. Baltimore St., Baltimore 21201. (301) 659-2200.

Education history—Early efforts to establish free public education were made in 1631, unsuccessfully, and again in 1694, when Governor Francis Nicholson received a royal blessing for the idea. A year later a tax was levied on the thriving fur trade to support "the encouragement of learning." Out of this effort came the first public school, King William School in Annapolis (now St. John's College). During the 18th century, progress was slowed by debates between conservatives arguing for support of higher education for the gentry and democrats arguing for the diffusion of learning through

public schools. In 1816, the General Assembly authorized county school boards, though few were ever established. A state survey of education needs in 1825 led to the creation in 1826 of the administrative structure for a state system of primary schools. Baltimore City established a public education system in the 1840s. It was not until the Constitution of 1864, however, that a uniform state system of public schools began to become a reality supported by a state tax. Appointed as the first state superintendent was the Reverend Libertus Van Bokkelen, who had led the effort to get the education article in the Constitution. The 1865 school law put the plan into effect. A compulsory school attendance law was passed in 1911. Major changes occurred in the 1960s as the federal government launched efforts in compensatory education and special education. In 1971 the state assumed the cost of school construction, and in 1973 an accountability law established a statewide testing program. In 1977 the state board approved the concept of the minimum competency program in basic skills, work, and citizenship. In the 1980s new efforts were begun to improve teaching quality, to reexamine and update high school instruction and requirements, and to raise state aid to increase the equalization of resources among the 24 local school systems.

State mandates—Compulsory school attendance for students ages 6-16; provision for home instruction by parents who want to educate their own children.

74 *Number of schools*—24 school districts with 776 elementary schools, 178 junior high, 170 senior high, and 9 schools with kindergarten-grade 12 (1985-86).

Student enrollment—671,560 elementary and secondary; 346,542 kindergarten-grade 6; 325,018 grades 7-12 (1985-86).

Per pupil expenditures—\$4,349 elementary secondary (1985-86).

Staff—44,384 total instructional; 17,920 elementary teachers, 20,335 secondary teachers, 3,078 other nonsupervisory instructional, 3,051 principals and supervisors. Average salary of instructional staff, \$28,124; elementary teachers, \$26,010; secondary teachers, \$29,900; elementary principals, \$39,387; junior high/middle school principals \$41,566; senior high principals, \$44,077 (1985-86).

State profile—Population (1984): 4,349,000. Per capita income (1984): \$14,111. Entered statehood April 28, 1788. Motto: *Fatti Maschii, Parole Femine (Manly Deeds, Womanly Words)*. Nicknames: "Old Line State," "Free State," Flower: Black-eyed Susan. Bird: Baltimore Oriole. Tree: White Oak. Song: "Maryland, My Maryland."

Excellence activities: High school graduation requirements have been revised, adding one each of mathematics and fine arts credits. A certificate of merit is given to students who earn a 2.6 grade point average and take advanced courses. New teachers must pass a test to teach; teachers are considered for tenure after two years and after passing a test.

MASSACHUSETTS

Chief state school officer—Harold Reynolds, Jr., Commissioner of Education, State Department of Education, Quincy Center Plaza, 1385 Hancock St., Quincy 02169. (617) 770-7300.

Education history—Boston Latin (1635) was the first public school in the American colonies, established to prepare boys for college. The Massachusetts Act of 1642 required compulsory education of children by parents and masters of young apprentices, though schools were not established. In "Ye Old Deluder Satan" Act of 1647, the colony required towns of 50 or more households to establish schools; towns of 100 or more households were to create Latin grammar schools to prepare boys for university. Education stressed religious training to save young souls. The nation's first vocational high schools were founded in 1921. The first state board of education was created in 1837 through the persistence of Horace Mann, who became its first secretary. His campaign for school reform and teacher training made him the "Father of the Common School." The state passed the nation's first compulsory school attendance law in 1852. A free textbook statute was enacted in 1884. Other "firsts" for the state include a teacher training institute, a graduate school of education, and the first school desegregation program.

State mandates—Compulsory school attendance for students aged 6-16; kindergarten; provision for

home instruction by parents who want to educate their own children.

Number of schools—375 school districts with 1,232 elementary schools, 237 junior high, 259 senior high, and 4 schools with kindergarten-grade 12 (1985-86).

Student enrollment—841,255 elementary and secondary; 553,655 kindergarten-grade 6; 287,600 grades 7-12 (1985-86).

Per pupil expenditures—\$4,255 elementary and secondary (1985-86).

Staff—65,055 total instructional; 21,430 elementary teachers, 34,960 secondary teachers, 5,140 other nonsupervisory instructional, 3,525 principals and supervisors. Average salary of instructional staff, \$29,065; elementary teachers, \$25,553; secondary teachers, \$26,106; elementary principals, \$38,193; junior high/middle school principals \$47,766; senior high principals, \$44,025 (1985-86).

State profile—Population (1984): 5,798,000. Per capita income (1984): \$14,574. Entered statehood February 6, 1788. Motto: *Ense Petit Placidam Sub Libertate Quietem* (By the Sword We Seek Peace, But Peace Only Under Liberty) Nicknames: "Bay State," "Old Colony." Flower: Mayflower. Bird: Chickadee. Tree: American Elm. Song: "All Hail to Massachusetts."

Excellence activities: The Massachusetts legislature passed the School Reform Act in 1985. It calls for additional high school graduation requirements, two years

of mandatory kindergarten, raising starting teacher salaries to \$18,000 a year, and testing student skills while evaluating teacher competencies. The higher education board approved new standards for admission to the state's colleges and universities, including an "eligibility" index based on SAT scores and class rank. A center for teaching and learning and a mathematics/science/technology project stress teacher training and new technologies. New teacher testing for state certification is required.

MICHIGAN

Chief state school officer—Phillip E. Runkel, Superintendent of Public Instruction. State Department of Education, P.C. Box 30008, 115 W. Allegan St., Lansing 48909. (517) 373-3354.

Education history—Catholic missionaries as early as the 1600s provided regular schooling and vocational training for Indian and white children. In 1809, the territorial government levied a tax for support of schools, but no attempt was made to enforce the law. In 1827, the Territorial Council passed a statute requiring every township with 50 inhabitants to employ a schoolmaster of "good morals" to teach children to read and write in English and French and learn mathematics, spelling and "decent" behavior. Schools were in session six months a year. When towns reached 200 inhabitants they were to establish higher schools offering Latin. When schools were organized in various towns, they were not tax-supported; parents

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paid for their children's education. Detroit began free schooling in 1842. The statewide system of free public education was initiated in the 1870s. School district consolidations in the 1950s reduced the number of districts from 4,800 to 2,100, a trend that has continued in recent years.

State mandates—Compulsory school attendance for students aged 6-16; provision for home instruction by parents who want to educate their own children.

Number of schools—570 school districts with 2,068 elementary schools, 446 junior high, 566 senior high, and 62 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,680,000 elementary and secondary; 1,124,000 kindergarten-grade 6; 556,000 grades 7-12 (1985-86).

Per pupil expenditures—\$3,789 elementary and secondary (1985-86).

Staff—92,270 total instructional; 42,500 elementary teachers, 36,470 secondary teachers, 9,000 other nonsupervisory instructional, 4,300 principals and supervisors. Average salary of instructional staff, \$29,990; elementary teachers, \$29,960; secondary teachers, \$30,500; elementary principals, \$41,783; junior high/intermediate school principals \$43,026; senior high principals, \$44,807 (1985-86).

State profile—Population (1984): 9,075,000. Per capita income (1983): \$12,518. Entered statehood January 26, 1837. Motto: *Si Quæris*

Peninsulam Amoenam Circumspice (If You Seek a Pleasant Peninsula, Look About You). Nicknames: "Great Lake State," "Wolverine State," Flower: Apple Blossom. Bird: Robin. Tree: White Pine. Song: "Michigan, My Michigan."

Excellence activities: In January 1984 the State Board of Education adopted a report entitled *Better Education for Michigan Citizens: A Blueprint for Action*. The report contained 15 major recommendations and more than 60 initiatives that the board plans to take by 1989 to improve learning. They include establishing new high school graduation requirements, lengthening the school day and year, developing a plan of accreditation of schools, establishing homework and discipline policies, and creating certification classification for school administrators.

MINNESOTA

Chief state school officer—Ruth E. Randall, Commissioner of Education, State Department of Education, 712 Capitol Square Building, 550 Cedar St., St. Paul 55101. (612) 296-2358.

Education history—The first teachers in Minnesota were missionaries who worked among the Indians. About 1820, the first school for white children was opened at Fort St. Anthony (later Fort Snelling). During the 1830s, the missionaries started many Indian schools. Regular grade schools were established by an act

of the territorial legislature in 1849. Where the one-room schoolhouse once prevailed in rural areas, it has disappeared as consolidation efforts have occurred. State support for education always has been generous, and Minnesota has been known to provide up to 60 percent of the annual cost of operating elementary and secondary schools.

State mandates—Compulsory school attendance for students aged 7-16; kindergarten.

Number of schools—432 school districts with 771 elementary schools, 125 junior high, 299 senior high, and 161 schools with kindergarten-grade 12 (1985-86).

Student enrollment—696,513 elementary and secondary; 357,564 kindergarten-grade 5; 338,949 grades 7-12 (1985-86).

Per pupil expenditures—\$3,864 elementary and secondary (1985-86).

Staff—44,955 total instructional; 19,880 elementary teachers, 20,650 secondary teachers, 2,525 other nonsupervisory instructional, 1,900 principals and supervisors. Average salary of instructional staff, \$27,950; elementary teachers, \$26,350; secondary teachers, \$27,570; elementary principals, \$44,311; junior high/middle school principals \$49,281; senior high principals, \$49,600 (1985-86).

State profile—Population (1984): 4,162,000. Per capita income (1984): \$13,219. Entered statehood May 11, 1858. Motto: *L'Etoile du Nord* (*The Star of the North*).

Nicknames: "North Star State," "Gopher State." **Flower**: Pink and White Lady's Slipper. **Bird**: Common Loon. **Tree**: Red Pine. **Song**: "Hail, Minnesota."

Excellence activities:

Outcome-based education is a new project designed to measure what students learn based on their accomplishments rather than on course requirements, time spent in class, and results of tests. This involves school performance and accountability and requires schools to individualize measurement. The state also is implementing a statewide program on integrating technology into the classroom and a school effectiveness project with 26 pilot schools. The latter seeks to identify educational processes that make education successful and to help schools use those processes in the classroom. The State Board of Education also has increased to 31 the number of courses that each high school must offer students; and schools must make available instruction in career education and technology.

MISSISSIPPI

Chief state school officer—Richard A. Boyd, Superintendent of Education, State Department of Education, P.O. Box 771, High St., Jackson 39205. (601) 359-3513.

Education history—The state's public school system was established by the Mississippi constitution in 1866. A board of education was created and free schooling was initially provided for every child for four months a year. Public schools did not enjoy instant

popularity. The Civil War had caused hard times, and people had little money for school taxes. As conditions improved, however, opposition decreased and by the 1890s the system had gained general approval. A textbook commission, later to become the textbook purchasing board, was started in 1904. Agricultural high schools were founded in 1908. School reorganization efforts in the 1960s were geared to academic improvement. Vocational-technical training centers were started at high schools and junior colleges during the same period. Mississippi, which had operated separate schools for blacks and whites, began integration efforts in 1964. In 1982 the state legislature enacted a massive Education Reform Act and in 1986 adopted a set of uniform school laws.

State mandates—Compulsory school attendance for students aged 6-14; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools--154 school districts with 500 elementary schools, 87 junior high, 177 senior high, and 105 schools with kindergarten-grade 12 (1985-86).

Student enrollment—464,280 elementary and secondary; 265,271 kindergarten-grade 6; 199,009 grades 7-12 (1985-86).

Per pupil expenditures—\$2,305 elementary and secondary (1985-86).

Staff—27,916 total instructional; 13,500 elementary teachers, 11,500

secondary teachers, 1,400 other nonsupervisory instructional, 1,516 principals and supervisors. Average salary of instructional staff, \$18,993; elementary teachers, \$18,180; secondary teachers, \$18,752; elementary principals, \$29,948; junior high/middle school principals \$30,490; senior high principals, \$33,584 (1985-86).

State profile—Population (1984): 2,598,000. Per capita income (1984): \$8,857. Entered statehood December 10, 1817. Motto: *Virtute et Armis (By Valor and Arms)*. Nickname: "Magnolia State." Flower: Magnolia. Bird: Mockingbird. Tree: Magnolia. Song: "Go, Mississippi."

Excellence activities: The state has been implementing reforms passed in the Educational Reform Act of 1982. Beginning in 1984-85, a testing program for grades 4, 6, 8 and 11 went into effect, along with a requirement that graduating seniors meet the eleventh-grade level on the test. The legislature approved mandatory kindergarten in 1986, beginning with a pilot program in 1985. Loan programs help teachers retrain in mathematics and science. New teacher testing for state certification launched.

MISSOURI

Chief state school officer—Arthur L. Mallory, Commissioner of Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson State Office Building, Jefferson City 65102. (314) 751-4446.

Education history—Missouri's first school was a private elementary school established in St. Louis in 1774. Under the Missouri Compromise, wherein Missouri became a state in 1821, the state's first constitution provided that "one or more schools shall be established in each Congressional Township as soon as necessary, and the children of the poor shall be taught free." The Geyer Act, enacted by the legislature in 1839, established the office of the state superintendent of schools and a system of state funding for education, thereby laying the foundation for the state's public school system. The Missouri School for the Deaf in Fulton—the first of its kind west of the Mississippi—was established in 1851. The Missouri School for the Blind in St. Louis, established as a private institution in 1851, became a state-supported school in 1855. It was the first school in the western hemisphere to introduce the use of braille in teaching the blind. The state's first normal school for training teachers was established at Kirksville in 1867 and is known now as Northeast Missouri State University. In 1873, the first public kindergarten in America was started by the St. Louis public schools. W. T. Harris, superintendent of the St. Louis schools during this period, later served as U.S. Commissioner of Education from 1889 to 1906. The Manual Training School was established in St. Louis in 1880, the first of its kind in the nation, and marked the beginning of industrial arts education in the U.S. In 1873, the Missouri

legislature enacted a comprehensive special education law, considered to be a forerunner of the Education of the Handicapped Act passed by Congress in 1975.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—545 school districts with 1,169 elementary schools, 215 junior high, 403 senior high, and 107 schools with kindergarten-grade 12 (1985-86).

Student enrollment—795,107 elementary and secondary; 54,197 kindergarten-grade 6; 250,910 grades 7-12 (1985-86).

Per pupil expenditures—\$3,155 elementary and secondary (1985-86).

Staff—55,650 total instructional; 24,850 elementary teachers, 23,240 secondary teachers, 4,130 other nonsupervisory instructional, 3,430 principals and supervisors. Average salary of instructional staff, \$22,785; elementary teachers, \$21,186; secondary teachers, \$22,624; elementary principals, \$37,376; junior high/middle school principals \$42,598 senior high principals, \$44,601 (1985-86).

State profile—Population (1984): 5,008,000. Per capita income (1984): \$12,129. Entered statehood August 10, 1821. Motto: *Salus Populi Suprema Lex Esto* (*The Welfare of the People Shall Be the Supreme Law*). Nickname: "Show Me State." Flower: Hawthorn. Bird:

Bluebird. Tree: Dogwood. Song: "Missouri Waltz."

Excellence activities: In 1982, voters approved by referendum a one-cent sales tax increase earmarked for education and teachers' salaries; half the proceeds are used to replace local district property tax revenue. During 1983-84, the State Board of Education increased minimum high school graduation standards and approved a policy requiring students to pass a state-mandated eighth grade competency test to qualify for ninth grade academic credit. New state laws require school districts to develop performance-based teacher evaluation programs and eliminate lifetime certificates for teachers, effective in 1988.

MONTANA

Chief state school officer—Ed Argenbright, Superintendent of Public Instruction, State Office of Public Instruction, State Capitol, Helena 59620. (406) 444-3654.

Education history—Montana's first formal schools were created in the early 1860s by Catholic missionaries or privately subscribed in mining towns like Bannack and Virginia City. In 1865, the first territorial legislature established a public school system. School attendance for children aged 7-16 was required as early as 1893, at which time a state board of education was created. Free high schools were established in 1897. From 1895 to 1971, the state government's role in education increased, as many small rural school districts consolidated

and urban areas grew. The state legislature mandated several courses of study for public schools, including pioneer history and heritage, health education, safety, and conservation education. By 1975 the state board of public education set minimum standards for public school accreditation and outlined the means to review these standards on a regular basis. Since 1975 Montana education has seen the statutory establishment of gifted and talented programs; more stringent high school graduation requirements; a precertification teacher testing requirement; upgrading of administrators' certificates; the adoption of a standard of educational equity in all school programs, curricula, services, textbooks, counseling, and other areas; and state review of teacher education programs. Montana's public school system remains predominantly rural, with small enrollments in a large number of school districts spread across a vast geographical area. The state has nearly 100 one-teacher schools. Indians are the state's largest minority; in 1972, the constitution gave specific recognition to their unique cultural heritage.

State mandates—Compulsory school attendance for students aged 7-16.

Number of schools—547 school districts with 480 elementary schools, 54 junior high, 116 senior high, and 55 schools with kindergarten-grade 12. (1985-86).

Student enrollment—154,072 elementary and secondary; 108,121

kindergarten-grade 6; 45,951 grades 7-12 (1985-86).

Per pupil expenditures—\$4,337 elementary and secondary including special education (1985-86).

Staff—11,513 total instructional; 6,963 elementary teachers, 3,136 secondary teachers, 897 other nonsupervisory instructional, 517 principals and supervisors. Average salary of instructional staff, \$24,000; elementary teachers, \$21,880; secondary teachers, \$23,660; elementary principals, \$36,478; junior high/middle school principals \$41,090; senior high principals, \$44,313 (1985-86).

State profile—Population (1984): 824,000. Per capita income (1984): \$10,216. Entered statehood November 8, 1889. Motto: *Oro Y Plata (Gold and Silver)*. Nickname: "Treasure State." Flower: Bitterroot. Bird: Western Meadowlark. Animal: Grizzly Bear. Tree: Ponderosa Pine. Song: "Montana."

Excellence activities: Ideas for improvement were discussed at a series of statewide forums on school reform. High school graduation requirements were increased to 18 units in 1985 and 20 units effective in 1986. Teacher testing also is being considered.

NEBRASKA

Chief state school officer—Joseph E. Lutjeharms, Commissioner of Education, State Department of Education, P.O. Box 94987, 301 Centennial Mall, S. Lincoln 68500. 171-2465.

Education history—The Army established the first school in what is today Nebraska, during the 1820s, near what was to become Fort Calhoun. During the 1830s and 1840s, missionaries of various faiths founded schools across the Nebraska region to teach the Indians. The first Nebraska Territory legislature adopted a free school law in 1855, a year after the territory opened for settlement. The state constitution, adopted in 1875, provides for the present system of public education. In 1891, a compulsory school attendance law was enacted. Support for education in the state is reflected in statistics indicating that in 1900 per pupil expenditures were \$15.25; today they exceed \$3,000.

State mandates—Compulsory school attendance for student aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—915 school districts with 1,042 elementary schools, 61 junior high 167 senior high, and 157 schools with kindergarten-grade 12 (1985-86).

Student enrollment—256,819 elementary and secondary; 150,898 kindergarten-grade 6; 114,921 grades 7-12 (1985-86).

Per pupil expenditures—\$3,285 elementary and secondary (1985-86).

Staff—19,840 total instructional; 9,363 elementary teachers, 8,211 secondary teachers, 1,190 other nonsupervisory instructional, 1,076 principals and supervisors. Average

82 salary of instructional staff, \$23,100; elementary teachers, \$20,020; secondary teachers, \$21,850; elementary principals, \$35,077; junior high/middle school principals \$41,782; senior high principals, \$43,326 (1985-86).

State profile—Population (1984): 1,606,000. Per capita income (1984): \$12,280. Entered statehood March 1, 1867. Motto: *Equality Before the Law*. Nickname: "Cornhusker State." Flower: Goldenrod. Bird: Western Meadowlark. Tree: Cottonwood. Song: "Beautiful Nebraska."

Excellence activities: The legislature approved a bill raising standards for students and teachers and promoting innovation in the classroom. The State Board of Education was given more authority for curriculum standards, and the school year was extended from 175 to 180 days. Two levels of competency tests, before entering teacher-training programs and before certification, are mandated for teachers. New teacher testing for state certification begins in 1989. A governor's task force recommended doubling state aid, making all districts kindergarten-grade 12, and expanding foreign language instruction. Students wishing to major in mathematics and science teaching can get low-interest college loans.

NEVADA

Chief state school officer—Eugene T. Paslov, Superintendent of Public Instruction, State Department of Education, 400 W. King St., Capitol

Complex, Carson City 89710. (702) 885-3100.

Education history—Plans for a tax-supported school system were formulated in 1861 when Nevada became a territory. The legislature established the first school districts in 1865, a year after statehood. In thinly populated rural areas where taxpayers had to support schools for a handful of children, the school year lasted only six months. In 1907, Nevada appointed its first state school superintendent. Deputies were placed in charge of five large supervision districts created at the same time. Population growth in the 1940s and financial problems in the 1950s prompted school consolidation measures. In recognition of wide local variations in wealth and per pupil costs, the state devised an equalization formula for financial assistance to schools.

State mandates—Compulsory school attendance for students aged 7-17; provision for home instruction by parents who want to educate their own children.

Number of schools—17 school districts with 184 elementary schools, 39 junior high, 44 senior high, and 11 schools with kindergarten-grade 12 (1985-86).

Student enrollment—155,000 elementary and secondary; 83,200 kindergarten-grade 6; 71,800 grades 7-12 (1985-86).

Per pupil expenditures—\$3,142 elementary and secondary (1985-86).

Staff—8,810 total instructional; 4,038 elementary teachers, 3,713 secondary teachers, 646 other nonsupervisory instructional, 413 principals and supervisors. Average salary of instructional staff, \$26,720; elementary teachers, \$25,100; secondary teachers, \$26,170; elementary principals, \$41,449; junior high/middle school principals \$46,420; senior high principals, \$45,632 (1985-86).

State profile—Population (1984): 911,000. Per capita income (1984): \$13,216. Entered statehood October 31, 1864. Motto: *All for Our Country*. Nicknames: "Sagebrush State," "Battle Born State." Flower: Sagebrush. Bird: Mountain Bluebird. Tree: Single-leaf Pinon. Song: "Home Means Nevada."

Excellence activities: The 1983 legislature appointed a special committee to study education and directed state universities and public high schools to improve instruction in mathematics and other subject areas. The State Board of Education and universities are working on a joint effort on college preparation. High school students must have 20 units to graduate, including two in mathematics and an extra unit of English for students who fail proficiency tests.

NEW HAMPSHIRE

Chief state school officer—John T. MacDonald, Commissioner of Education, State Department of Education, 101 Pleasant St., State Office Park S., Concord 03301. '1-3144.

Education history—In colonial days, children of settlers attended one-room schoolhouses, some of which still stand. Operations of today's schools are based on laws passed in 1789 and broadly revised in 1919—the year a state board of education was established and given authority to certify teachers, enforce attendance laws, and prescribe school standards. The first public school was founded in 1830. By then a number of private academies, including Philips Exeter (1781), the oldest and best known had been founded. With the spread of public high schools, some of these private academies went out of existence and others lost their private character by accepting tax support. In many communities, public high schools and elementary schools are operated by regional school districts as efficiency measures.

State mandates—Compulsory school attendance for students aged 6-16; provision for home instruction by parents who want to educate their own children.

Number of schools—158 school districts with 319 elementary schools, 39 junior high, 65 senior high, and 12 schools with kindergarten-grade 12 (1985-86).

Student enrollment—160,974 elementary and secondary; 96,213 kindergarten-grade 6; 64,761 grades 7-12 (1985-86).

Per pupil expenditures—\$3,115 elementary and secondary (1985-86).

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Staff—11,872 total instructional; 6,303 elementary teachers, 4,194 secondary teachers, 800 other nonsupervisory instructional, 575 principals and supervisors. Average salary of instructional staff, \$21,600; elementary teachers, \$20,070; secondary teachers, \$20,220; elementary principals, \$35,976; junior high/middle school principals \$35,358; senior high principals, \$37,167 (1985-86).

State profile—Population (1984): 977,000. Per capita income (1984): \$13,148. Entered statehood June 21, 1788. Motto: *Live Free or Die*. Nickname: "Granite State." Flower: Purple Lilac. Bird: Purple Finch. Tree: White Birch. Song: "Old New Hampshire."

Excellence activities: Beginning with the class of 1988, high school students will have to complete more courses to graduate—four years of English, two each of mathematics and science, 2.5 of social studies, one year of physical education, and other requirements. New teacher testing for state certification began in 1985. Curriculum groups have developed teaching guidelines in mathematics and science.

NEW JERSEY

Chief state school officer—Saul Cooperman, Commissioner of Education, State Department of Education, 225 W. State St., Trenton 08625. (609) 292-4450.

Education history—Colonial New Jersey relied on parochial and other private schools. The public school system dates from 1817, when the

legislature established a permanent school fund. In 1824, the state began to add part of its tax income to the fund. In 1867, a state board of education was created and a state superintendent of public instruction was authorized to enforce school laws. That year the state constitution was amended to require the legislature to maintain free public schools for all youth aged 5-18. Compulsory school attendance for children aged 6-16 and state licensing of teachers also were required before the close of the 19th century. Industrial and vocational schools were founded in subsequent years, as were special facilities for physically impaired, blind, deaf, and other handicapped youngsters. In 1972, a landmark State Supreme Court ruling led to passage of the Public School Education Act of 1975. The act provided for new school financing methods and specified ways in which the state must fulfill its constitutional obligation to provide a quality education for all children. The state delegated this responsibility to local school districts.

State mandates—Compulsory school attendance for students aged 6-16; provision for home instruction by parents who want to educate their own children.

Number of schools—592 school districts with 1,597 elementary schools, 227 junior high, 321 senior high, and 2 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,116,194 elementary and secondary 715,358

kindergarten-grade 6; 400,836 grades 7-12 (1985-86).

Per pupil expenditures—\$5,544 elementary and secondary (1985-86).

Staff—89,102 total instructional; 42,736 elementary teachers, 31,074 secondary teachers, 9,120 other nonsupervisory instructional, 6,172 principals and supervisors. Average salary of instructional staff, \$29,310; elementary teachers, \$27,850; secondary teachers, \$28,720; elementary principals, \$46,787; junior high/middle school principals \$50,467; senior high principals, \$54,350 (1985-86).

State profile—Population (1984); 7,515,000. Per capita income (1984): \$15,282. Entered statehood December 18, 1787. Motto: *Liberty and Prosperity*. Nickname: "Garden State." Flower: Purple Violet. Bird: Eastern Goldfinch. Tree: Red Oak.

Excellence activities: The Education Department raised the standards of college teacher preparation courses and now requires that all new teachers hold a bachelor's degree and take a subject matter competency examination for state certification. Emergency certification has been eliminated; districts may hire people meeting certain qualifications on a provisional basis by offering them one-year, state-approved training programs. A new Academy for the Advancement of Teaching and Management trains teams of teachers and principals. The Education Department also is implementing a more rigorous ninth-grade graduation test, and

has introduced graduation standards for students of limited English proficiency. A new statewide program is addressing the problems of urban schools.

NEW MEXICO

Chief state school officer—Alan Morgan, Superintendent of Public Instruction, State Department of Education, 300 Don Gaspar, Santa Fe 87501. (505) 827-6516.

Education history—Spanish priests brought education to New Mexico in the 1600s when they began to teach the Indians. The first formal school was initiated by the Catholic Church at Santa Fe in 1853. The present system of free public education commenced in 1891. In 1973, the U.S. Commission on Civil Rights recommended that the state system address the wishes of Indian parents in providing education for their children. In also responding to the needs of Hispanic youth, the state constitution provides that all pupils be given access to bilingual education. To provide qualified teachers to fulfill this directive, the state education department has established bilingual teacher-training centers.

State mandates—Compulsory school attendance for students aged 6-18; provision for home instruction by parents who want to educate their own children.

Number of schools—88 school districts with 386 elementary schools, 96 junior high, 106 senior high, and 16 schools with kindergarten-grade 12 (1985-86).

86 *Student enrollment*—264,886 elementary and secondary; 147,609 kindergarten-grade 6; 117,277 grades 7-12 (1985-86).

Per pupil expenditures—\$3,374 elementary and secondary (1985-86).

Staff—16,884 total instructional; 8,574 elementary teachers, 6,150 secondary teachers, 1,350 other nonsupervisory instructional, 810 principals and supervisors. Average salary of instructional staff, \$23,864; elementary teachers, \$21,800; secondary teachers, \$23,240; elementary principals, \$33,241; junior high/middle school principals \$34,812; senior high principals, \$39,405 (1985-86).

State profile—Population (1984): 1,424,000. Per capita income (1984): \$10,330. Entered statehood January 6, 1912. Motto: *Crescit Eundo (It Grows As It Goes)*. Nickname: "Land of Enchantment." Flower, Yucca. Bird: Roadrunner. Tree: Pinon. Song: "O, Fair New Mexico," "Asi es Nuevo Mexico."

Excellence activities: High school graduation requirements in mathematics and science have increased from one to two units each. A staff accountability plan for teachers and administrators now includes competencies for evaluation of both. New teacher testing for state certification began in 1983.

NEW YORK

Chief state school officer—Gordon M. Ambach, Commissioner of

Education, State Department of Education, 111 Education Building, Albany 12234. (518) 474-5844.

Education history—The first school was founded at New Amsterdam (now New York City) in 1633. The British Society for the Propagation of the Gospel in Foreign Parts established early schools for Indian and poor children, while families that could afford to do so hired tutors or sent their children to private schools. In 1784, with education having come to a standstill during the Revolutionary War, the legislature created a Board of Regents authorized to establish secondary schools and colleges. Alexander Hamilton and other regents proposed a public school system in 1787, but no action was taken until 1795, when the legislature authorized a permanent arrangement calling for school districts in each township. By 1828, there were 8,000 such districts. During the 1850s a few cities began to set up free public high schools. In 1904, the legislature adopted a plan pushed by Governor Theodore Roosevelt that reorganized the education system and established a commissioner of education to be made responsible for elementary and secondary education. Measures taken since that time include institution of the nation's first state scholarship program in 1913, establishment of a high school equivalency examination in 1947 and an External Degree program in 1971, and adoption in 1979 of a competency testing program in reading, mathematics, and writing aimed at early identification of children in need of special help.

State mandates—Compulsory school attendance for students aged 6-16; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools—725 school districts with 2,434 elementary schools, 511 junior high, 667 senior high, and 177 schools with kindergarten-grade 12 (1985-86).

Student enrollment—2,608,500 elementary and secondary; 1,327,600 kindergarten-grade 6; 1,280,900 grades 7-12 (1985-86).

Per pupil expenditures—\$5,616 elementary and secondary (1985-86).

Staff—190,450 total instructional; 78,200 elementary teachers, 91,500 secondary teachers, 7,950 other nonsupervisory instructional, 12,800 principals and supervisors. Average salary of instructional staff, \$31,100; elementary teachers, \$29,125; secondary teachers, \$31,125; elementary principals, \$47,219; junior high/middle school principal, \$51,262; senior high principals, \$52,423 (1985-86).

State profile—Population (1984): 17,735,000. Per capita income (1984): \$14,121. Entered statehood July 26, 1788. Motto: *Excelsior* (*Ever Upward*). Nickname: "Empire State." Flower: Rose. Bird: Bluebird. Tree: Sugar Maple. Song: "I Love New York."

Excellence activities: The State Board of Regents has approved a comprehensive plan for education reform that includes the following: more rigorous academic

requirements for all high school and junior high school students; all public school students starting with the graduating class of 1992 will be required to take at least one year of foreign language instruction between kindergarten and grade 9, and two years will be required beginning with the class of 1994; mastery of computer skills will be emphasized in all grades and subjects; all new teachers will be required to pass a certification examination and complete a one-year internship; and school districts will have a greater responsibility for accounting to the public through annual school assessments presented at public meetings. New teacher testing for state certification began in 1984.

NORTH CAROLINA

Chief state school officer—A. Craig Phillips, Superintendent of Public Instruction, State Department of Public Instruction, Education Building, Room 318, Edenton and Salisbury Sts., Raleigh 27611. (919) 733-3813.

Education history—The early schools were primarily private academies. By 1800 there were 40 such schools, by 1860 more than 400. In 1825, a fund was created to stimulate public education. The first public schools opened in 1840. By 1846, every county had at least one public school and the state education fund exceeded \$12 million. In 1853, Calvin H. Wiley became the first state superintendent of schools. Under his direction a unified school system was started, but the Civil War led to the system's collapse.

88 Schools reopened after the war, but as late as 1900, public schools were in session only 70 days a year, there was no compulsory attendance law, and only 74 percent of school-age youngsters attended. In 1901, Governor Charles B. Aycock and other leaders launched a campaign that stimulated dramatic changes. By 1907, an improved system was in place, and a compulsory attendance law had been passed. In 1933, the state took over the cost of operating the system on a minimum eight-month term. In 1943, the school term was increased to nine months. The twelfth grade was added in 1943. In 1973, the General Assembly allocated funds for a kindergarten pilot program. Kindergarten programs were phased into the public schools during the next four years. In 1973, principals were employed for 12 months. While the school term for children remains at 180 days, the employment of teachers was raised to ten months in 1973.

State mandates—Compulsory school attendance for students aged 7-16; kindergarten.

Number of schools—141 school districts with 1,302 elementary schools, 305 junior high, 327 senior high, and 24 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,095,893 elementary and secondary; 752,899 kindergarten-grade 6; 339,994 grades 7-12 (1985-86).

Per pupil expenditures—\$3,366 elementary and secondary (1985-86).

Staff—64,115 total instructional; 32,750 elementary teachers, 23,169 secondary teachers, 3,998 other nonsupervisory instructional, 4,198 principals and supervisors. Average salary of instructional staff, \$28,870; elementary teachers, \$22,601; secondary teachers, \$22,594; elementary principals, \$37,032; junior high/middle school principals \$40,221; senior high principals, \$43,310 (1985-86).

State profile—Population (1984): 6,165,000. Per capita income (1984): \$10,758. Entered statehood November 21, 1789. Motto: *Esse Quam Videri (To Be Rather Than To Seem)*. Nicknames: "Tar Heel State," "Old North State." Flower: Dogwood. Bird: Cardinal. Tree: Pine. Song: "The Old North State."

Excellence activities: A state task force recommended to the legislature that the base salary of certified personnel be increased 14.8 percent. It also directed the State Board of Education to come up with a career-ladder plan for teachers, to establish a basic education program with cost figures to reduce class size in grades 4-6, to provide a computer literacy program, establish a system to assure improving the quality of all teachers and statewide standards and procedures of evaluation, and to encourage entrance into education by the top students. The loan-scholarship program was doubled and a recruiting program started. New teacher testing for state certification has been required since 1964.

NORTH DAKOTA

Chief state school officer—Wayne G. Sanstead, Superintendent of Public Instruction, State Department of Public Instruction, State Capitol Building, 600 Boulevard Ave. E., Bismark 58505. (701) 224-2261.

Education history—The first school was established by Roman Catholic missionaries in 1818, and early schools basically served the children of Scottish and Irish settlers from Canada. Where there were no schools, teachers traveled from village to village teaching groups of youngsters in private homes. As settlements grew, so did the need for schools and teachers. In 1862, the first legislature of the Dakota Territory passed "An Act for the Regulation and Support of Common Schools." At that time there was only one school (its nine pupils met in the log cabin of Emma Bradford) in all the area now covered by the states of North and South Dakota and parts of Montana and Wyoming. The first school building was built in 1875 in Pembina and still stands. When the state was admitted into the Union in 1889, over 3 million acres of federal land were set aside for the support of common schools and other land-grant institutions. Income from these lands was eventually augmented by state revenues from oil, discovered in 1951. General sales taxes provide additional funds for the support of education in the state. For many years what some felt was the major educational weak spot of North Dakota was the preponderance of one-teacher schools. As late as the 1920s more than half of the state's

teachers worked in one-teacher schools attended by more than half of all children of legal school age. Today such schools have all but disappeared.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—286 school districts with 237 elementary schools, 21 junior high, 77 senior high, and 154 schools with kindergarten-grade 12 (1985-86).

Student enrollment—117,970 elementary and secondary; 83,102 kindergarten-grade 6; 34,868 grades 7-12 (1985-86).

Per pupil expenditures—\$3,059 elementary and secondary (1985-86).

Staff—8,580 total instructional; 4,934 elementary teachers, 2,918 secondary teachers, 302 other nonsupervisory instructional, 426 principals and supervisors. Average salary of instructional staff, \$21,460; elementary teachers, \$20,624; secondary teachers, \$21,124; elementary principals, \$35,671; junior high/middle school principals, \$43,831; senior high principals, \$39,332 (1985-86).

State profile—Population (1984): 686,000. Per capita income (1984): \$12,461. Entered statehood November 2, 1889. Mott: *Liberty and Union, Now and Forever, One and Inseparable*. Nicknames: "Sioux State," "Peace Garden State." Flower: Wild Prairie Rose.

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Bird: Western Meadowlark. Tree: American Elm. Song: "North Dakota" Hymn.

Excellence activities: North Dakota has increased its high school graduation requirements in English and mathematics and added one year of U.S. history and one year of world history. The physical education requirement has been reduced and driver's education is no longer required.

OHIO

Chief state school officer—Franklin B. Walter, Superintendent of Public Instruction, State Department of Education, 65 S. Front St., Room 808, Columbus 43266. (615) 466-3304.

Education history—Education was private and local until 1825 when a statewide school tax was levied and township officials were required to set aside school districts on penalty of losing tax money. In 1853, state law placed public schools on a solid foundation with adequate revenues, township units of organization, school libraries, and a state commissioner of common schools. During the 1850s, high schools developed rapidly and largely displaced private academies. In 1894, consolidation of township schools was begun, but as late as 1914 there were still 10,000 one-room schools. The passage of Rural School Codes in 1914 aided the acceleration of consolidation. In 1935, the School Foundation Law caused drastic change in the school system as more state control accompanied greater state aid. In 1953, the constitution established

the state board of education with the power to appoint a superintendent of public instruction. The board developed the nation's first comprehensive state plan for serving handicapped students in 1970. In a 1981 first-ever joint meeting, the state board and the Ohio board of regents approved recommendations designed to harmonize high school and college curricula. The board's creation of joint vocational districts in 1965 opened a wide spectrum of job-training opportunities to Ohio students. Five years later, the board set the pace for the rest of the nation with the first state standards for vocational education programs. The 1983 minimum standards for elementary and secondary education mandated student competency testing. Teacher education and certification standards adopted in 1985 called for a teacher examination and lifelong learning for teachers.

State mandates—Compulsory school attendance for students aged 6-18; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools—615 school districts with 2,413 elementary schools, 510 junior high, 697 senior high, and 40 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,793,400 elementary and secondary; 1,094,600 kindergarten-grade 6; 698,800 grades 7-12 (1985-86).

Per pupil expenditures—\$3,547 elementary and secondary (1985-86).

Staff—112,120 total certificated; 51,852 elementary teachers, 46,378 secondary teachers, 7,303 other nonsupervisory instructional, 6,587 principals and supervisors. Average salary of instructional staff, \$25,849; elementary teachers, \$24,396; secondary teachers, \$25,593; elementary principals, \$37,780; junior high principals, \$41,297; senior high principals, \$44,694; (1985-86).

State profile—Population (1984): 10,752,000. Per capita income (1984): \$12,314. Entered statehood March 1, 1803. Motto: *With God All Things Are Possible*. Nicknames: "Buckeye State," "Gateway State." Flower: Scarlet Carnation. Bird: Cardinal. Tree: Buckeye. Song: "Beautiful Ohio."

Excellence activities: Since 1983, minimum standards for elementary and secondary education have mandated competency testing. New standards for administrator certification became effective in 1984. Teacher certification standards have been revised.

OKLAHOMA

Chief state school officer—John M. Folks, Superintendent of Public Instruction, State Department of Education, Oliver Hodge Memorial Education Building, 2500 N. Lincoln Blvd., Oklahoma City 73105. (405) 521-3301.

Education history—The first schools in the state were established for the Indians in the 1820s by missionaries. The Cherokee had the most advanced educational systems, primarily because one of their

leaders, Sequoya, invented a method of writing so simple that many Cherokee could learn to read and write within a few weeks. The territorial legislature provided schools for white children in 1890. Provisions of a 1906 Enabling Act set aside sections of each township in the territory for the benefit of common schools and appropriated \$5 million for those in the Indian Territory. A law providing free textbooks was passed in 1923, and state aid for weak schools was approved in 1924. Annual state support of public schools was set at \$42 per capita in 1946, and a comprehensive school code was passed by the legislature in 1949.

State mandates—Compulsory school attendance for students aged 7-18; kindergarten; provision for home instruction by parents who want to educate their own children.

Number of schools—637 school districts with 1,006 elementary schools, 226 junior high, 394 senior high, and 103 schools with kindergarten-grade 12 (1985-86).

Student enrollment—596,000 elementary and secondary; 326,000 kindergarten-grade 6; 270,000 grades 7-12 (1985-86).

Per pupil expenditures—\$2,867 elementary and secondary (1985-86).

Staff—39,000 total instructional; 18,300 elementary teachers, 17,000 secondary teachers, 1,800 other nonsupervisory instructional, 1,900 principals and supervisors. Average salary of instructional staff, \$22,080; elementary teachers,

92 \$20,805; secondary teachers, \$22,071; elementary principals, \$33,579; junior high/middle school principals, \$37,549; senior high principals, \$41,921 (1985-86).

State profile—Population (1984): 3,298,000. Per capita income (1984): \$11,745. Entered statehood November 16, 1907. Motto: *Labor Omnia Vincit (Labor Conquers All Things)*. Nicknames: "Sooner State," "Boomer State." Flower: Mistletoe. Bird: Scissor-tailed Flycatcher. Tree: Redbud. Song: "Oklahoma!"

Excellence activities: Beginning in 1986-87, high school graduation requirements were increased to 20 units, including four in English and two each in mathematics and science. State universities have upgraded entrance requirements, including requirements for teacher candidates. School administrators must take a year's leadership program, and teachers must take part in staff development programs offered by the state. New teacher testing for state certification began in 1982.

OREGON

Chief state school officer—Verne A. Duncan, Superintendent of Public Instruction, State Department of Education, 700 Pringle Pkwy. S.E., Salem 97310. (503) 378-3573.

Education history—Schools were established as early as 1834 by a Methodist minister named Jason Lee. After the Oregon Territory was organized, an act was passed in 1848 providing that income from two sections of land in each township

should be set aside for education purposes. The following year, 1849, the legislature passed a law providing for a free public school system. The first public school was opened in 1851.

State mandates—Compulsory school attendance for students aged 5-18; compulsory kindergarten began with the 1984-85 school year; provision for home instruction by parents who want to educate their own children.

Number of schools—303 school districts with 818 elementary schools, 160 junior high, 206 senior high, and 24 schools with kindergarten-12 (1985-86).

Student enrollment—447,522 elementary and secondary; 283,389 kindergarten-grade 6; 164,133 grades 7-12 (1985-86).

Per pupil expenditures—\$4,123 elementary and secondary (1985-86).

Staff—29,428 total instructional; 14,691 elementary teachers, 10,514 secondary teachers, 2,505 other nonsupervisory instructional, 1,718 principals and supervisors. Average salary of instructional staff, \$27,245; elementary teachers, \$25,367; secondary teachers, \$26,620; elementary principals, \$36,958; junior high/middle school principals, \$40,383; senior high principals, \$42,513 (1985-86).

State profile—Population (1984): 2,674,000. Per capita income (1984): \$11,582. Entered statehood February 14, 1859. Motto: *The Union*. Nickname: "Beaver State."

Flower: Oregon Grape. Bird: Western Meadowlark. Fish: Chinook Salmon. Rock: Thunderegg. Animal: Beaver. Dance: Square Dance. Insect: Oregon Swallowtail Butterfly. Tree: Douglas Fir. Song: "Oregon, My Oregon."

Excellence activities: The State Board of Education adopted an "Action Plan for Excellence" in June 1984. Components of the plan include: a comprehensive statewide curriculum, increased graduation requirements, a state honors diploma, a statewide eighth grade examination and expanded state testing at other grade levels, staff development, and the use of technology in the schools. Plans are underway to develop a more stable funding system for public schools.

PENNSYLVANIA

Chief state school officer—Margaret A. Smith, Secretary of Education, State Department of Education, 333 Market St., 10th Floor, Harrisburg 17126. (717) 787-5820.

Education history—Early laws provided for the free schooling of children aged 5-12 when parents were unable to pay. These were viewed as pauper education acts, and parents were not eager to educate their children under such terms. The Free Public School Act of 1834 created local school districts, permitted the levy of taxes for the support of free elementary schools for all children, and provided state aid to districts accepting the act. The constitution in 1873 called for the education of all children above the age of six. It created the position of state

superintendent of public instruction. In 1895, a compulsory attendance law was passed (requiring only 16 weeks of annual schooling) for pupils aged 8-13. The age later was increased to 17 and attendance was required throughout the school year. In 1921, state appropriations were made contingent on the maintenance of certain minimum standards in regard to curriculum, teacher qualifications, and salaries. During the 1960s, consolidation efforts to create more effective administrative units reduced the number of school districts to 600, down from an earlier high of 2,000.

State mandates—Compulsory school attendance for students aged 8-17; provision for home instruction by parents who want to educate their own children.

Number of schools—500 school districts divided into 29 intermediate units, with 2,174 elementary schools, 403 junior high, 593 senior high, and 33 schools with kindergarten-grade 12 (1985-86).

Student enrollment—1,673,150 elementary and secondary; 832,190 kindergarten-grade 6; 841,260 grades 7-12 (1985-86).

Per pupil expenditures—\$4,235 elementary and secondary (1985-86).

Staff—114,459 total instructional, 47,708 elementary teachers, 53,092; secondary teachers, 8,389 other nonsupervisory instructional; 5,270 principals and supervisors. Average salary of instructional staff,

94 \$26,704; elementary teachers, \$25,882; secondary teachers, \$26,113; elementary principals, \$37,338; junior high/middle school principals, \$40,961; senior high principals, \$43,097 (1985-86).

State profile—Population (1984): 11,901,000. Per capital income (1984): \$12,343. Entered statehood December 12, 1787. Motto: *Virtue, Liberty and Independence*. Nickname: "Keystone State." Flower: Mountain Laurel. Bird: Ruffed Grouse. Tree: Hemlock.

Excellence activities: New curriculum regulations have increased the number of credits required for high school graduation from 13 to 21 and tripled the requirements in mathematics and science, beginning with 1989 freshmen. Statewide competency testing for students in grades 3, 5, and 8 began in October 1984. New teacher certification regulations require teaching graduates to pass tests in subject matter, general knowledge, basic skills, and professional knowledge in order to be certified. New teachers are required to serve a one-year, supervised induction period, and new teachers and administrators are required to take six continuing education credits every five years. A teacher intern program allows qualified persons who have bachelor degrees to become full-time teachers while earning the teaching credits necessary for permanent certification.

RHODE ISLAND

Chief state school officer—J. Troy Fawcett, Commissioner of

Education, State Department of Education, 22 Hayes St., Providence 02908. (401) 277-2031.

Education history—While Rhode Island relied primarily on private education in the colonial period, a free school for poor children was founded in Newport in 1640. The state's first law establishing public schools was enacted in 1800, dropped in 1803, and passed again in 1828, when the legislature also set up the state's first permanent public school fund. Henry Barnard became the first state commissioner of education in 1845. During his tenure, the state became a national leader in educational reform, and Mr. Barnard was summoned to Washington, D.C. to become the first U.S. Commissioner of Education. In 1882 the Rhode Island legislature enacted legislation requiring towns to establish free public schools, and compulsory school attendance was inaugurated the following year. The arrival of large numbers of Irish, French-Canadian, and other immigrants with Catholic backgrounds led to the establishment of a large parochial education system. Currently one in five students attends a Catholic school.

State mandates—Compulsory school attendance for students aged 7-16; kindergarten available; provision for home instruction by parents who want to educate their own children.

Number of schools—40 school districts with 212 elementary schools, 30 junior high, 40 senior

high, and one school with kindergarten-grade 12 (1985-86).

Student enrollment—133,450 elementary and secondary; 70,020 kindergarten-grade 6; 63,430 grades 7-12 (1985-86).

Per pupil expenditures—\$4,669 elementary and secondary (1985-86).

Staff—10,180 total instructional; 4,404 elementary teachers, 4,351 secondary teachers, 798 other nonsupervisory instructional, 627 principals and supervisors. Average salary of instructional staff, \$29,651; elementary teachers, \$29,218; secondary teachers, \$30,335; elementary principals, \$39,544; junior high/middle school principals, \$41,854; senior high principals, \$45,609 (1985-86).

State profile—Population (1984): 962,000. Per capita income (1984): \$12,730. Entered statehood May 29, 1790. Motto: *Hope*. Nicknames: "Little Rhody," "Ocean State." Flower: Violet. Bird: Rhode Island Red. Tree: Red Maple. Song: "Rhode Island."

Excellence activities: Improvements made in Rhode Island public schools since 1983 include tightened teacher certification requirements; upgraded high school graduation requirements; requirement of a basic kindergarten-twelfth grade education program; governor's technology initiative infusing \$4 million for purchase of microcomputers; testing of all public school students in grades 4, and 10; option of a test for

twelfth graders for award of a merit diploma.

SOUTH CAROLINA

Chief state school officer—Charlie G. Williams, Superintendent of Education, State Department of Education, 1006 Rutledge Building, 1429 Senate St., Columbia 29201. (803) 758-3291.

Education history—Most children in the colonial period were educated at home or in private school. In 1710 the colonial government established semi-public schools in which poor children were educated without cost, but tuition was charged for others. The state's first major effort toward establishing a public school system came in 1811, with passage of a free-school law providing for free schools in each district and parish in proportion to representation in the House of Representatives. The constitution of 1868 established the office of state superintendent of education and provided funds for schools. Two years later the forerunner of the state board of education was created, with authority to adopt textbooks, establish requirements for teachers, and interpret school laws. In 1895, tax funds were provided for a statewide public school system. Like other southern states, South Carolina had separate schools for blacks and whites under an 1896 Supreme Court decision which held that public facilities may be separate if they are equal. In 1954, the Supreme Court ruled that separate schools were inherently unequal and that districts operating segregated systems should move "with all deliberate speed" to

96 establish unitary systems. Activity by civil rights interests and further court decisions continued the pressure to eliminate dual school systems, and by 1970, all public schools in South Carolina were integrated. Meanwhile the state legislature had in 1951 reduced the number of school districts from 1,220 to 109 and had strengthened support of public schools by enacting a 3 percent sales tax for education.

State mandates—Compulsory school attendance for students aged 5-17; a 5-year old child will be exempt from the kindergarten requirement if a parent signs a written waiver; provision for home instruction by parents who want to educate their own children.

Number of schools—92 regular school districts (plus one composed of schools within the state correctional institution), with 700 elementary schools, 159 junior high, 205 senior high, and 7 schools with kindergarten-grade 12 (1985-86).

Student enrollment—605,790 elementary and secondary; 423,860 kindergarten-grade 6; 181,930 grades 7-12 (1985-86).

Per pupil expenditures—\$2,912 elementary and secondary (1985-86).

Staff—38,500 total instructional staff; 21,400 elementary teachers, 12,200 secondary teachers, 2,800 other nonsupervisory instructional, 2,100 principals and supervisors. Average salary of instructional staff, \$372; elementary teachers,

\$20,873; secondary teachers, \$22,397; elementary principals, \$36,043; secondary principals (includes junior high schools), \$38,496; senior high principals, \$43,022 (1985-86).

State profile—Population (1984): 3,300,000. Per capita income (1984): \$10,075. Entered statehood May 23, 1788. Motto: *Dum Spiro Spero (While I Breathe, I Hope)*. Nickname: "Palmetto State." Flower: Carolina Jassamine. Bird: Carolina Wren. Tree: Palmetto. Song: "Carolina."

Excellence activities: The Education Improvement Act, containing about 60 provisions, was passed by the General Assembly in June 1984. Funded by a one-cent increase in the state sales tax, the legislation addressed increased graduation requirements, compensatory/remedial instruction, a high school exit examination, upgraded teacher salaries, teacher and principal incentive pay programs, incentive grants for school improvement, and a school building aid program. New teacher testing for state certification began in 1982.

SOUTH DAKOTA

Chief state school officer—James O. Hansen, State Superintendent, Department of Education and Cultural Affairs, Division of Elementary and Secondary Education, Kniep Building, Pierre 57501. (605) 773-3243.

Education history—The public school system dates back to 1856, when school districts were organized. Early financial support

came from proceeds of public land sales. During the 1930s, state school funding came from income taxes. Since then the legislature has helped to fund schools through special appropriations. The primary financial burden, however, falls on taxpayers in the districts, who support the schools through personal and real property taxes. Until the latter part of the 1960s there were more than 1,000 rural schools. The legislature called for a reorganized school system based on districts offering 12 years of schooling, and scores of rural schools were closed as a result.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—194 school districts with 381 elementary schools, 32 junior high, 95 senior high, and 88 schools with kindergarten-grade 12 (1985-86).

Student enrollment—123,875 elementary and secondary; 87,228 kindergarten-grade 6; 36,647 grades 7-12 (1985-86).

Per pupil expenditures—\$2,967 elementary and secondary (1985-86).

Staff—9,071 total instructional; 5,607 elementary teachers, 2,546 secondary teachers, 417 other nonsupervisory instructional, 501 principals and supervisors. Average salary of instructional staff, \$18,826; elementary teachers, \$18,035; secondary teachers, \$18,192; elementary principals,

\$29,245; junior high/middle school principals, \$37,449; senior high principals, \$34,736 (1985-86).

State profile—Population (1984): 706,000. Per capita income (1984): \$11,049. Entered statehood November 2, 1889. Motto: *Under God, the People Rule*. Nicknames: "Coyote State," "Sunshine State." Flower: Yucca. Bird: Ringnecked Pheasant. Tree: Black Hills Spruce. Song: "Hail, South Dakota."

Excellence activities: High school graduation minimum requirements have been increased from 16 to 20 units, including four English, three social studies, two mathematics, and two laboratory science. All courses designed to meet graduation requirements must have a plan of study on file. All districts must offer at least two years of one foreign language and a program for the gifted. Statewide achievement testing is mandated in grades 4, 8, and 11. Teacher preparation program standards were upgraded, and certified staff must complete 15 hours of inservice training annually. New teacher testing for state certification began in 1986.

TENNESSEE

Chief state school officer—Robert L. McElrath, Commissioner of Education, State Department of Education, 100 Cordell Hull Building, Nashville 37219. (615) 741-2731.

Education history—Prior to the Civil War free public schooling was offered only to poor children. Given the resulting stigma, such schools were not well attended. The

98 atmosphere began to change in 1838 when a common school fund based largely on land revenue was made a part of the capital of the state bank. This fund, later supplemented by state and local taxes, ultimately provided the basis for establishing, in 1873, a statewide system of essentially separate free public schools for whites and blacks. Later acts created a state board of education (1875), a secondary school system (1891), and a general education fund (1909). Progress in integrating the state's schools followed the 1954 Supreme Court decision barring segregated education. Most schools were integrated by the late 1960s.

State mandates—Compulsory school attendance for students aged 7-17; kindergarten

Number of schools—141 school districts with 1,077 elementary schools, 180 junior high, 257 senior high, and 41 schools with kindergarten-grade 12 (1985-86).

Student enrollment—815,414 elementary and secondary; 574,692 kindergarten-grade 6; 240,722 grades 7-12 (1985-86).

Per pupil expenditures—\$2,533 elementary and secondary (1985-86).

Staff—46,933 total instructional; 25,189 elementary teachers, 15,114 secondary teachers, 3,500 other nonsupervisory instructional, 3,130 principals and supervisors. Average salary of instructional staff, \$22,210; elementary teachers, \$21,734, secondary teachers,

\$21,911; elementary principals, \$32,032; junior high/middle schools principals, \$34,944; senior high principals, \$38,362 (1985-86).

State profile—Population (1984): 4,717,000. Per capita income (1984): \$10,400. Entered statehood June 1, 1796. Motto: *Agriculture and Commerce*. Nickname: "Volunteer State." Flower: Iris. Bird: Mockingbird. Tree: Tulip Poplar. Song: "The Tennessee Waltz."

Excellence activities: A new three-level career ladder for teachers allows eligible teachers to receive bonuses ranging from \$1,000 to \$7,000 a year. The Better Schools Program of 1984 also mandated kindergarten to be offered to every child and defined basic reading and mathematics skills for kindergarten-grade 8. In place is a fully funded statewide computer literacy course. High school graduation requirements increased, including a doubling of mathematics and science courses; and a proficiency test is required for graduation. The program also provides for in-school suspensions and alternative schools for disruptive students. New teacher testing for state certification began in 1981.

TEXAS

Chief state school officer—William Kirby, Commissioner of Education, Texas Education Agency, William B. Travis Building, 1701 N. Congress Ave., Austin 78701. (512) 463-8985.

Education history—Texas had only a few public schools when it gained

independence from Mexico in 1836, and became an independent republic. In fact, the refusal of Mexican authorities to provide English-speaking teachers was a major reason for the break. Once free, Texas in 1840 set aside land in every county for public schools. Five years later, when it joined the Union, Texas wrote a new constitution that created a perpetual fund to support schools from state revenues. In 1854, the state established a uniform school system. After the Civil War, a new constitution earmarked the income from 45 million acres of public domain land for school support. Gradually, towns and cities were granted more freedom to establish their own school, and independent school districts developed. The state took special measures in 1911 to create rural high schools and to make them as good as urban schools. This effort was aided by a 1917 law authorizing state purchase of textbooks. On the academic side, a high school accreditation system was launched in 1885, and in 1915 a compulsory school attendance law required 12 years of free schooling for every child. The Gilmer-Aikin laws of 1949 created the Foundation School Program to ensure the maintenance of minimum standards for education programs in every school district. In line with the national school reform movement generated in part by the 1983 federal report, *A Nation At Risk*, Texas in 1984 enacted a sweeping reform program. House Bill 72 gave teachers a pay raise, put more money into property-poor school districts, and took steps to improve the academic achievement of

State mandate--Compulsory school attendance for students aged 7-16; kindergarten.

Number of schools—1,092 school districts with 3,158 elementary schools, 864 junior high, 957 senior high, and 259 schools with kindergarten-grade 12 (1985-86).

Student enrollment—3,149,380 elementary and secondary; 1,777,127 kindergarten-grade 6; 1,576,253 grades 7-12 (1985-86).

Per pupil expenditures—\$3,384 elementary and secondary (1985-86).

Staff—195,160 total instructional; 96,780 elementary teachers, 78,720 secondary teachers, 10,400 other nonsupervisory instructional, 9,260 principals and supervisors. Average salary of instructional staff, \$25,370; elementary teachers, \$23,754; secondary teachers, \$25,239; elementary principals, \$38,630; junior high principals, \$41,383; senior high principals, \$46,131 (1985-86).

State profile—Population (1984): 15,989,000. Per capita income (1984): \$12,636. Entered statehood December 29, 1845. Motto: *Friendship*. Nickname: "Lone Star State." Flower: Bluebonnet. Bird: Mockingbird. Tree: Pecan. Song: "Texas, Our Texas."

Excellence activities: House Bill '82, a comprehensive reform package, placed the burden of improved student achievement on the State Education Agency. It called for full-day, state-funded kindergarten and a four-level

100 career-ladder plan for teachers, the latter beginning in 1984-85. Competency testing for current teachers and administrators started prior to the 1986-87 school year. The legislation set guidelines for grade requirements and course credit, examinations, promotion, class sizes, attendance, and other activities. A discipline management program began in 1986-87. High school graduation requirements mandate 21 credits. New teacher testing for state certification began in 1986.

UTAH

Chief state school officer—James R. Moss, Superintendent of Public Instruction, State Office of Education, 250 E. Fifth St. S., Salt Lake City 84111. (801) 533-5431.

Education history—Mormons took the precaution before leaving Nauvoo, Illinois, in 1846 of printing a supply of books for classroom use in their new home. Almost immediately after arriving in Salt Lake Valley, they built schools for their own children. The first non-Mormon school was established in 1867 by the Protestant Episcopal Church. This was followed by other non-Mormon schools created by various other churches. In 1890, the territorial legislature passed a law calling for a system of tax-supported schools available to all children. When Utah was admitted to the union six years later, its constitution called for a statewide educational organization that developed into a full-fledged elementary and secondary school program. Although church schools continued to operate, by 1912 the

state-controlled, tax-supported system had gained so much public confidence that the Mormon Church began to withdraw from full-time instruction and develop closer relationships with the public schools. In 1920, the Mormon Church ended its high school programs altogether.

State mandates—Compulsory school attendance for students aged 6-18; provision for home instruction by parents who want to educate their own children.

Number of schools—40 school districts with 430 elementary schools, 91 junior high, 110 senior high, and 8 schools with kindergarten-grade 12 (1985-86).

Student enrollment—403,305 elementary and secondary; 242,791 kindergarten-grade 6; 160,514 grades 7-12 (1985-86).

Per pupil expenditures—\$2,297 elementary and secondary (1985-86).

Staff—19,029 total instructional; 10,425 elementary teachers, 6,250 secondary teachers, 1,253 other nonsupervisory instructional, 1,101 principals and supervisors. Average salary of instructional staff, \$25,528; elementary teachers, \$21,680; secondary teachers, \$23,411; elementary principals, \$36,049; junior high/middle school principals, \$38,105; senior high principals, \$42,048 (1985-86).

State profile—Population (1984): 1,652,000. Per capita income (1984): \$9,719. Entered statehood January 4, 1896. Motto: *Industry*.

Nickname: "Beehive State." Flower: Sego Lily. Bird: Seagull. Tree: Blue Spruce. Song: "Utah, We Love Thee."

Excellence activities: The state legislature has appropriated \$15.2 million for career ladders, of which, at least 50 percent must be spent for teacher salaries. The State Board of Education adopted a new core curriculum and high school graduation requirements in 1984. Course description standards were determined, and committees refined criteria for kindergarten-grade 12 courses, effective with the class of 1988. A new core program has been designated for kindergarten-grade 6 and for the middle school level. Twenty-four units are required for high school graduation, among them a half-year of computer studies and one-and-a-half years in the arts. Teachers must be fully certified in their subject matter areas. Assessment of student mastery is required at completion of grades 3, 6, 8, 10, and 12.

VERMONT

Chief state school officer—Stephen S. Kaagan, Commissioner of Education, State Department of Education, State St., Montpelier 05602. (802) 828-3135.

Education history—The town of Guilford provided funds for free public schools as early as 1761. As an independent republic (1777-91) before joining the Union, Vermont in its 1777 constitution called for a complete educational system. The system included town elementary

schools, county grammar schools, and a state university. In 1780, Vermont's first secondary school was established in Bennington. During the early 1830s private academies and schools were established in the more prosperous villages, and 20 such academies were soon in operation. The movement for public high schools was launched in the 1840s, and by 1900 the number and dominance of private academies had significantly declined.

State mandates—Compulsory school attendance for students aged 7-16; provision for home instruction by parents who want to educate their own children.

Number of schools—274 school districts with 299 elementary schools, 15 junior high, 49 senior high, and 13 schools with kindergarten-grade 12 (1985-86).

Student enrollment—90,200 elementary and secondary; 48,500 kindergarten-grade 6; 41,700 grades 7-12 (1985-86).

Per pupil expenditures—\$3,554 elementary and secondary (1985-86).

Staff—7,715 total instructional; 2,875 elementary teachers, 3,495 secondary teachers, 790 other nonsupervisory instructional, 555 principals and supervisors. Average salary of instructional staff, \$22,500; elementary teachers, \$19,870; secondary teachers, \$20,710; elementary principals, \$31,877; junior high/middle school principals, \$34,600; senior high principals, \$36,946 (1985-86).

102 *State profile*—Population (1984): 530,000. Per capita income (1984): \$10,692. Entered statehood March 4, 1791. Motto: *Freedom and Unity*. Nickname: "Green Mountain State." Flower: Red Clover Bird: Hermit Thrush. Tree: Sugar Maple. Song: "Hail, Vermont."

Excellence activities: In 1984, the State Board of Education adopted the state's first comprehensive school standards, setting goals and mandating 15.5 units for high school graduation. Summer institutes provide learning enrichment experiences for junior high and high school students. The Vermont Inservice Institute for Professional Development was established to expand and improve inservice education. Also underway is an "Early Education Initiative" aimed at children from age 3 to grade 3.

VIRGINIA

Chief state school officer—S. John Davis, Superintendent of Public Instruction, State Department of Education, P.O. Box 6Q, James Monroe Building, Fourteenth and Franklin Sts., Richmond 23216. (804) 225-2023.

Education history—The first free schools in what is now the United States were founded in Virginia. They were the Syms Free School, established in Hampton in 1634, and the Eaton Free School, started in that town in about 1640. Meanwhile Virginia planters and merchants subsidized private schools for their young, called "old-field schools" because they were built in open fields. By the

mid-1700s there also were many academies, usually taking the form of combined elementary and high schools. The state assembly in 1810 created a fund to help poor children get an education. The state's public school system was started in 1870. Like other southern states, Virginia had separate schools for blacks and whites. With the U.S. Supreme Court holding in 1954 that segregation was unconstitutional, the state began its desegregation efforts in 1959. All school districts were integrated by the mid-1960s.

State mandates—Compulsory school attendance for students aged 5-17; provision for home instruction by parents who want to educate their own children.

Number of schools—139 school districts with 1,154 elementary schools, 229 junior high, 285 senior high, and 16 schools with kindergarten-grade 12 (1985-86).

Student enrollment—968,104 elementary and secondary; 588,656 kindergarten-grade 6; 379,448 grades 7-12 (1985-86).

Per pupil expenditures—\$3,210 elementary and secondary (1985-86).

Staff—66,000 total instructional; 32,982 elementary teachers, 24,867 secondary teachers, 4,589 other nonsupervisory instructional, 3,562 principals and supervisors. Average salary of instructional staff, \$24,256; elementary teachers, \$22,625; secondary teachers, \$24,331; elementary principals, \$36,300; junior high/middle school

principals, \$40,346; senior high principals, \$42,255 (1985-86).

State profile—Population (1984): 5,636,000. Per capita income (1984): \$13,067. Entered statehood June 26, 1788. Motto: *Sic Semper Tyrannis (Thus Ever to Tyrants)*. Nicknames: "Old Dominion," "Mother of Presidents," "Mother of States." Flower: Dogwood. Bird: Cardinal. Tree: Dogwood. State Dog: Foxhound. Song: "Carry Me Back to Old Virginia."

Excellence activities: The State Department of Education adopted a Standards of Learning Program that includes objectives in 10 academic subjects for all grades and a future assessment program. School accreditation standards have been revised and mathematics and science requirements increased. High school graduation requirements were increased to 20 units and include an advanced studies program. Beginning teachers are required to demonstrate satisfactory performance for two years before being certified. New teacher testing for state certification began in 1980. A Governor's Center for Educational Innovation and Technology has been established, and magnet schools for science and technology and the fine arts are planned. Teachers' salaries have been increased, and a "pay-for-performance" pilot program started to test merit pay. The Board of Education also recommended a three-level master-teacher program to provide \$5,000-\$8,000 bonuses, and a state-funded staff development plan calls for improving management skills of

school administrators and providing inservice training for teachers. Computer literacy objectives have been defined for students.

WASHINGTON

Chief state school officer—Frank B. Brouillet, Superintendent of Public Instruction, State Department of Public Instruction, Old Capitol Building, Mall Stop FG-11, Olympia 98504. (206) 586-6904.

Education history—The first school in what was to become the state of Washington was opened in Old Fort Vancouver in 1832 by the Hudson Bay Company, a British trading firm, for employees' children. The territorial legislature organized the public school system in 1854. It authorized the creation of a school fund, the levying of county and district taxes for schools, and election of county school superintendents. In 1880, Dayton established the first high school, offering a two-year program; Seattle in 1883 opened a three-year high school. The state in 1895 imposed a school tax based on the number of school-age children in the census count. This was changed in 1901 to the number of children actually attending school. In 1948, voters approved an amendment to the state constitution permitting local property tax levies for school support. Concerned about low student achievement scores, the legislature in 1955 established a program to raise academic standards and to provide more state aid to less affluent school districts in order to equalize per pupil expenditures statewide.

104 *State mandates*—Compulsory school attendance for students aged 8-18; provision for home instruction by parents who want to educate their own children.

Number of schools—298 school districts with 998 elementary schools, 242 junior high, 302 senior high, and 41 schools with kindergarten-grade 12 (1985-86).

Student enrollment—748,662 elementary and secondary; 395,521 kindergarten-grade 6; 353,141 grades 7-12 (1985-86).

Per pupil expenditures—\$3,705 elementary and secondary (1985-86).

Staff—42,034 total instructional; 19,650 elementary teachers, 16,493 secondary teachers, 2,984 other nonsupervisory instructional, 2,907 principals and supervisors. Average salary of instructional staff, \$27,166; elementary teachers, \$25,693, secondary teachers, \$26,546; elementary principals, \$39,411, junior high/middle school principals, \$40,791, senior high principals, \$44,931 (1985-86).

State profile—Population (1984): 4,302,000. Per capita income (1984): \$12,728. Entered statehood November 11, 1889. Motto: *Alki (By and By)*. Nickname: "Evergreen State." Flower: Western Rhododendron. Bird: Willow Goldfinch. Tree: Western Hemlock. Song: "Washington, My Home."

Excellence activities—One 1984 reform requires school districts to set goals, with the help of citizens, educators, community and business

leaders. The law requires a school district's resources to be considered and learning objectives to be measured by student attainment. Other reforms include more funding for gifted and talented programs, eighth-grade testing, and a life skills test. The state board of education also called for more emphasis on student proficiency in a second language. Recommendations on standardizing high school transcripts and setting graduation and college admissions requirements are forthcoming. In fall 1983, regional computer demonstration centers began operating to help school districts review hardware and software before making purchases. The board raised graduation requirements and funded inservice training for teachers in mathematics, science, and computer literacy. Testing of new teachers is required for state certification.

WEST VIRGINIA

Chief state school officer—William Thomas McNeel, State Superintendent of Schools, State Department of Education, 1900 Washington Street, Building B, Room 358, Charleston 25305. (304) 348-3644.

Education history—Pioneer children attended schools in log cabins that served both as schools and churches. Parents paid teachers in cash, farm products, or bed and board. In 1796 the legislature of Virginia (of which West Virginia was then a part) enacted a law providing for free district schools in counties that wanted to set them up. Few schools materialized, however,

because most county officials believed that people should not have to pay for the education of children other than their own. In 1810, the legislature created a fund for the education of poor children. Seceding from Virginia during the Civil War, West Virginia joined the Union and established a free public school system in 1863. The state constitution called for taxes to support schools. Until 1875, children in rural schools were not educated by grade levels. That year Alexander L. Wade, Monongalia County school superintendent, worked out a system to teach subjects by grade level and student age group. In 1933, independent districts were merged into 55 county units for more efficient administration of elementary and secondary education.

State mandates—Compulsory school attendance for students aged 6-16; kindergarten: provision for home instruction by parents who want to educate their own children.

Number of schools—55 school districts with 753 elementary schools, 133 junior high, 154 senior high, and 8 schools with kindergarten-grade 12 (1985-86).

Student enrollment—357,923 elementary and secondary; 209,780 kindergarten-grade 6; 148,143 grades 7-12 (1985-86).

Per pupil expenditures—\$2,821 elementary and secondary (1985-86).

Staff—25,444 total instructional; 12,637 elementary teachers, 10,010

secondary teachers, 1,237 other nonsupervisory instructional, 1,560 principals and supervisors. Average salary of instructional staff, \$21,536; elementary teachers, \$20,538; secondary teachers, \$20,733; elementary principals, \$30,516; junior high/middle school principals, \$30,478; senior high principals, \$36,542 (1985-86).

State profile—Population (1984): 1,952,000. Per capita income (1984): \$9,846. Entered statehood June 20, 1863. Motto: *Montani Semper Liberi (Mountaineers Are Always Free)*. Nickname: "Mountain State." Flower: Big Rhododendron. Bird: Cardinal. Tree: Sugar Maple. Songs: "The West Virginia Hills," "This Is My West Virginia," and "West Virginia, My Home, Sweet Home."

Excellence activities: West Virginia was the first state to require students to maintain a "C" average to participate in athletics and other extracurricular activities. More money was allocated to teachers' salaries by the legislature. High school graduation requirements have been increased by the State Board of Education to 21 units. New teachers have to pass a basic skills test, a content area test, and a professional education performance test to obtain state certification.

WISCONSIN

Chief state school officer—Herbert J. Grover, Superintendent of Public Instruction, State Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison 53707. (608) 266-1771

106 *Education history*—In Southport (now Kenosha), newspaper editor Michael Frank led a movement for free education that resulted in the establishment there in 1845 of Wisconsin's first public schools. With that precedent, the state constitution adopted in 1848 made free schooling available for all children between the ages of 4 and 20. In 1856, Mrs. Carl Shurz opened the nation's first kindergarten (for German-speaking children) in Watertown. Mandatory school attendance was first enacted in 1879, when children between the ages of 7 and 14 were required to attend at least 12 weeks of school—later extended to a full school year for youth 6 through 18. A law enacted in 1911—the first of its kind in the country—required all cities and towns with populations of 5,000 or more to set up vocational schools. Today the Milwaukee Vocational School ranks as one of the largest trade schools in the United States. In 1915 a state board of education was established, only to be abolished eight years later. Wisconsin is today the only state without a state board of education, and the elected state superintendent is part of the state government's executive branch. Consolidation of smaller school districts began in 1949, with the result that the 7,777 districts existing at that time have been reduced to 432. In 1984 legislation was enacted to set standards for high school graduation, and two years later rules were adopted to set comprehensive standards for the education of teachers.

State mandates—Compulsory school attendance for children aged

6-18; kindergarten.

Number of schools—432 school districts with 1,259 elementary schools, 205 junior high, 365 senior high, and 66 schools with kindergarten-grade 12 (1985-86).

Student enrollment—768,000 elementary and secondary; 453,000 kindergarten-grade 6; 315,000 grades 7-12 (1985-86).

Per pupil expenditures—\$4,168 elementary and secondary (1985-86).

Staff—50,860 total instructional; 26,100 elementary teachers, 19,600 secondary teachers, 2,760 other nonsupervisory instructional, 2,400 principals and supervisors. Average salary of instructional staff \$27,400; elementary teachers, \$26,300; secondary teachers, \$27,450; elementary principals, \$36,667; junior high/middle school principals, \$42,016; and senior high principals \$41,666 (1985-86).

State profile—Population (1984): 4,766,000. Per capita income (1984): \$12,309. Entered statehood May 29, 1848. Motto: *Forward*. Nickname: "Badger State." Flower: Wood Violet. Bird: Robin. Tree: Sugar Maple. Song: "On, Wisconsin!"

Excellence activities: A voluntary statewide teacher competency program stresses a state-local partnership. Participating school districts undergo a rigorous review of their instructional programs and make decisions on the kinds of tests they will administer. A 1984 report of a statewide task force included

recommendations for upgrading teacher preparation and teacher inservice training, and ways to increase the attractiveness of the teaching profession. Many of the recommendations are being implemented, including a requirement for a teacher test. The legislature passed the first state law establishing high school graduation requirements. These include four years of English, three of social studies, two of science, two of mathematics, one and one-half of physical education, one-half of computer science, and one-half of health education.

WYOMING

Chief state school officer—Lynn O. Simons, State Superintendent of Public Instruction, State Department of Education, Hathaway Building, Cheyenne 82002. (307) 777-7675.

Education history—The first school in what was to become Wyoming was founded at Fort Laramie by Chaplain William Vaux in 1852. In 1860 another school was built at Fort Bridger. The territorial legislature in 1869 passed a law providing tax support for the schools, and in the years immediately thereafter district schools were established in many communities. The first high school opened in Cheyenne in 1875. Two years later, school attendance for at least three months a year was made compulsory. After the attainment of statehood in 1890, Wyoming's education department was headed by an elected superintendent. A law enacted in 1969 mandated county committees to arrange for

redistricting and resulted in extensive school reorganization, as approved by a state committee on reorganization.

State mandate—Compulsory school attendance for students aged 7-16.

Number of schools—49 districts with 243 elementary schools, 41 junior high, 54 senior high, and 18 schools with kindergarten-grade 12 (1985-86).

Student enrollment—102,779 elementary and secondary; 58,669 kindergarten-grade 6; 44,110 grades 7-12 (1985-86).

Per pupil expenditures—\$5,479 elementary and secondary (1985-86).

Staff—8,155 total instructional; 4,950 elementary teachers, 2,345 secondary teachers, 460 other nonsupervisory instructional, 400 principals and supervisors. Average salary of instructional staff, \$27,930; elementary teachers, \$27,237; secondary teachers, \$29,201; elementary principals, \$42,156; secondary principals, \$44,427; senior high principals, \$45,357 (1985-86).

State profile—Population (1984): 511,000. Per capita income (1984): \$11,969. Entered statehood July 10, 1890. Motto: *Equal Rights*. Nickname: "Equality State." Flower: Indian Paintbrush. Bird: Meadowlark. Tree: Cottonwood. Song: "Wyoming."

Excellence activities: A Quality Education Committee recommended greater emphasis on

108 attendance and school improvement research, and that more time be spent on professional development and more recognition be given to educators. High school graduation requirements were increased to four years of language arts, two of

mathematics, three of social studies, and two of science. For college-bound students, an additional year of mathematics, two years of foreign language, and a laboratory science are required.



A Brief History of American Education



ublic education began in New England less than a generation after the Pilgrims landed on Plymouth Rock in 1620. The Pilgrims viewed education as an instrument of their strong Puritan faith to save the immortal souls of children.

In three centuries, long since severed from religious aims and influence, public education in the United States has evolved as the free world's largest and most democratic social institution.

Employing 2.1 million teachers and 300,000 administrators and other professional staff in 1985-1986, public schools spent \$147.6 billion to educate some 39 million children. Another 5.7 million children attend private schools. These students have rounds and interests as

diverse as America's multiethnic population; and they include youngsters whose learning potential can be impeded by physical or mental handicaps or propelled by exceptional intellectual gifts. America's schools serve all.

Public education has been largely responsible for the intellectual and technical training that enables Americans to enjoy the world's highest standard of living.

In the Beginning

America's public school and college systems are the direct outgrowth of citizen commitment to education that surfaced in New England almost as soon as the initial needs of food and shelter had been met. The Boston Latin School (1635) was created by local initiative as British America's first tax-supported school, offering boys seven years of instruction in Latin and Greek. It

110 remained for the Massachusetts Bay Colony to establish the principle, unique among English-speaking people, that the state could require towns to build and maintain schools at public expense. A 1742 law made parents and masters of young apprentices responsible for providing an education sufficient to enable children to understand the tenets of Puritanism and colonial law. Finding that some parents and masters were unwilling or too unskilled to take on this task, the colony in 1647 ordered towns of 50 households to hire a teacher to instruct pupils in reading the Scriptures and thus be able to thwart "Ye old deluder Satan." Towns of 100 households were required to establish a school so that youth might be "fitted for the university," either in England or at Harvard College (1636), then America's only institution of higher education.

A similar arrangement prevailed among government leaders in the southern colonies, where wealthy plantation owners hired tutors or had their children educated in England, though some effort was made to teach poor and orphaned children as a form of charity.

By the mid-1700s, a growing mercantile society disavowed classical grammar schools and demanded a more practical education for boys. The result was the private tuition-charging academy. As a founder of the Philadelphia Academy (1751), Benjamin Franklin expressed the new concern for practicality, asking: "While they (students) are reading natural history, might not a little learning, grafting,

inoculating, etc., be taught and practiced?"

National Support for Schools
After the Revolution, the new national government under the Articles of Confederation made a precedent-setting commitment to public education. Congress, in a 1785 Ordinance setting forth governance procedures for the public domains beyond the Alleghenies, set aside land in each township for a public school. The Northwest Ordinance (1787) reaffirmed federal support, directing that "schools and the means of education shall be forever encouraged" in the vast territory that subsequently formed the Ohio Valley and Great Lakes states.

When the Constitution replaced the Articles of Confederation in 1789, it made no mention of education as a federal charge, by inference leaving the schooling of the population to states and, through delegation by the states, to localities. Thus, the United States departed from the European systems of nationally controlled public schools. Local control of public schools still sets us apart from most other nations.

Common School Movement
From the 1820s onward, as immigrants from Europe increased the population and the young republic grew and prospered, a society long dominated by landed gentry and prosperous merchants became a society concerned with the rights of the common man. Pressure built for common schools to replace the costly private academies and provide a free, nonsectarian education for rich and

poor alike. The common school movement was nonetheless opposed by many who still favored a religious orientation and feared the rise in taxes that free schools would surely bring.

Common schools found a persuasive champion in Horace Mann, a lawyer and member of the Massachusetts legislature who in 1837 became the first secretary of the Commonwealth's state board of education. In his 11-year tenure, he pushed for reforms that increased state and local support for teachers, introduced compulsory school attendance, unified curriculums and textbooks among schools, and created the precedent and foundation for statewide school systems. Henry Barnard, later the first U.S. Commissioner of Education, worked concurrently to institute similar reforms in Rhode Island and Connecticut. By 1848, when Mann left the Massachusetts state board, 24 of 30 states in the Union had named chief school officers as a prelude to establishing statewide public school systems.

Expanding the Years of Schooling

The first public high school opened in Boston in 1821, the same year Emma Willard founded the Troy (N.Y.) Female Seminary, the first women's college.

The Boston high school offered three years of free instruction in English, mathematics, navigation, history, logic, civics, and other subjects—for boys only. Boston's effort to establish a high school for girls failed to gain public support.

Other New England towns soon had high schools, but it was again Massachusetts that tried to legislate

progress statewide. Although its 1827 law mandating public high schools was ignored by most communities for many years, it spurred other states to pass similar laws. In the 1874 *Kalamazoo Decision*, the Michigan Supreme Court upheld the community's right to tax residents for the support of high schools, declaring them a logical bridge between the common school and the state university.

German immigrants, fleeing the 1848 revolution in their homeland, founded the first U.S. kindergarten, based on the technique of Friedrich Froebel, the movement's founder. German was the language of



instruction. Elizabeth Palmer Peabody established the first kindergarten for English-speaking children in Boston in 1860. Its success stimulated the national kindergarten movement. In 1873, St. Louis became the first city to add kindergartens to its public school system. By the century's end, kindergartens were an integral part of public education.

State-supported colleges, beginning in 1795 with the University of North Carolina, were augmented by federal support for a special kind of college under the Morrill Act (1862). Sponsored

112 by Justin Morrill of Vermont, the law gave public lands to states to use or sell for the establishment of colleges devoted to research and training in modern agricultural methods and mechanical arts. Morrill sponsored a second act in 1890 to provide annual support for these land-grant colleges. Almost a century later there are 72 land-grant colleges receiving federal support.

Serving the Immigrant Tide
 America's role as the "melting pot" reached a peak between 1880 and World War I as 20 million people fled hunger and political oppression in Europe to start over in the New World. The task of Americanizing them fell to the schools. Public education gave them proficiency in using English, job skills, and the citizenship training necessary to compete in an increasingly industrialized society. Congress assisted by providing high school vocational training under the Smith-Hughes Act of 1917. The new citizens provided labor for factories, mines, and railroad construction as the nation pursued its Manifest Destiny—the belief that the United States had an obligation to expand its territory and economic base.

Dewey's Revolution
 Meanwhile, John Dewey was revolutionizing pedagogy. The greatest educational philosopher of the 20th century, he sought to end the routine drill and rote memorization that had dominated education from the start. In lectures and writing—first at the University of Chicago and later at Columbia University—he held that education must build on children's

interests and abilities and offer a flexible classroom environment where they could do their own thinking and where the teacher would be able to be guide and helper rather than taskmaster. Education, he said, should foster all the facets of the child's growth. Virtually all subsequent innovations in teaching are refinements of Dewey's ideas.

Increasing Federal Aid

Just as public schools were the ladder of opportunity for immigrants at the turn of the century, the Servicemen's Readjustment Act (G.I. Bill) enacted by Congress in 1944 gave two million World War II veterans the funds to go to college or get technical training, enabling many to enter America's professional and entrepreneurial middle class. Counting similar benefits for veterans of the wars in Korea and Vietnam, 27 million ex-servicemen and women received college or technical training at federal expense.

The quality of American education was seriously questioned in 1957 when the Soviets launched Sputnik, the first earth-orbiting satellite. How, Americans asked, could such a remarkable breakthrough have been possible by another nation when the United States was supposed to be the world's scientific and technological leader? The public outcry led Congress in 1958 to pass the National Defense Education Act. The act funded a crash program to give students intensive preparation in mathematics, physical science, and certain infrequently taught foreign languages. Both the public

furor and support for the program dwindled after the United States landed the first man on the moon in 1969, and school achievement in these areas similarly suffered a long-lasting setback.

Desegregating the Schools

Addressing an inequity dating back to Reconstruction, the U.S.

Supreme Court in *Brown v. Board of Education* (1954) found inherently unequal the separate school systems operated for black and white children in many states. Ordering desegregation, the Court held that dual schools violated the rights of blacks to equal protection under the Constitution's Fourteenth Amendment. Massive southern resistance to school desegregation resulted. In 1957, Governor Orval Faubus used the Arkansas national guard to deny admittance of blacks to Little Rock's Central High School.

Most southern school districts in the ensuing quarter century achieved greater school integration than many larger cities in other parts of the nation where *de facto* segregation (based on economic conditions rather than on law or social prejudice) was the rule. Southern school districts did this by closing many small rural schools and busing children to larger, integrated schools, often some distance from their homes.

By the 1980s, busing was no longer a viable option in many places. White flight to the suburbs had left inner-city school districts with a predominately minority student body that no amount of busing could racially integrate. In 1986, Norfolk, Virginia, became the first city to win U.S. Supreme Court

approval to discontinue the busing of elementary school children under a court-ordered desegregation plan dating back to 1971.

As an alternative to busing, many school systems in recent years have created magnet schools, offering an enriched curriculum to attract a racially mixed student enrollment on a district-wide basis.

Serving the Most Needy

The struggle for school integration raised larger questions about the obligation of government to provide special assistance for children from low-income families who were achieving below national norms. As part of his Great Society program, President Lyndon Johnson supported major new education initiatives. The Elementary and Secondary Education Act of 1965 was watershed legislation. It acknowledged a federal responsibility to help states and communities provide catch-up programs for children in poor neighborhoods. Title I of the act (now called Chapter I) provided up to \$3 billion annually to serve more than 5 million children. The Head Start program, authorized by the Economic Opportunity Act, also was launched in the mid-1960s to serve low-income preschool children, as was the Follow Through program to provide enrichment programs for Head Start graduates in the early primary grades.

Congress through the years has strongly supported Head Start and, to a lesser degree, Follow Through. In 1986, the House and Senate passed bills reauthorizing both programs for another four years.

Similarly, Chapter I, now

114 standing at \$3.5 billion annually, is regarded in Congress as one of the most successful of the Great Society programs. With its enabling legislation up for reauthorization in 1987, the program has faced continuing opposition from the Reagan administration, which hoped to use the reauthorization process to seek to dismantle the program and capture its billions in order to give low-income parents vouchers of about \$600 apiece to theoretically send their children to public or private schools of their choice.

Congress in the Rehabilitation Act of 1973 provided equal rights protections for handicapped individuals, including school children. The Education for All Handicapped Children Act of 1975, known as Public Law 94-142, spelled out the educational entitlements of these children. It directed all school systems receiving federal aid to locate, test, and evaluate them in the least restrictive environment, preferably in a regular classroom with nonhandicapped pupils.

Today some 4.3 million children are being served. In 1983, Congress added a new program specifically to help handicapped students succeed in high school and in the transition to adulthood. And there is new emphasis on the use of microcomputers and other technologies to individualize learning programs for disabled pupils.

Bilingual education became an issue in the mid-1970s as thousands of Mexican, Southeast Asian, and other non-English-speaking children flooded the nation's classrooms. In *Lau v. Nichols*, a

argued on behalf of Oriental

children in California, the Supreme Court ruled that school districts must provide appropriate programs to help these children take full advantage of their schooling. The Carter administration proposed regulations requiring schools to begin educating the children in their native language until they achieved English proficiency. The Reagan administration withdrew the proposed regulations in 1981.

In 1984, Congress created the Special Alternatives Program to help school districts develop instructional methods not involving a child's native language. However, Congress specified that only 4 percent of bilingual education's \$140 million appropriation could be used for this purpose. The Reagan administration has since sought to remove the 4 percent cap in order to channel more money into the program. In 1986, more than half of all bilingual education funds still went into traditional programs where native-language instruction is combined with English-language preparation.

Crisis in Public Confidence

Confidence in public schools fell significantly in the 1970s. Lack of discipline topped the list of public concerns through the decade. Polls showed that discipline, drug use, poor curriculums, and integration (including busing) continued to be major concerns into the 1980s. More subtle challenges included declining enrollments, tighter financing, and a rising demand for services to special students.

Drop-offs in student achievement scores in reading, writing, and mathematics contributed to the public's view that schools rated only

a "C" grade on quality of performance.

With the onset of the 1980s it became clear that the nation needed a thorough reassessment of its educational system, especially at the elementary and secondary levels. The challenge was to determine how to get the country's schools and colleges back on track, to return to the academic rigor that had marked education's earlier years. At the same time, updated curriculums and teaching approaches were needed to prepare students to live and work in a society where the computer, information processing, and a service-oriented economy were rapidly replacing traditional industries.

In 1983 the various imperatives for improvement formed a critical mass that resulted in an explosion of reports on the theme expressed by the National Commission on Excellence in Education, formed by Secretary of Education Terrel H. Bell. Its report (titled *A Nation At Risk: The Imperative for Educational Reform*) was soon followed by several others of similarly impressive stature—notably the report of a Task Force on Education for Economic Growth formed by the Education Commission of the States (*Action for Excellence*), and that of the Twentieth Century Fund (*Making the Grade*).

Education Responds

Public debate sparked by these various statements projected education into the national limelight to a degree reminiscent of the days of Sputnik. Education a major political issue, at

the state and national levels alike.

By 1984, only a year after the national debate began, the Reagan administration announced that a tidal wave of reform was under-way. Many reforms, as the administration conceded, had been initiated some years earlier by state legislatures, local governments, and teacher training institutions already concerned about the decline in academic rigor and student achievement.

Perhaps the administration's most important contribution was to provide a national scoreboard, to count and publicize the efforts of individual states, communities, and schools of education. The cumulative effect was indeed impressive, as the Department of Education reported early in 1984 in *The Nation Responds: Recent Efforts to Improve Education*.

As the 1984-1985 school year began, Secretary Bell reported that 41 states and the District of Columbia had raised their high school requirements in the last three years. Involved were schools serving 35 million of the 39 million children enrolled in public elementary and secondary schools nationwide.

In addition, 29 states employing almost two-thirds of the nation's teachers began requiring competency tests as well as regular certification for new teachers entering the classroom.

Although long opposed to teacher competency testing, the National Education Association and the American Federation of Teachers, the two national teachers unions, bowed to public pressure in 1986 and not only endorsed competency testing but supported the creation

116 of a National Board for Professional Teaching Standards. The board would set nationwide certification standards and administer an examination to all new teachers similar to the bar examination for lawyers. The board proposal was one of many steps to improve teacher education, pay, and professional status advocated by the Carnegie Forum on Education and the Economy in its report, *A Nation Prepared: Teachers for the 21st Century*, issued in early 1986.

Public Confidence Grows

That the reform movement sparked a resurgence in public confidence was shown by the eighteenth annual *Gallup Poll of the Public's Attitudes Toward the Public Schools*, released by *Phi Delta Kappa* in September 1986. The percentage of Americans giving schools an "A" or "B" rating has consistently risen, it revealed—from 19 percent in 1983 to 28 percent in 1986. Local schools familiar to individual respondents did even better: 41 percent received an "A" or "B" in 1986 compared with 31 percent in 1983.

Federal Budget Constraints

Meanwhile the spirit of constructive change that has swept the nation since 1983 was confronted by some cold realities. President Reagan in every budget request since he took office in 1981 has proposed reductions or no funding increases in such programs as compensatory education for disadvantaged children and special education for handicapped children—as part of an overall cutback in domestic programs to help pay for large increases in defense spending.

Congress in each year since 1981 has elected not to reduce education spending but to increase it. For fiscal 1985, the administration asked for \$15.5 billion to fund Department of Education programs; Congress approved \$17 billion. In 1986 the President requested \$15.7 billion; Congress voted more than \$18 billion. For 1987, the President's request dropped to \$15.2 billion.

In December 1985, this pattern was thrown into disarray when Congress passed legislation to force a balanced federal budget by 1991. The Balanced Budget and Emergency Deficit Reduction Act, better known for its congressional sponsors as the Gramm-Rudman-Hollings Act, mandates increasingly deep budget cuts not only in domestic programs but military programs as well. Education's mandated cut in 1986 was \$170.9 million, bring its appropriation down from \$18 billion to \$17.8 billion.

With public pressure to improve schools on the one hand and the need to face budgetary realities on the other, the nation's schools in the late 1980s remain in the state of ferment that has marked their evolution from colonial times on.

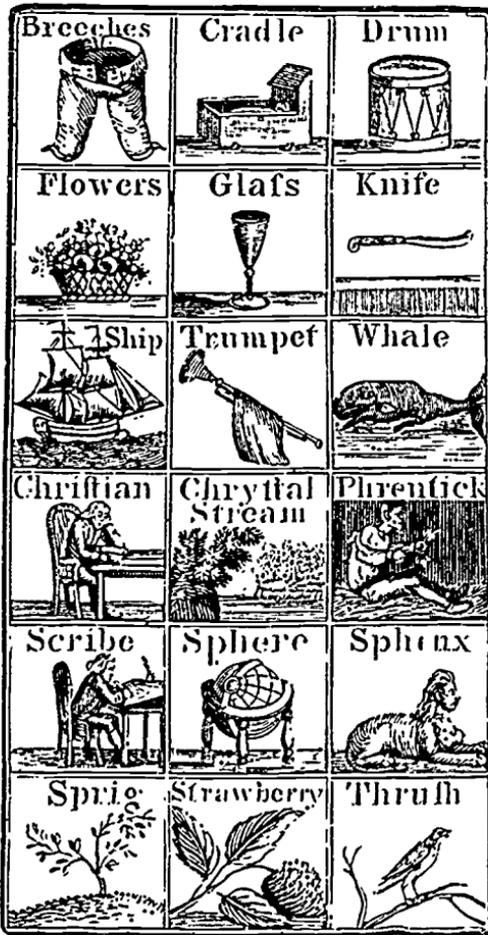
Education is in any case a major American preoccupation. The national investment in our educational institutions, from kindergarten through graduate school, stood in 1985-86 at \$263.4 billion, a 9 percent increase over 1984-85. Of that amount, \$147.6 billion was for public education, of which the states now pay 50.1 percent; local school districts, 43.5 percent, and the federal government 6.4 percent (down from

8 percent a decade ago).

Education occupies the full-time attention of almost a fourth of the total population, including more than 57 million school and college students and more than 4 million teachers and administrators, counting private as well as public schools. Three-fourths of all students receive high school

diplomas, as compared with only half of the school-aged children a generation ago. More than half of all high school graduates go on to college.

All in all, education remains our most influential, most important, most admired, and most criticized public institution.



Readings in American Education



Herewith an assemblage of a few miscellaneous writings aimed at illuminating American education's progress during the past couple of centuries.

PROPOSALS RELATING TO THE EDUCATION OF YOUTH IN PENNSYLVANIA

By Benjamin Franklin (from a 1749 plan for the establishment of an Academy)

All should be taught to write a fair Hand, and swift, as that is useful to All. And with it may be learnt something of Drawing, by Imitation of Prints, and some of the first Principles of Perspective.

Arithmetick, Accounts, and some of the first Principles of Geometry and Astronomy.

The English Language might be taught by Grammar; in which some of our best Writers, as Tillotson, Addison, Pope, Algernon Sidney, Cato's Letters, etc. should be Classicks: The Stiles principally to be cultivated, being the clear and concise. Reading should also be

taught, and pronouncing, properly, distinctly, emphatically; not with an even Tone, which under-does, nor a theatrical, which over-does Nature.

To form their Pronunciation, they may be put on making Declamations, repeating Speeches, delivering Orations, etc. The Tutor assisting at the Rehearsals, teaching, advising, correcting their Accent, etc.

But if History be made a constant Part of their Reading, such as the Translations of the Greek and Roman Historians, and the modern Histories of antient Greece and Rome, etc. may not almost all Kinds of useful Knowledge be that Way introduc'd to Advantage, and with Pleasure to the Student? As

Geography, by reading with Maps, and being required to point out the Places where the greatest Actions were done, to give their old and new Names with the

Bounds, Situation, Extent of the Countries concern'd, etc.

Chronology, by the Help of Helvicus or some other Writer of the Kind, who will enable them to tell when those Events happened; what Princes were Contemporaries, what States or famous Men flourish'd about that Time, etc. The several principal Epochs to be first well fix'd in their Memories.

With the whole should be constantly inculcated and cultivated, that Benignity of Mind, which shows itself in searching for and seizing every Opportunity to serve and to oblige; and is the Foundation of what is called Good Breeding; highly useful to the Possessor, and most agreeable to all.

The Idea of what is true Merit, should be often presented to Youth, explain'd and impress'd on their Minds, as consisting in an Inclination join'd with an Ability to serve Mankind, one's Country, Friends and Family; which Ability is (with the Blessing of God) to be acquir'd or greatly increas'd by true Learning; and should indeed be the great Aim and End of all Learning.

A NEW ENGLAND SCHOOL OF 1810 (As described by a New England teacher about 20 years later)

The school building: The school house stood near the center of the district, at the junction of four roads, so near the usual track of carriages that a large stone was set up at the end of the building to

it from injury. Except in the

dry season the ground was wet, and the soil by no means firm. The spot was particularly exposed to the bleak winds of winter; nor were there any shade trees to shelter the children from the scorching rays of the summer's sun, as they were cut down many years ago. Neither was there any such thing as an outhouse of any kind, not even a wood shed.

The size of the building was 22 x 20 feet. From the floor to the ceiling it was 7 feet. The chimney and entry took up about four feet at one end, leaving the schoolroom itself 18 x 20 feet. Around the sides of the room were connected desks, arranged so that when the pupils were sitting at them their faces were towards the instructor and their backs towards the wall. Attached to the sides of the desk nearest to the instructor were benches for small pupils. The instructor's desk and chair occupied the center. On this desk were stationed a rod, or ferule; sometimes both. These, with books, writings, inkstands, rules, and plummets, with a fire shovel, and a pair of tongs (often broken), were the principal furniture.

The room was warmed by a large and deep fire place. . . . The fires were to be kindled about half an



120 hour before the time of beginning the school. Often, the scholar whose lot it was, neglected to build it. In consequence of this, the house was frequently cold and uncomfortable about half of the forenoon, when, the fire being very large, the excess of heat became equally distressing. Frequently, too, we were annoyed by smoke. The greatest amount of suffering, however, arose from excessive heat, particularly at the close of the day. The pupils being in a free perspiration when they left, were very liable to take cold.

The Instructors: The winter school usually opened about the first week of December, and continued from twelve to sixteen weeks. The summer term commenced about the first of May. Formerly this was also continued about three or four months, but within ten years the term has been lengthened usually to twenty weeks. Males have been uniformly employed in winter, and females in summer. . . . Many of them, both males and females, were from sixteen to eighteen years of age, and a few, over twenty-one.

Good moral character, and a thorough knowledge of the common branches, formerly were considered as indispensable qualifications in an instructor. The instructors were chiefly selected from the most respectable families in town. . . .

Instructors have usually boarded in the families of the pupils. Their compensation has varied from seven to eleven dollars a month for males; and from sixty-two and a half cents to one dollar a week for females. Within the past ten years, however, price of instruction has rarely

been less than nine dollars in the former case, and seventy-five cents in the latter.

The Instruction: Two of the Board of Visitors usually visit the winter schools twice during the term. In the summer, their visits are often omitted. These visits usually occupy from one hour to an hour and a half. . . .

The parents seldom visit the school, except by special invitation. The greater number pay very little attention to it at all. . . .

The school books have been about the same for thirty years. Webster's Spelling Book, the American Preceptor, and the New Testament, have been the principal books used. Before the appearance of the American Preceptor, Dwight's Geography was used as a reading book. A few of the Introduction to the American Orator were introduced about twelve years since, and, more recently, Jack Halyard.

Until within a few years, no studies have been permitted in the day school but spelling, reading, and writing. Arithmetic was taught by a few instructors, one or two evenings a week, but, in spite of the most determined opposition, arithmetic is now permitted in the day school, and a few pupils study geography.

THE REPUBLIC AND THE SCHOOL: THE EDUCATION OF FREE MEN

By Horace Mann (from his 1846 annual report to the Massachusetts State Board of Education)

I believe in the existence of a great, immutable principle of natural law, or natural ethics,—a

principle antecedent to all human institutions and incapable of being abrogated by any ordinances of man,—a principle of divine origin, clearly legible in the ways of Providence as those ways are manifested in the order of nature and in the history of the race— which proves the absolute right of every human being that comes into the world to an education; and which, of course, proves the correlative duty of every government to see that the means of that education are provided for all.

In regard to the application of this principle of natural law,—that is, in regard to the extent of the education to be provided for all, at the public expense,—some differences of opinion may fairly exist, under different political organizations; but under a republican government, it seems clear that the minimum of this education can never be less than such as is sufficient to qualify each citizen for the civil and social duties he will be called to discharge;— such an education as teaches the

individual the great laws of bodily health; as qualifies for the fulfillment of parental duties; as is indispensable for the civil functions of a witness or a juror; as is necessary for the voter in municipal affairs; and finally, for the faithful and conscientious discharge of all those duties which devolve upon the inheritor of a portion of the sovereignty of this great republic.

The will of God, as conspicuously manifested in the order of nature, and in the relations which He has established among men, places the right of every child that is born into the world to such a degree of education as will enable him, and, as far as possible, will predispose him, to perform all domestic, social, civil and moral duties, upon the same clear ground of natural law and equity, as it places a child's right, upon his first coming into the world, to distend his lungs with a portion of the common air, or to open his eyes to the common light, or to receive that shelter, protection and nourishment which are necessary to the continuance of his bodily existence.



122 *A THEORY OF EDUCATION*

By William Torrey Harris (written in 1870, 19 years before he became fourth U.S. Commissioner of Education)

Freedom begins with making one's nature, and not with mere unconscious habit. Out of the savage state man ascends by making himself new natures, one above the other; he realizes his ideas in institutions, and finds in these ideal worlds his real home and his true nature.

The state of nature is the savage state. . . . The natural man who has not ascended above nature and become its master, is more unfortunate and unhappy than the brute. To achieve his destiny, to become aught that is distinctively human, he must be able to combine with his fellow men and sum up the results of the race in each individual. First there is practical combination—civil society organizing in such a manner that each man reaps the united effort of the entire community: the laborer who earns his dollar for the day's work being able to purchase therewith one dollar's worth of any or all the productions that human labor has wrought out. This kind of combination, whereby man lifts himself above himself as an individual (and to that extent transcends his mere finiteness), permits you and me to pursue quietly your vocations, and yet enjoy the fruition of the labor of the world. . . .

But practical combination is not all nor indeed the chief item of importance in the elevation of man. There is theoretical combination

—the scholar by diligent study and much deep thinking being able to master for himself, one by one, the great thoughts that have ruled the world-history. The scientific solutions and generalizations relating to the great problems of human life—these are preserved in books, and each man, woman and child may partake; for in this realm too, all is for each, and each for all. . . .

These two forms of combination—the practical and the theoretical—are the modes in which man the animal becomes man the spirit, and each individual becomes a conscious participant of the life of the entire race.

Education, as embracing this form of active combination with the race, characterizes human nature and distinguishes it from animal nature. By it man is a progressive being, and his progress consists in subordinating the material world to his use, and freeing himself from the hard limits that hem in all natural beings. . . . A civilization wherein all can partake in the subjugation of the elements, and possess a competence at such easy terms as to leave the greater part of life for higher culture, is the goal to which every American confidently looks.

The common man shall be rich in conquests over the material world of Time and Space, and not only this but over the world of mind, the heritage of culture, the realized intelligence of all mankind. . . .

What lofty goals beckon on the American youth! What teachers we need for the work of their instruction! Not the cramping, formalistic pedants who stifle all

enthusiasm in the souls of their pupils, but true living teachers are needed.

The model teacher is a student himself, and because he is growing himself, he kindles in his pupils the spirit of growth—free from narrow prejudices, his very atmosphere disentralls the youth entrusted to his charge. Animated by a lofty faith, all his pupils reflect his steadfastness and earnestness, and learn the great lesson of industry and self-reliance—thus preparing themselves for the life of free men in a free state.

BROWN VS BOARD OF EDUCATION

(from the 1954 decision of the U.S. Supreme Court that state laws requiring or permitting racial segregation in public education are in violation of the Constitution)

In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all state-imposed discriminations against the Negro race. The doctrine of "separate but equal" did not make its appearance in this Court until 1896 in the case of *Plessy v. Ferguson* (US) supra, involving not education but transportation. American courts have since labored with the doctrine for over half a century. In this Court, there have been six cases involving the "separate but equal" doctrine in the field of public education. . . .

In the instant cases, that question is directly presented. Here . . . there are findings . . . that the Negro and white schools

involved have been equalized, or are being equalized, with respect to buildings, curricula, qualifications and salaries of teachers, and other "tangible" factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of the cases. We must look instead to the effect of segregation itself on public education.

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . . In *McLaurin v. Oklahoma*

124 State Regents, 339 US 637, 94 L ed 1149, 70 S Ct 851, supra, the Court, in requiring that a Negro admitted to a white graduate school be treated like all other students, again resorted to intangible considerations: ". . . his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession." Such considerations apply with added force to children in grade and high schools. To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. . . .

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

*1955 WHITE HOUSE
CONFERENCE ON EDUCATION*
(from the report of the conference committee)

From the work of the Committee for the White House Conference on Education, one fundamental fact emerges: schools now affect the welfare of the United States more than ever before in history, and this new importance of education has been dangerously underestimated a long time.

Some of the reasons for the rapidly increasing importance of the schools have been often noted. Ignorance is a far greater handicap to an individual than it was a generation ago, and an uneducated populace is a greater handicap to a nation. This trend is obviously going to continue and quicken.

An equally important and less frequently mentioned reason for the growing importance of education is the plain fact that the schools have become the chief instrument for keeping this Nation the fabled land of opportunity it started out to be. In other decades, the opportunities of America lay primarily in escape from the rigid class barriers of Europe, the availability of free land at the frontier, and the excitement of a violently growing nation, where farms often became villages and villages became cities within the span of one human life. When the frontier was closed, it would have been easy for opportunities to dry up in this Nation, and for rigid class barriers to develop. It has been primarily the schools which have prevented this from happening. As long as good schools are available, a man is not frozen at any level of our economy, nor is his son. Schools free men to rise to the level of their natural abilities. Hope for personal advancement and the advancement of one's children is, of course, one of the great wellsprings of human energy. The schools, more than any other agency, supply this hope in America today. By providing a channel for ambition, they have taken the place of the frontier, and in a highly technical era, have preserved the independent spirit of a pioneer nation. The schools stand as the chief expression of the

American tradition of fair play for everyone, and a fresh start for each generation.

A NATION AT RISK

(from the report of The National Commission on Excellence in Education, April 1983)

History is not kind to idlers. The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations. The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products but also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer.

The risk is not only that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American machine tools, once the pride of the world, are being displaced by German products. It is also that these developments signify a

redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all—old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the "information age" we are entering.

Our concern, however, goes well beyond matters such as industry and commerce. It also includes the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society. The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom. . . .

What's Right About American Education



The outpouring of studies and commentaries about the condition of the nation's schools continues unabated; writing reports about education has gone beyond being a cottage industry.

All of the reports set out to be constructive, and most are. In making their various cases, however, many seem to find it necessary along the way to suggest that public education is in pretty sad shape.

In fact, though, the schools seem to be doing pretty well. Consider the following:

- Significant advances in education since 1940, "... have made the American people the most educated in the world," a 1985 U.S. Bureau of the Census study reported. The special demographic study by Census Bureau analysts pointed out that, "Less than 45 years ago a solid majority of young adults were either high school dropouts or had never gone beyond elementary school. Today high school dropouts have been reduced to a small minority."

In 1940, the study reported, only 38 percent of those 25 to 29 years old had attained a high school diploma and a mere six percent had college degrees. In 1985 the Census Bureau found that 86 percent of those surveyed said they had high school diplomas and 22 percent said they had college degrees.

The Census Bureau researchers also cited 1980-81 surveys showing that almost 32 percent of American citizens 25 years or older had at least some college education. That contrasts with 17.3 percent of East Germans, 17.2 percent of Canadians, 15.5 percent of Swedes, 14.5 percent of Japanese, and 7 percent of Hungarians.

- Despite popular myths to the contrary, only five percent of 1,912 personnel officers recently surveyed said they had experienced problems with high school graduates not having basic skills. The survey, "The Quality of American High School Graduates: What Personnel Officers Say and Do About It," was conducted by Johns Hopkins University. Survey findings contradict a basic assumption made in some of the recent national reports (and reiterated by respondents to a Lou Harris poll) that

American high school graduates are poorly educated and that this "fact" contributes to American industry's declining ability to compete with foreign business. Entry-level employees were rated OK on dependability/getting to work regularly and on time (a trait considered indispensable by nearly all respondents), proper attitudes about work and supervisors, ability to get along well with people, ability to read materials about as difficult as the daily newspaper; and ability to add, subtract, multiply, and divide.

- The latest information available from the the Census Bureau confirms the proposition that education elevates earnings. While the average family earned \$26,433 in 1984, here's how annual income varies by education level of the head of the household:

Completed elementary school	\$14,937
Four years of high school	\$26,528
Four or more years of college	\$43,169

- The commonly stated concern that students today are no longer interested in a liberal arts education is not supported in a recent survey of 3,000 high school seniors by the Admissions Marketing Group of Boston. The study reveals that a majority of high-ranking students cite a strong liberal arts education as the most important characteristic when considering college. About 81 percent of students said a liberal arts education exposes them to a wide variety of topics and 61 percent said it helps students learn more about themselves.
- Since our society believes it is important to educate everyone, one measure of our educational success should be the percentage of students enrolled. Figures from the U.S. Department of Education's *Digest of Education Statistics 1985-86* show the following enrollment percentages for all schools of all types:

Age	Percent
3 and 4	38
5 and 6	95
7 to 9	99
10 to 13	99
14 and 15	98
16 and 17	92
18 and 19	50
20 and 21	33
22 and 24	17
25 to 29	10
30 to 34	6

- Enrollment figures alone, as revealing as they are, don't tell the entire story. Here is information from the *Digest of Education Statistics 1985-86* on the percentage of enrolled students actually attending school daily. We have clearly made progress here too:

Year	Students Attending Daily
1869-70	59 percent
1899-1900	69 percent
1929-30	83 percent
1980-81	90 percent

- Beyond the percentage enrolled in school, we are concerned with the number who stay at least through high school graduation and do not become dropouts. According to the Department of Education's Center for Education Statistics, the proportion of students remaining through graduation has been steadily climbing. The figures track the percentage of students who entered fifth grade the year shown and later went on to graduate from high school:

Entered 5th Grade	Completed High School	Graduated
1924-25	30 percent	1932
1934-35	47 percent	1942
1944-45	52 percent	1952
1954-55	64 percent	1962
Fall 1964	75 percent	1972
Fall 1975	76 percent	1983

- Another important indicator of what's right is the educational level of adults. Here is a summary from the Department of Education's *Digest of Education Statistics*, focused on adults 25 to 29 years of age:

Year	Median School Years Completed
1920	8.5
1940	10.7
1950	12.2
1960	12.3
1970	12.6
1980	12.9
1985	12.9

- Scholastic Aptitude Test (SAT) scores, which declined for more than two decades before leveling off in 1980 and starting upward again in 1981, are still showing an upward trend. Here are the average scores reported by the College Entrance Examination Board:

Year	Verbal	Mathematics
1966-67	466	492
1971-72	453	484
1976-77	429	470
1980-81	424	466
1981-82	426	467

1983-84	426	471
1984-85	431	475
1985-86	431	475

- The College Board also reported an increase in the number of high school courses in math, sciences, and foreign languages taken by entering college students. The board found 77 percent of students arriving at college from "academic" or "college preparatory" programs in 1984, an increase from 75 percent in 1980, adding that entering college students in 1984 had taken an average of 16.32 academic subjects compared with 15.97 in 1980 and 15.83 in 1977.
- While teacher salaries are generally agreed to be much lower than they should be, our schools are making progress in raising them to more acceptable levels. Here are the latest facts from the National Education Association:

Year	Average Teacher's Salary
1973-74	\$11,690
1985-86	\$25,257

- Disputing popular claims that U.S. high schools are turning out inept graduates, a 1984 survey of 1,700 college and university deans by the American Council on Education found that 60 percent of the academic officials say the quality of undergraduate students has not changed appreciably in the last five years.
- Education is the key reason blacks have narrowed the wage gap over four decades, according to a 1986 Rand Corporation report. The report shows black males earning 73 percent as much as white males by 1980—an increase of 30 percent since 1940. The study attributes the gains primarily to increased schooling for blacks. In 1940 the typical black male had completed the sixth grade, four grades fewer than the whites with whom he had to compete. By 1986 the average new black worker was a high school graduate and was just one year of education behind his white counterpart, according to the report.



Clearly there are many problems to be addressed in American education, as we have unendingly been reminded in the parade of education reports that began in 1983 with *A Nation At Risk* and continues unabated today.

The interest in education demonstrated by these reports might well be included in this sampling of what's right with our schools.

Perhaps the greatest strength of our educational system—and of our system of government—is our citizens' freedom and readiness to speak out about the nation's essential institutions. Such constructive criticism is the

toward continuing improvement.

The U.S. Department of Education



fter a century of debate, Americans still disagree on the extent to which the federal government should be involved in the funding and policy direction of public schools—functions implicitly delegated by the Constitution to the states and by them in large measure to some 15,000 local school districts.

This ambivalence has marked the long history of federal aid to education and, in the last few years, affected the short but turbulent history of the United States Department of Education, the newest and smallest Cabinet-level agency in the federal government.

While educators and school boards welcome the infusion of federal tax dollars to improve public schools, many note that these funds come with strings attached—

strings prohibiting discrimination, for example—and say this could lead to federal intrusion in state and local decision making. Much of the public agrees, according to the *Gallup Poll of the Public's Attitudes Toward the Public Schools*, released by Phi Delta Kappa in September 1986. More than half of all respondents said they wanted federal aid but less federal influence in public education.

Congress created the Department of Education in 1979, in effect elevating the Office of Education, a sub-Cabinet agency, to Cabinet rank. In so doing, Congress recognized that a vigorous and responsive public education system, though primarily a state and local responsibility, is essential to the nation's social and economic progress, and in this sense transcends state borders. Education is so important, members agreed,

that it should have a place in the Cabinet on a par with foreign affairs, defense, commerce, labor, transportation, and other concerns of great national importance.

The Department opened for business in May 1980, yet even then critics of the enabling legislation continued to argue that this new and more prestigious federal presence could encroach on state and local control of education.

Ronald Reagan supported this view in his 1980 campaign for the presidency. He promised if elected to abolish the new Department, a promise he tried hard to keep after entering the White House. However, Congress refused to go along, believing the new agency should have a chance to prove itself. By 1985, the President had given up, at least for the time being. He assured a Senate committee that he had no intention of recommending its demise "at this time."

Still, the President made it clear that the Department would use leadership and persuasion, rather than new programs or more funds for existing programs, to bring about improvements in education. Partly to reduce the federal presence, partly to reduce the huge federal deficit, the President in every year since taking office has requested budget cuts or level funding for such popular long-standing programs as compensatory aid for disadvantaged children, special education for handicapped children, bilingual education, and financial aid for college students. Congress just as consistently has voted more money than requested. In 1986, the Department had a total budget of \$1.7 billion, compared with about

\$15 billion in most recent years.

On the debit side, the smallest Cabinet-level agency has rapidly become smaller still. The Department in just three years has reduced its staff, including program administrators, by nearly 1,000, down from 5,400 employees in 1983 to 4,500 at the onset of 1987.

The long controversy surrounding the federal role in education goes back at least to 1867. Congress in that year established the first Department of Education, an independent agency below Cabinet level, headed by a commissioner. Henry Barnard, Connecticut's first chief state school officer, became the first commissioner. He had a staff of three clerks and a \$25,000 budget to carry out the Department's mandate—to collect, evaluate, and disseminate information on the progress of American education.

Barnard had lobbied long and hard for the Department. He fervently believed that the nation needed to keep track of the number of students enrolled in American schools and colleges, the quality of their education, and what that education cost. Only such data, he believed, could help the United States evaluate its decentralized school and college system. Many people at the time considered the centrally controlled systems in Europe superior to our own. Barnard wanted ammunition to refute their views.

More powerful government officials, including Secretary of the Interior Orville E. Browning, opposed Barnard's position that the federal government had a legitimate role in education. Faced with such strong executive branch opposition,

132 Congress compromised. It downgraded the independent agency to a bureau in Browning's own Department of the Interior. Here it spent the next eight decades gradually working its way up in public and congressional esteem.

The public dismay when the Soviets beat the United States into space with Sputnik, the first satellite to orbit the earth, led Congress in 1958 to enact the National Defense Education Act. This law provided federal funds to improve science, mathematics, and foreign language instruction in our schools and colleges and help us catch up in the space race. The Office of Education was charged with its administration.

The floodgates of categorical aid to education were opened to advance President Lyndon Johnson's Great Society initiatives in the mid-1960s. The Elementary and Secondary Education Act of 1965 provided remedial education for millions of children from low-income families. More than two decades later, the program accounted for \$3.5 billion of the Department's \$17.8 billion appropriation in 1986.

The Higher Education Act of 1965 was also landmark legislation. It has provided loans and other financial aid through the years to millions of college students. In 1972, President Richard Nixon signed into law the Basic Grants Program, giving outright grants to young people from very poor families to get a college education. The Education for All Handicapped Children Act assured disabled students a public or private education appropriate to their needs. Under Nixon, Congress also

authorized the National Institute of Education as the Office of Education's research arm to develop innovative new approaches to teaching and learning. (The Department abolished the Institute in 1985 but kept most of its projects.)

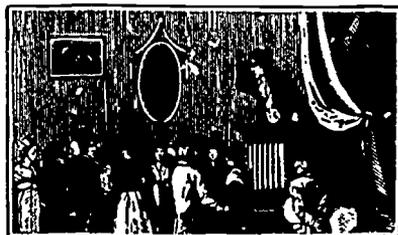
By the late 1970s, the Office of Education had some 150 programs, each with its own rules, regulations, and reporting procedures. Schools and colleges began to find the paperwork burdensome and the stiff regulations an infringement on their responsibility to establish academic standards, student placement procedures, and teaching methods.

Under Reagan, the Republicans moved to reverse the trend. For example, Terrel H. Bell, in one of his initial acts as Reagan's first Secretary of Education (1981-1984), killed bilingual education regulations proposed by his Democratic predecessor, Shirley M. Hufstедler. The regulations would have required schools to teach non-English-speaking children in their native language until they could be brought up to speed in English. How school districts were supposed to find certified teachers fluent in Urdu or Swahili was not addressed. The administration has since worked diligently to reduce, simplify, and clarify regulations for all Department programs.

After a shaky start, the Department found its prestige suddenly soaring with the publication in 1983 of *A Nation At Risk: The Imperative for Educational Reform*, the report of the National Commission on Excellence in Education. Bell had

created the commission in 1981, bringing together eminent educators, legislators, state and local officials, and public representatives for a top-to-bottom examination of the condition of education. The report exposed education's many failings, particularly at the high school level and, in concert with a series of similar reports by nongovernmental organizations, sparked a nationwide debate and reform movement.

By late 1984, Bell reported that 34 states had responded by raising their high school graduation standards, 30 states had begun or planned pay raises to provide career ladders for teachers, and many



other reforms were underway both at state and local levels. These reforms continue, though declining tax revenues in states affected by the world oil glut and a general economic downturn, notably Texas, have forced officials to rethink the scope of their school reform initiatives.

When William J. Bennett succeeded Bell as Secretary, he was encouraged to convene a second panel of experts to analyze elementary education with the same thorough attention that Bell's commission had devoted to secondary education. He did so, and used the study group's findings in his own report, *First Lessons: A*

Report on Elementary Education in America, issued in September 1986.

First Lessons concluded that elementary education is not menaced by "a rising tide of mediocrity"—the charge leveled at education by *A Nation At Risk*. The Secretary found the nation's elementary schools in pretty good shape. Among other recommendations, he called for a stronger partnership between schools and parents in helping young children build a solid foundation for later learning.

With these reports and other initiatives—for instance, new awards programs to honor excellence in individual elementary and secondary schools—the Department had effectively followed the principle of persuasion rather than more federal dollars in seeking to stimulate educational reform.

Federal dollars are apt to be in short supply in the next few years. They already pay considerably less of the total public school bill than they used to, accounting for 6.4 percent of the \$147.6 billion tab in 1985-86 compared with 8 percent in the late 1970s. Department programs will likely face funding cuts through 1990 under the Gramm-Rudman-Hollings deficit-reduction act. Passed by Congress in 1985, the law mandates a balanced federal budget by 1991. This calls for yearly cuts in nearly all military and domestic programs.

Thus, the federal role in education from a fiscal standpoint will probably continue to lessen, not only to reflect the conservative position of the President and others, but also because the Gramm-Rudman-Hollings law requires it.

Getting Parents Involved



ew truths about education have received more attention recently than the proposition

that parent involvement represents perhaps the most crucial determinant of children's interest in school and how well they will progress in the classroom.

Parents have not generally been notorious, however, for their determination to *get* involved.

Following are some ideas and activities that schools in various parts of the country have found useful in bridging the gap:

- Make *personal* contacts with parents. It is more difficult to say "no" in a face-to-face meeting or even on the telephone than when the contact takes the form of a crumpled sheet of paper brought home by a child.

- Keep parents posted. Surveys

have found that the most commonly asked questions are these:

1. How is my child doing in the classroom?
2. What and how are you teaching him/her?
3. What special (enrichment) services do you offer?
4. What are the school's rules?
5. How well are my school taxes being spent?

- For elementary school students, send home a weekly note telling what the children have been working on plus an individual folder of each student's work.
- Use parent-teacher meetings for frank discussions about current needs and problems. If a new program is to be introduced or if test scores aren't what they should be, tell parents what the school's plans are and have them discuss how they might help.

• Provide parents information about dealing with their children. A Texas survey showed that parents want to know how to:

- Help their children make independent choices
 - Talk about child molesters
 - Get their children to listen to other people's point of view
 - Guide their children in making career decisions
 - Make their children understand that "undesirable friends" can be harmful
 - Discuss drug and alcohol abuse
 - Encourage creative behavior
 - Improve discipline
 - Have candid conversations with their child
 - Establish a good relationship
- Organize a group of parents and teachers to develop specific suggestions to help parents. One such group produced the following:
- Visit interesting places and discuss them with your child.
 - Take your child on trips on a train, a bus, an airplane, perhaps a boat.
 - Listen* to your child. Encourage him or her to ask questions, discuss ideas, tell stories. Start when the child is young. Avoid criticism; stress encouragement.
 - Set a good example. If you are interested in learning, your child probably will be. Establish a family reading time or some other organized learning activity and share experiences.
 - Work with the school. Attend parent-teacher conferences; communicate often with the teacher; take an interest in your child's courses; see that

your child follows rules and attends school regularly.

- Provide the right atmosphere for studying: limit TV watching, provide a good work area—good lighting, a desk or table to work on, a good dictionary and other tools, peace and quiet. Agree on a regularly scheduled homework time.

• Call for parent and community volunteers to help staff the computer lab. Nearly every community now contains a cadre of people knowledgeable about microcomputers who would be willing to give some time during the day, right after school, or in the evenings. As in so many of the activities involving volunteers, the benefit is two-way: while the school gets some expert assistance, the experts get a first-hand look at what the schools are like these days and soon become ardent supporters.

- Arrange to make parent conferences available during non-school hours on a regular schedule.
- Organize a communitywide "People Library." The idea is to identify people in the community that students might "borrow" as personal learning resources. There are always parents (and grandparents!) who can provide living history lessons from firsthand experience and geography lessons based on their travels, artists and musicians who can give counsel in art and music appreciation, and role models for virtually any career.
- Establish a school public relations advisory committee made up of interested parents and other community members, plus some members of the staff. Often it is

136 possible to find parents or others who work in public relations positions for local business and industry. The key is to give the committee specific assignments. (Help us design our next community open house or a school information brochure or train our telephone answering staff.)

Committee members should have definite terms of office—generally one year.

- Hold regular coffees in parents' homes to talk about the school. It is not hard to get people to host such affairs. Take along a couple of staff members (not just professional staff—it is amazing what credibility the head custodian has) and perhaps a student. Have an open agenda and keep to a strict time schedule.

- Offer weekend or evening workshops for parents. In Windsor, Ontario, the school board, Assumption University, and the Windsor *Star* newspaper cosponsored a six-hour conference on child-rearing and family life. Topics included dealing with the problems arising from divorce or separation, disciplining children, family fitness, preparing children for their first encounter with a hospital, and coping with drug and alcohol abuse. Presenters ranged from a couple whose son had run away to join a religious cult and who explained the whys and hows of brainwashing, to a Franciscan nun whose music-accompanied message was, "You've got to teach your children that they're somebody."

- Invite groups of parents to sample the school lunch once a month. Seat them with the principal, a teacher, and several randomly selected students.

- Establish a homework hotline

that parents and students can use to check on nightly assignments.

- Establish regular visitation days when parents may observe classes and offer suggestions. (This idea works best when parents can observe a "real" school day, not a prepared special program.)

- Ask parents to help set up a school "Nifty Fifties" museum so students can see how their parents grew up. This idea not only gets parents involved but is fun and helps students grasp the astonishing fact that their parents were young once, too.

- Consider setting up a program to honor parents who once attended the school themselves. Despite all we hear about mobility, many people still live near where they grew up. These parents have special feelings about the school that can be helpful in creating good working relationships with all parents.

- Establish a Parent Information Council to help answer questions about the school from new parents moving into the school attendance area, from realtors, and even other parents. Such groups have great credibility and tend to quickly develop a strong, supportive relationship with the school.

- Issue a parent newsletter. This is a fairly large undertaking but an especially valuable one and might be turned over to volunteers. Here are some tips for keeping the job manageable while producing a document that will really be read:

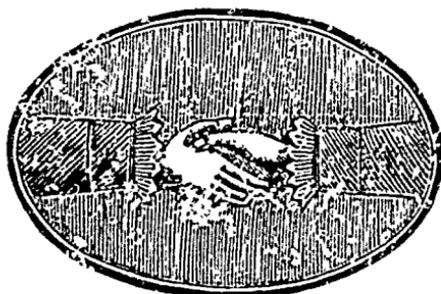
- Keep the newsletter short and simple. An 8-1/2" x 11" sheet printed on one or two sides is sufficient.
- Publish on schedule, not just whenever the spirit moves.
- Writing: Use simple words,

short sentences, short paragraphs, and action verbs. Avoid educational jargon. Don't preach. Tell your readers what they want and need to know in simple, straightforward language.

- Illustrations: Photos are nice but not necessary. If they *are* used, make sure they are sharp, clear, and in black and white—not color. Maybe a better bet is “clip art”—drawings from clip art books available in many public libraries.
- Special tips for typewritten newsletters: Use generous margins, up to 7/8 of an inch. Single-space the story itself and double-space between the paragraphs.

Have no paragraph longer than eight lines. Double-space between the headline and the story. Triple-space between the end of one story and the headline of the next story. Don't hand-letter headlines! Use art transfer type available at any good art supply store. Use a pica typewriter. Avoid italics.

- Distribution—Publications sent home with students often don't get there. Mail it. Ask the PTA to help defray mailing costs. If your mailing list is over 200 you can obtain a bulk mailing permit or use the permit the central office already has. If it's worth writing, it's worth mailing.



Some Emerging Educational Trends



Like other social institutions, education has its trends and fads and passing fancies, and every now and then a useful innovation that settles in as a permanent part of the scene. Here are a few trends that might be worth monitoring during 1987 and 1988:

Franchised Schooling

Some have called the education "stores" now popping up from coast to coast "the McDonald's of education."

If the phrase was intended to connote sleaziness it was a bit much—after all, former Secretary of Education Terrel Bell sits on the board of the largest of the operations.

But if the idea was simply to suggest the eruption of a new phenomenon in the franchising game, it was right on target. The so-called "learning centers" are opening at a rate of better than 20 a

month, and the entrepreneurs involved say they are out to "saturate the country."

The education community hasn't really made up its mind what to think about the new enterprises. Many educators clearly harbor suspicions, but the chief reaction among teachers is to wish *they* were dealing with a student-teacher ratio of no more than 3-to-1, the usual arrangement, rather than 30-to-1 or so.

The typical pupil is a youngster at the elementary school level who has not been doing well in the classroom, though perhaps 10 percent or so are children who have been doing well but not as well as their parents want. The usual arrangement is a 36-hour block of instruction time for which the parent pays about \$1,000.

Beyond the low teacher-student ratio, a distinguishing feature of many of the operations is a rewards system; for completing their lessons the students receive tokens that can be used to help pay for a

phonograph record or a doll or a ball or some other trinket.

The three largest franchisers (Sylvan Learning Corp. of Bellevue, Washington; American Learning Corp. of Huntington Beach, California; and Huntington Learning Centers, Inc. of Oradell, New Jersey) require that the instructors (usually moonlighting teachers) hold teaching certificates.

The typical operator is a businessman who has made an investment of \$100,000 or so—covering a \$20,000-\$30,000

The Dropout Situation

When John F. Kennedy became the nation's 35th president in 1961, he placed education high on his domestic agenda. And one of his chief education concerns was the disaster represented by the thousands and thousands of young people abandoning the classroom each year before completing high school. In 1961 about 26 percent of the students who had entered the fifth grade eight years earlier failed to get a high school diploma.

A campaign organized to try to correct the situation seemed to be making progress, but when President Kennedy was assassinated in 1963 the anti-dropout drive faded away.

Today the situation is little if any better than it was then. Currently the dropout rate is about 24 percent, according to Vance Grant of the Center for Education Statistics, and about 27 percent according to the National Education Association. Which is to say that come June, in the neighborhood of 900,000 young people will fail to receive a diploma. The ratio in big cities is much higher than that—an estimated 43 percent in both Los Angeles and Chicago, according to testimony before Congress.

National studies indicate that the reasons behind these calamitous figures include failure to keep pace with peers, low achievement, pregnancy, and coming from a home in which the father was a school dropout.

That the situation is not hopeless is suggested by the experience of New York City, where a major campaign, supervised by a newly-established superintendent for dropout prevention, brought the



franchise, a ready-made advertising campaign, instructional materials, and some helpful hints.

The franchisers see a bright future, with an ample supply of parents ready to spend \$5,000 or \$10,000 to make sure their kids succeed. And newspaper reports indicate that most parents feel their investment pays off.

So far, at least, the chief fly in the ointment seems to be the fact that there is no record of one of the centers being located in a disadvantaged neighborhood, where the need is greatest.

140 dropout rate down to about 35 percent—not a figure to be comfortable with but significantly better than the 42.9 percent of 1984.

The primary reasons for the reduction, the *New York Times* reports, are two-fold—better methods of tracking dropouts plus community intervention, especially on the part of private business.

Case workers now visit the homes of chronic absentees, often arriving at 7 a.m.

As for intervention, in a Join-a-School program some 40 companies have been providing lecturers, class materials, part-time jobs, and scholarships at a like number of schools. And an Academy of Finance established by 30 financial firms helps develop curriculums and teacher training courses, and sponsors summer institutes for career-minded students, at five of the city's high schools.

Such activities—more intensive tracking and community involvement—would appear to be the wave of the future, stimulated by federal dollars flowing to school districts that demonstrate promising approaches to the dropout problem.

Year-Round Schools

In his best-selling *Megatrends*, John Naisbitt concluded that when anything new occurs in California it will probably occur soon thereafter in the other states.

If that be true, the nation's school systems are in for a wholesale rejiggering of the school year so as to instigate year-round operations. For Los Angeles has become the largest city yet to

take up the year-round concept, effective July 1987.

Actually, year-round schooling has been around for a century or so, and the number of districts having at least some schools on year-round schedules—e.g., Houston, Las Vegas, Colorado's Jefferson County, several communities in Utah, and such other California localities as San Diego, Santa Ana, and Fresno—appears to be on the upswing.

Administratively, the usual arrangement is to establish two to five groups or "tracks" of students who attend classes for 45, 60, or 90 days and then take breaks ranging from 15 to 45 days. Each track starts school at a different time of the year, producing overlaps that have some children in the classroom while others are on vacation.

In Los Angeles, where enrollments have been climbing at a rate of some 9,000 a year, the driving force for adopting this arrangement was the costs of construction. Officials said that even after the completion of a new \$360 million building program, the district would be confronted by a shortage of some 55,000 classroom seats.

Estimates are that conversion to a three-track attendance plan will boost a system's enrollment capacity by 50 percent. At the nearby town of Oxnard, officials say their year-round plan has saved taxpayers \$5 million in building costs.

The reaction to the plan in Los Angeles has been mixed, with parents tending to oppose it and school people to favor it. Parents object chiefly on grounds that year-round schooling will foul up

vacation planning, especially for parents with more than one child in school at the same time, and complicate child-care arrangements.

School people favor the idea not only because of the economics involved but because they fear the alternative would be larger classes. Teachers who have been in year-round schools say they feel the change of pace diminishes burnout and boredom. Students tend to agree, liking the idea of not having "to wait nine months for a vacation."

Such reactions aside, there are some practical disadvantages. Maintenance of the school plant is one, and another is the potential disruption of such extracurricular activities as orchestra and clubs and athletics.

Moreover, the experience has not been altogether favorable. Though most schools on year-round schedules have become boosters, Prince William county in Virginia abandoned its year-round plan in 1981 because of "teacher fatigue and scheduling difficulties," and the board chairman of the Palm Beach schools in Florida said the arrangement "cost us more money than the traditional school calendar."

Whatever, the year-round plan is in for an extensive and intensive workout, and with California leading the way there is no telling what will happen.

Sex Education

Sex education seems in no immediate danger of losing its place as the most controversial subject on the school agenda. Nonetheless, s bearing such titles as

"Sexuality and Parenthood" are now becoming standard in school districts across the country, especially in the more populous ones.

In one city, Philadelphia, sex education has in fact become mandatory, not elective.

Impelling the new aggressiveness in venturing into the thickets of sex education is the growing incidence of mothers who are hardly more than children themselves. The Census Bureau reports that well over 1,000,000 teenagers will become pregnant this year, and again next, and that four out of five will be unmarried. As the *New York Times* reports, the United States has by far the highest rate of teenage pregnancy of any industrial nation; twice the rate of England, its nearest competitor.

In response to the social upheaval implicit in such figures, more than 85 percent of students in cities of 100,000 or more are now receiving some form of sex education, according to an Urban Institute study.

Among the more novel approaches are those in Chicago and Philadelphia.

In Chicago—where health officials reported that of 10,468 infants born in 1983 to mothers of under 20 years of age, 328 were born to girls 14 or younger—seventh and eighth graders in three inner-city schools are being offered a two-hour sex education course taught by student volunteers from the Northwestern University Medical School.

Officials of the experimental program, which is virtually cost free, say it has provoked nothing but praise from parents.

In Philadelphia, all of the system's 18,000 tenth graders (except the few whose parents have specifically requested exemption) are now taking a two-week course that deals with such matters as birth control, pregnancy, and teenage fatherhood.

Officials report that in a hearing held prior to adopting the program, objections were raised by only two of the scores of people present, bearing out a finding by Peter Scales, director of a publicly supported children's program in Anchorage, Alaska.

Dr. Scales said a survey he conducted of 23 cities across the nation found that "Less than one-half of 1 percent of the community ever objects to (sex-education) courses, but unfortunately they have a tremendous impact . . ."

The chief objection by such opponents is that sex education courses stimulate greater sexual activity among young people.

In Baltimore, however, a Johns Hopkins University study indicated that just the opposite is true. The study focused on a three-year sex education program involving 3,400 students in grades 7 through 12.

There were 30 percent fewer pregnancies among girls in the two junior and senior high schools participating in the program, the researchers reported, than among girls in two non-participating "control" schools.

Meanwhile, in any case, birthrates among unmarried teenagers continue to rise, and more and more school districts are deciding that they have no choice but to take action.

Lotteries Seem a Good Bet

Few aspects of school operations in the United States involve so much of a gamble as going to the voters with a school tax proposal.

Which is one reason why many people in public education are ogling what they see as a less chancy way of raising money—a state lottery.

Lotteries are now well established in 22 states and the District of Columbia, and among them they currently reap an estimated \$12 billion a year (contrasted with about \$2.4 billion in 1983).

That kind of money tends to attract attention, with the result that seven other states are gearing up to deal themselves in, too. Already, according to Scientific Games, a Georgia-based company that keeps track of such things, almost 60 percent of the population resides in states that run lotteries.

Actually, a relatively small portion of the total take goes to education. For one thing, only six states specifically earmark lottery money for that purpose, with ten others and the District of Columbia channeling it into general funds and six designating it for such other purposes as transportation and economic development.

Moreover, says Steven Gold, a fiscal affairs expert at the National Conference of State Legislatures, lottery funds tend in time to get mixed in with general revenue funds and just substitute for money formerly raised from other sources.

"All dollars," he notes, "are green."

True though that may be, the risks involved in bond levys lend a special allure to lotteries and the big bucks they involve. And

proponents of lotteries can be expected more and more to reach out to the schools for promotion purposes.

"It is usually easier to get a lottery measure passed," says Robert Mote, general counsel for Scientific Games, "if you earmark some or all of the funds for a legitimate purpose such as education."

That was the basic pitch in California, one of the most recent states to establish a lottery, where voters were assured that 34 percent of the gross revenues would be spent on education.

The first state to establish a lottery—two decades ago—was New Hampshire, where the schools now benefit to the tune of some \$4 to \$5 million annually. Not bad, but that's only about 1/60th of the state's education expenditures. And that is about par for the course. States with lotteries typically get only one to three percent of their total revenue from them, Gold says, and that one to three percent tends to be spread out among all the myriad services that states provide.

Still, floating tax levys remains a dicey business, particularly in view of the increasing number of people who do not have children in school. Though some educators and others may have little taste for linking the schools with gambling, it seems a good bet that lotteries are destined to figure more largely in education's future.

The Fading One-Room School
Americans have always cherished the one-room school, perhaps because it connotes remoteness, therefore escape from pressure and therefore serenity.

In any case, like so many other aspects of "the good life," this enduring symbol of better days is getting harder and harder to find, as demonstrated in a recent study by the Department of Education's Center for Education Statistics.

Forty years ago, CES notes, more than 75,000 schools—nearly 44 percent of the schools then existing—were presided over by one teacher. Within 20 years the number had dropped to 4,161. And by 1982-83 it was down to 798—less than 1 percent of the current national total of about 85,000 schools.



Of the 798, two-fifths (354) are in Nebraska, with five other states having 30 or more—Montana (106), South Dakota (94), and Alaska, California, and Wyoming with 30 each.

It's a reasonable guess that the abandonment of one-room schools has just about bottomed out, there still being many places in this huge land that lie beyond the reaches of McDonald's.

Down the Hatch (Act)?

The hullabaloo was touched off by an innocuous-seeming amendment to a portion of the Education for

144 Economic Security Act of 1984. It was offered by Senator Orrin G. Hatch of Utah and read as follows:

SEC. 709. Grants under this title may not be used for consultants, for transportation, or for any activity which does not augment academic improvement, or for the courses of instruction the substance of which is secular humanism.

The last phrase proved to contain dynamite. Groups of fundamentalists and far-rightists in various part of the country—stirred up chiefly by Mrs. Phyllis Schlafly and her Eagle Forum—began mounting protests and filing lawsuits charging that the public schools were indoctrinating their children in the godless, atheistic, anti-American philosophy—or religion—called “secular humanism.”

That term was never defined in what some called “the Hatch Act,” and it quickly became evident that to the extent that “secular humanism” could be said to have any real meaning, it was susceptible to some remarkable interpretations.

A group in Tennessee went to court alleging that the entire reading list of the schools there, “from kindergarten through eighth grade, promotes secular humanism by advocating witchcraft, sun-worship, euthanasia, and one-world government.”

Eisewhere, a school showing of the movie *Romeo and Juliet* was said to promote sexual freedom, and both Hawthorne’s *Scarlet Letter* and *The Three Little Pigs* were objected to as fomenting witchcraft.

Beyond the drain on school sources imposed by battles over

such matters as these, the onslaught also had an impact on school programs. “I think twice about what I’m doing,” a Texas teacher told the *New York Times*. “Is there anything controversial in this lesson plan? If there is, I won’t use it.”

For most people, “secular humanism” doesn’t really mean anything at all. Senator Daniel Patrick Moynihan of New York, one of those most deeply involved with Senator Hatch in shaping the final legislation, subsequently noted that neither he nor anyone else knew “of any school district that teaches secular humanism,” and added, “I’m not sure anyone knows what secular humanism is.”

Then in October of 1985, a year after the clause had been adopted and after Senator Hatch said his amendment was being “misinterpreted,” the Congress quietly killed it. Some supposed the incessant harrassment of the schools was over.

Not so. Stephen Aarons, professor of legal studies at the University of Massachusetts at Amherst, noted that the Hatch Amendment remains an inspiration to Far Right zealots.

Writing in *Education Week*, Professor Aarons speculates that we have entered a period of “burdensome, lengthy, and repetitive litigation” over the supposed teaching of secular humanistic devilishness. This despite the fact that of the 20 federal cases on the subject that have occurred so far, “In not one of those cases could the courts be persuaded to find that secular humanism is a godless religion that has been established in the schools and other government institutions.”

What the Education Polls Say

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Apparently it depends on how close to the situation one is, and how deeply involved.

Or perhaps it's a matter of the emotional impact of the terms involved—whether the key word sets off good vibes, as “school” seems to do; or whether it breeds antipathy, as appears to be the unhappy case with “education.”

In any event, Americans evidently feel that the public schools are pretty darned good and getting better, while at the same time public education is shaky and needs help.

The former opinion emerges from a Gallup Poll (see next page) conducted between April 11 and 20, 1986, in cooperation with Phi Delta Kappa. The sample embraced 1,552 persons over the age of 18.

The less enthusiastic opinion comes from a Lou Harris poll (see p. 152) sponsored by the Carnegie

Forum on Education and the Economy and conducted between June 30 and July 25, 1986. The sample included 202 business executives and 1,513 other adults.

An education-related poll of a different nature was conducted by the Educational Research Service. Its findings provide useful data about the responsibilities and opinions of school superintendents (see page 156).

Schools interested in using the Gallup Poll questions to assess public opinion in their own communities should address Phi Delta Kappa at Post Office Box 789, Bloomington, IN 47402, telephone 812/339-1156. The poll is not copyrighted and may be purchased in quantities of 25 for \$10, with additional copies at 25 cents each. The entire report may be obtained for \$25.

High Marks in the Gallup Poll



They said it wouldn't last—that the public is too fickle and its attention span too short. But look what happened!

Once again The People have declared that America's public schools are not only the cat's meow but the bee's knees. That makes it three years in a row!

The word comes in the 18th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, released late in 1985.

As in 1984 and 1985, 41 percent of Americans awarded their local schools either an A or B, thereby maintaining the highest approval rating since 1976 and 11 points above the 1983 level.

Teachers received an A or B from about half of the public and school administrators from 4 people in 10.

The chief problem facing the schools was seen not as discipline—as in 16 of the past 17 polls—but use of drugs, with discipline second.

Following is an abridged version of the PDK/Gallup analysis of the data. *Some examples of specific questions and answers may be found on pages 149-152.*

Grading Schools and Teachers

The 1986 survey indicates that the public schools are perceived as favorably as in 1984 and 1985, when they achieved their highest performance grades since 1976.

Forty-one percent of Americans rate the public schools locally (in "this community") as either A or B.

Similarly, 28 percent of the public give the public schools, *nationally*, either an A or B—the highest grade since this measurement was initiated in 1981.

Teachers receive an A or B from

almost half of the public (48 percent), a figure statistically equivalent to last year's 49 percent, which represented the highest rating recorded since the measurement was initiated in 1981.

Administrators are graded A or B by about four in 10 members of the public (42 percent), a somewhat lower figure than last year's record 48 percent but higher than the low point of 36 percent recorded at the beginning of the 1980s.

This year's findings, like last year's, reveal the same phenomenon that arises in analyzing the grades awarded to the schools nationally, as compared to local schools—that is, the closer the contact, the more favorable the perception.

Thus public school parents grade the public schools in their own community substantially higher than the public schools nationally, and they rate the public schools their own children attend even higher than the local schools. In the current survey, only 28 percent of parents give the public schools, nationally, an A or B; nearly twice as many (55 percent) give the local schools an A or B, and almost two-thirds (65 percent) give the schools their children attend one of the top two grades.

Most Important Problems

For the first time in this survey's 18-year history, the U.S. public has identified drug use by students as the most important problem facing the public schools. More than half of our respondents mention either drugs (28 percent) or discipline (24 percent), which was rated most important in 16 of the 17 previous polls. (In 1971 "lack of proper financial support" was considered

the most important problem.)

As noted above, parents tend to be more positive about their children's schools than about local schools as a group. Thus parents may regard drugs and discipline as problems in the local public schools but not in the school their oldest child attends. The difference favoring a child's school is 16 percent versus 27 percent for drugs and 15 percent versus 23 percent for discipline.

Support for Anti-Drug Measures

Survey respondents were asked to rate five measures for dealing with the drug problem in their local public schools. Nine in 10 support mandatory instruction in the dangers of drug abuse, roughly the same percentage who feel that education about the dangers of drug abuse should be a required course in the school curriculum (as reported in earlier studies). Eight in 10 favor the expulsion of students caught using drugs. Seven in 10 support using school funds to treat drug users, and the same proportion would permit school officials to search lockers when they suspect that drugs might be concealed in them. By a small majority (5-4), respondents even favor urinalysis to detect drug use.

Teachers, Testing, and Salaries

As shown in three previous education surveys, there is overwhelming, across-the-board support for teacher competency testing. In the survey, more than eight Americans in 10 favor such tests (85 percent), almost the identical percentage supporting the idea in 1979.

The public still feels that teacher

148 salaries are too low, an attitude revealed on numerous past surveys. Specifically, the public thinks that beginning teachers, on average, receive \$16,500 (which is close to the actual national average), but think they deserve to make almost \$5,000 more, or \$21,000.

On the subject of more pay for teachers in such shortage areas as math and science, the public continues to be roughly divided on the idea: 48 percent for to 44 percent against. This virtually matches the proportion of support found in 1984 but shows some decline in approval since a 1981 survey.

Choosing Children's Schools

Although two out of three parents (68 percent) would like to have the right to choose the local schools their children attend, relatively few—one in four—would take advantage of this right if it were available.

Groups most in favor of the right to choose are women, parents of elementary school children, and those whose children are average or below average in academic standing.

Support for Vouchers

Americans today support the voucher idea by a close 46 percent to 41 percent margin. This is a slight decline from its high point of approval in 1983, when the plan was favored by 51 percent of the public, while 38 percent opposed it.

Surprisingly, parents of public school children are only slightly more likely to favor the voucher system than are nonparents.

Although the public, collectively, opposes the voucher system by a

narrow margin, majority support for its adoption emerges in certain population segments. Nonwhites favor adoption of the system by a wide margin (54 percent to 33 percent). Similarly those under 30, Catholics, persons residing in the inner cities, and those who are dissatisfied with the performance of the public schools (i.e. give them a D or Failing grade) support the adoption of the voucher system by about a 5-3 margin.

Stricter Requirements

The survey reveals that Americans strongly favor stricter requirements for both grade promotion and high school graduation, and by virtually identical margins: 72 percent to 6 percent and 70 percent to 5 percent. These findings correspond closely with the public's support for testing to determine both grade promotion and high school graduation.

Almost eight in 10 members of the public favor the concept of national testing, roughly the same level of support found in three previous surveys, conducted over a 15-year period. Interestingly, parents are just as likely to favor national testing of student performances as are nonparents.

Helping on Homework

For two decades, the public has held the belief that children, in elementary school and in high school, do not work hard enough. They have felt that schoolchildren—particularly high school students—should be given *more* homework. Moreover, the great majority of parents say they require their children to spend time on homework on school nights.

On the other hand, judging by the number of hours that parents claim to help their children with homework during an average school week parents seem less helpful than they might be. Fully one-third of parents say they do not spend *any*

time assisting their children with homework and on average spend only about 1 1/2 hours per *week*. This compares somewhat unfavorably with the 1 1/2 hours per *day* they require their children to spend on homework.

Some particular Gallup poll Qs and As

Education Goals

People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Job opportunities/better job	34	35	33	18
Preparation for life/better life	23	22	25	33
Education is a necessity of life	12	12	12	10
More knowledge	10	10	10	11
Financial security/economic stability	9	8	11	13
To get a better-paying job	8	9	5	2
To become better citizens	6	6	6	5
For a successful life	5	4	7	6
To learn how to get along with people	4	4	3	1
For better/easier life than parents	4	2	7	3
Specialized training profession	4	3	4	9
Teaches person to think/learn/understand	3	3	3	8
To contribute to society	3	3	4	4
Personal development/self-realization	3	3	4	3
To become self-sufficient (independence)	3	3	4	3
To learn basic skills/fundamental learning skills	3	3	3	1
To develop the ability to deal with adult responsibilities	2	2	3	5
For happy/happier life	2	2	2	5
Other	10	10	8	15
Don't know	4	5	3	3

T H E P O L L S

150 **Teacher Testing**

In your opinion, should experienced teachers be periodically required to pass a statewide basic competency test in their subject area or areas or not?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Yes, they should	85	84	87	87
No	11	11	11	13
Don't know	4	5	2	—

Rating Schools and Teachers

Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the *public* schools themselves, in this community, were graded the same way. What grade would you give the public schools here—A,B,C,D, or FAIL?

	1986 National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
A + B	41	36	55	40
A	11	8	18	11
B	30	28	37	29
C	28	27	29	23
D	11	11	11	16
FAIL	5	5	4	11
Don't know	15	21	1	4

Using the A,B,C,D, FAIL scale again, what grade would you give the school your oldest child attends?

Public School Parents	A + B %	A %	B %	C %	D %	FAIL %	Don't Know %
TOTAL	65	28	37	26	4	2	3

How about the public schools in the nation as a whole? What grade would you give the public schools nationally—A,B,C,D, or FAIL?

National Totals	1986 %	1985 %	1984 %	1983 %	1982 %	1981 %
A + B	28	27	25	19	22	20
A	3	3	2	2	2	2
B	25	24	23	17	20	18
C	41	43	49	38	44	43
D	10	12	11	16	15	15
FAIL	5	5	4	6	4	6
Don't know	16	15	11	21	15	16

Tougher Requirements

In your opinion, should promotion from grade to grade in the public schools be made more strict than it is now or less strict?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
More strict	72	72	70	73
Less strict	6	5	7	6
Same as now	16	15	20	16
Don't know	6	8	3	5

Should the requirements for graduation from the public high schools be made more strict than they are now or less strict?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
More strict	70	71	68	75
Less strict	5	5	7	6
Same as now	19	17	23	20
Don't know	6	7	2	5

Chief School Problems

What do you think are the biggest problems with which the public schools in this community must deal?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Use of drugs	28	28	27	22
Lack of discipline	24	24	23	26
Lack of proper financial support	11	9	15	14
Poor curriculum/poor standards	8	7	10	11
Difficulty in getting good teachers	6	6	6	5
Moral standards/dress code	5	5	5	11
Drinking/alcoholism	5	4	5	8
Large schools/ overcrowding	5	4	6	5
Teachers' lack of interest	4	4	6	7
Lack of respect for teachers/ other students	4	4	4	3
Parents' lack of interest	4	3	5	4
Low teacher pay	3	2	4	3
Integration/busing	3	4	3	3
Crime/vandalism	3	3	3	1
Pupils' lack of interest/truancy	3	3	2	1
Problems with administration	2	2	3	5
Other	18	18	19	21
Don't know	11	13	4	5



Low Marks in the Harris Poll



n a major study of public education entitled *A Nation Prepared: Teachers for the 21st Century*

(see p. 6-7), the Carnegie Forum on Education and the Economy advanced a series of sweeping recommendations for the restructuring of the nation's schools.

The Forum then commissioned Louis Harris and Associates to survey public and business reaction to the task force report. While the poll was structured for a particular purpose and is therefore not precisely comparable to a Gallup Poll conducted at about the same time (see p. 146), it offers another view of how America feels about public education.

The following is excerpted from the Harris poll's statement of findings:

When asked directly, the American people give today's public school system barely passing marks: 54-55 percent positive among the public and 52-54 percent positive among business leaders. On the quality of education students receive, the public is just over half positive, while a majority of business leaders are negative. And by a substantial 3 to 2 majority, both groups are negative on the value taxpayers get back from their tax money invested in public schools.

By 59 to 40 percent, the public gives teachers positive marks on the quality of public school teachers, but top business types rate them negative by 58 to 39 percent.

Thus, 8 in 10 of both the public and business leaders say in order to improve the skills of the work force, the quality of public education must improve. But how?

154 **Critical Ingredients**

Three in every four among the public and business leaders believe that it is critically important "to learn to write and reason well to achieve a higher skill level." The same number believe it equally important "to really understand math, science, and technology and to be able to use those skills in the future." Seven in 10 think it will be highly important "to learn to figure out what you need to know and how to find it out."

Also seen as important in the new education scheme of things will be to educate people who "can think their way creatively through tough problems." And, finally, a lesser 57 percent of the public and 48 percent of top businessmen believe "it will be necessary to understand the complex society they live in to be an effective citizen."

Yet, when asked how confident they are that today's public schools are up to this new task of educating and training these kinds of skills, less than 2 in 10 are "very confident" the job can be done. This doubt is reinforced by the nearly universal conviction that not simply the college-bound, but *all* students in the future must learn these skills, and the equally strongly held view that just learning the basic 3 Rs well is not any longer sufficient.

Educating the Poor

If all students must be reached by the new approach to education, then, most feel, the issue of how to raise the level of education for the poor, many of whom are minorities, must be faced, since 2 out of every 3 members of the public and close to 9 in 10 business leaders are convinced that these groups are not

now being well educated. They are both close to unanimous in recognizing that the nation is paying a dear price for failing to educate them, such as "needing more police and jails because the uneducated lose hope and often end up in a life of crime," "welfare costs skyrocket to pay for people untrained to work and to hold down jobs" and "in the high cost of remedial education for illiterate children." Thus, conclude 7 in every 10 of both groups, the consequences of not doing a better job of educating the poor and minorities is to weaken the U.S. capability to compete in world markets, quite apart from conscience considerations.

Teachers

Close to 9 in 10 of both business leaders and the public are convinced that the overall quality of teaching has to change to train and to educate students to new and different skills and capabilities. But, most also agree, if teachers are being asked to sharply improve the quality of teaching, then they must also be given more authority over how to help students meet the new goals.

This problem is compounded by the imminent shortage of new teachers with there being as many as 50 percent of current teachers who might well leave for better pay and perceived better opportunity to get ahead. Over two-thirds of both groups are now aware of the seriousness of the teacher shortage. Yet, at the same time, over 8 in 10 of both the public and top business executives firmly reject the notion that it is therefore important to temporarily suspend quality

standards in teacher selection. To the contrary, 9 in 10 conclude, "instead of lowering standards for teachers, standards must be raised and teaching made into a career with better pay and more independence."

In turn, this means that new ground rules for teachers must be written to include, in the view of solid majorities of both the public and business leaders, teachers being paid on the basis of progress made by their students, but at the same time having the freedom to determine how best to teach those students; paying the highest salaries to those teachers who meet the highest standards of professional competence; and if teachers are to be paid on the basis of their proven competence and their leadership contribution to their school, then the best teachers should be paid as

much as the best accountants, for example.

With these upside [sic] inducements also would go a system of tough accountability the public and businessmen would insist on imposing. This would include an annual reporting of schoolwide student performance that 9 in 10 feel would be somewhat to highly effective. Over 7 in 10 feel the same about having regular reports on student ability to understand, summarize, and explain relatively complicated information on a variety of subjects.

Equally high numbers see as somewhat to very effective providing parents with the opportunity to choose which public school their children attend, which would reward schools that are especially successful.



Meet the Superintendent



he superintendents of the nation's 15,000-plus public school districts manage an enterprise

that involves four million employees . . . more than 40,000,000 elementary, intermediate, and secondary school youngsters . . . and annual expenditures of almost \$140 billion.

Clearly these people are a major force in American education, a force made up almost entirely of men and averaging 49 years in age—according to a survey entitled “School Superintendents: Opinions and Status” conducted by the Educational Research Service.

ERS said the sampling ranged from superintendents of districts enrolling more than 900,000 students (e.g., New York City) to some with 10 or fewer students, and with annual expenditures of

from less than \$1,500 per pupil to more than \$9,000.

Among other things the survey found the following, condensed from the report's Overview:

The typical superintendent has held one superintendency, has worked in the same school district 6.9 years, and has been a superintendent for an average of 9.7 years. Most superintendents belong to their state administrator organizations and to the American Association of School Administrators.

Superintendents work an average of 8.9 hours a day plus an extra 10.1 hours per week after school and on weekends. For this average 54.6-hour work week, they earn an average of \$45,230. Superintendents are evenly divided about whether or not their salary is appropriate, taking into

consideration academic preparation, experience, and responsibilities.

Inadequate financing, paperwork, and collective bargaining rank among the biggest problems facing superintendents. Contrary to public opinion, superintendents report that potential violence, against either staff or students, is not a major problem in their districts. Such fundamental goals as command of basic skills and responsible citizenship are strongly supported by the superintendents. Most superintendents have mixed feelings about the quality of professional development opportunities available to them at the state and national levels and specify "application of computers" in both administration and instruction as the areas in which they feel the greatest need for professional development.

Mastery of English as a primary goal of all students heads the list of recommendations superintendents most strongly support. They also believe that newly graduated teachers should be required to pass examinations in their subject areas and that base salaries for teachers should be increased until they are market competitive.

If they were given an additional \$1,000 per teacher each year for the next three years, about one-third of the superintendents would spend the money to increase the basic salary paid to teachers, while another third would use the funds to institute career ladder programs with substantial cash award.

Miscellaneous findings listed under "Professional and Personal Characteristics" include the following:

- Nearly every superintendent (95.3 percent) in the random group

is male, as are 99.5 percent of superintendents with 15 or more years experience.

- Almost all of the responding superintendents (97.5 percent) have graduate degrees, with this pattern consistent across all categories.

- The percentage of superintendents with doctorates increases as the district enrollment increases: less than 300—13.5 percent, 300 to 2,499—31.6 percent, 2,500 to 9,999—57.1 percent, and 10,000 or more—75.1 percent.

- Of the random group superintendents, only 10.6 percent reported that their district has a merit or incentive pay plan for teachers. Almost a quarter (23.1 percent) report having some sort of nonfinancial awards program for outstanding teachers, while three-fifths (61.6 percent) have neither a monetary nor a nonmonetary program.

- Differences were demonstrated among districts located in different types of communities and, even more, among districts of different sizes. About three-fourths (75.3 percent) of superintendents from districts enrolling less than 300 students report that they have no form of recognition, with that figure declining with an increase in enrollment size until less than



158 one-third (32.6 percent) of districts with 10,000 or more students report "no recognition plan."

- About seven of every ten (68.6 percent) superintendents reported that teachers in their districts are covered by a collective bargaining or negotiating agreement.

- Superintendents in urban/suburban districts are most likely (82.5 percent) of the

community type groups to report that teachers in their districts are covered by collective bargaining or negotiating agreements, with the corresponding numbers for small town and rural districts being 71.7 and 58.8 percent respectively.

From *School Superintendents: Opinions and Status*, copyright 1985 by Educational Research Service, Arlington, VA 22209.



First Lessons for Elementary Schools



One of the various recent education reports receiving special attention is *First Lessons*, described as the first comprehensive study of elementary education in the United States in 30 years.

The report was written by the U. S. Secretary of Education himself, William J. Bennett, and reflects the opinions of a panel of 21 experts assembled by the Secretary to advise him.

Following is a brief summary:

Secretary Bennett begins by stating that America's elementary schools are in good shape, doing a particularly good job in the first few grades, and declares:

"American children seem to be getting better at basic skills—reading, writing and computation. There is no rising tide of mediocrity flooding our elementary schools."

However, he adds, when students are asked to begin applying basic skills in more complex ways, usually around the fourth grade, many begin to falter. He goes on to note that "In a number of curriculum areas, international comparisons have found students in our later elementary grades failing to hold their own against students in other countries.

"Our elementary schools should be doing more: not just teaching children how to add and subtract,

how to write the alphabet and fill in worksheets, but also encouraging them to solve problems, to think critically, to acquire knowledge, and to organize disparate kinds of information."

Declaring that elementary education is the critical foundation for later life, Bennett says that "When our children are well-educated in the early years, a great number of social problems can be averted far ahead of time. A child who cannot read when he leaves the eighth grade is a much more likely candidate for the unemployment line than his classmates who can. If prevention is the best medicine, then attending to the well-being of our elementary schools is crucial to our society as a whole."

Secretary Bennett launched the study nearly a year ago as part of an overall effort to focus national

attention on elementary education, which has been largely bypassed in the reform movement of the past few years.

The Secretary designated 1985-86 as the Year of the Elementary School, redirected the Department's school recognition program—which had focused exclusively on secondary schools for the three previous years—to elementary schools, and appointed a study group of 21 distinguished Americans to advise and assist in preparing the report.

Throughout the year the Secretary also visited and taught in a number of elementary schools across the country.

Bennett says *First Lessons* seeks to help answer two fundamental questions: what should children know, and how can they learn it? It also addresses questions about the hiring and deployment of teachers and principals, school policy issues, and what parents and community members can do to help improve the schools.

The report offers concrete recommendations to address the deficiencies that become evident in the later elementary grades. These are some of the Secretary's suggestions for improving the elementary school curriculum:

- Reading must be more strongly emphasized through the use of phonics, more literary and imaginative texts, more time allotted for actual reading—not filling out skill sheets or workbooks—and better access to books.

“The elementary school must assume as its sublime and most solemn responsibility the task of teaching every child in it to read.”

- Social studies as currently

constituted should be transformed. Instead of focusing on social living and children's immediate environment and experiences, social studies should concentrate on the interrelated disciplines of history, geography, and civics.

- The teaching of mathematics should be improved to help students understand the relationship between formal computational skills and solving real problems.

- Nothing short of a revolution is needed in the teaching of science in elementary schools. Now taught as a grab-bag of dry and disparate facts and theorems, science should be taught as a hands-on adventure in which students learn science by doing science. “They should discover that science as a whole is a coherent and unified system for understanding the world.”

- Studies show that youngsters' writing ability is quite poor, perhaps in part because instruction seems to have come to “confuse writing with filling in little blanks,” rather than the reorganization and transmission of knowledge. Writing should be “part of the teaching strategy in every subject, not just language arts.”

In addition to these chief areas of the curriculum, *First Lessons* calls for a stronger arts curriculum and more emphasis on the “common knowledge” of our shared culture.

Another key recommendation is to change the system for selecting school principals, which now promotes men and women through the ranks of the educational hierarchy to leadership positions. Bennett says he would like to see it made possible for accomplished people from many fields to qualify

to lead our schools.

To ensure familiarity with classroom procedures, he urges "much more rigorous preparation for principals than is commonly the case today," including "intensive preservice training and a carefully monitored apprenticeship."

He also calls for changes in the way classroom teachers are prepared and certified. "No one specific preparatory route ought to be required for entry into the classroom," he says, and "certification must begin to reflect our demand for excellence, not our appreciation of parchment."

In reemphasizing one of the major themes of *First Lessons*—that education extends well beyond the classrooms and hallways of an elementary school and should not be considered the exclusive concern

of parents and professional educators—Bennett declares:

"If our institutions, values and knowledge are to make it into the next generation in good shape, we must come to regard the education of the young as a task shared by all of us, by an entire community of responsible adults. I hope this message, above all others contained in my report, will be taken to heart by the American people."



Note: *First Lessons* may be obtained by sending a \$4.25 check or money order to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Request *First Lessons* and GPO #065-000-00259-1.



Kindergarten Today



he first public school kindergarten in the United States was established in 1873, in St. Louis. By 1888

national enrollments had climbed to more than 30,000. A century later enrollments are headed for the 3 million mark, and kindergarten has become such a fixture that today it is standard throughout the nation.

Now the Educational Research Service has conducted a far-reaching study of this important component of American schooling—the first of its scope, says ERS President Glen E. Robinson, since 1967.

Selected highlights of the report, entitled *Kindergarten Programs and Practices in Public Schools*, include the following:

- A majority of principals (65.6 percent) reported their school had a

half-day schedule for kindergarten pupils, while 34.9 percent reported they had a full-day schedule.

- Given a choice in teaching schedules, 77.1 percent of the full-day kindergarten teachers would prefer to remain teaching their schedule, compared with 58.5 percent of half-day teachers who would prefer teaching *their* schedule.
- The typical kindergarten pupil is in class an average of 3 hours and 48 minutes each day.
- 58.4 percent of responding principals reported that there is a screening or examination of the children prior to their assignment to kindergarten.
- The most common admission requirement to kindergarten reported by principals was minimum age, with 64.3 percent indicating the potential pupil must be 5 years of age before October 15.

- The most common procedure for assigning pupils to particular kindergarten classes was random heterogeneous grouping (e.g., alphabetically).
- 80.3 percent of all responding principals reported there was an orientation held for the parents and children of the incoming kindergarten.
- The most common evaluation practice reported by principals was a checklist of learning objectives, with a report being sent home to parents on an average of four times a year.
- Reporting kindergarten teachers indicated that an average of 41

program. The following were their responses:

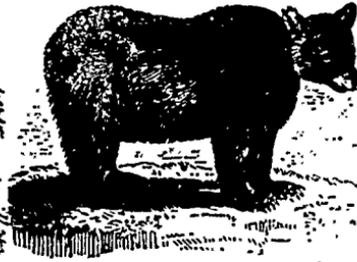
Principals	
Preparation	62.6 percent
Academic	22.0 percent
Developmental	8.1 percent
Compensatory	0.5 percent

Teachers	
Preparation	62.9 percent
Academic	29.0 percent
Developmental	5.2 percent
Compensatory	0.6 percent

- Almost half of the principals (49.6 percent) reported their school district's policy toward the teaching of reading as—"reading skills



A Ape. a



B Bear. b

percent of their pupils have had a full year of day care, preschool, pre-kindergarten, and/or nursery school experience.

- The most frequently used equipment in the kindergarten classroom, according to responding kindergarten teachers, was a record player, followed by chalk and chalk boards, small blocks, and a tape recorder.
- Teachers and principals were asked to select from a list the one statement that best described the primary focus of their kindergarten

should be taught to pupils who show readiness and ability; but reading skills should not be stressed for pupils who are not ready to read." 61.1 percent of teachers reported that this same policy reflected their personal opinion about the teaching of reading in kindergarten.

- A commercial reading readiness series was used by three-quarters of the reporting teachers; 35 percent indicated they used a reading series.
- Asked to rank a list of learning goals for kindergarten pupils,

164 teachers most frequently gave "high priority" to language development. Principals most frequently gave "high priority" to social development.

- 41.2 percent of reporting kindergarten teachers hold a master's degree.
- The factors most commonly identified as major problems by kindergarten teachers were lack of time for individual instruction/guidance, too many students per class, too much paperwork/lack of planning time, and limited time for enrichment activities.
- 48 percent of kindergarten teachers reported the assistance of a paid teacher aide in the classroom.
- In the opinion of responding kindergarten teachers, the most effective class size (median) for a full-day class was 20 pupils.
- The average pupil/teacher ratio

reported by principals (for both full-day and half-day sessions combined) was 23 pupils.

- Principals identified financial support for the kindergarten from the following sources (in order of frequency): state government (49.7 percent), local government (44.4 percent), federal government (4 percent), tuition (0.3 percent), and other (0.5 percent).
- 17.5 percent of the reporting principals indicated their school had a transitional room (a junior first grade) for pupils completing kindergarten who were not ready for the first grade.

Kindergarten Programs and Practices in Public Schools is available from ERS at 1800 North Kent Street, Arlington, VA 22209 at \$16 for subscribers and \$32 for nonsubscribers.



Head Start and Follow Through



With many nonmilitary federal programs suffering severe cuts and even dismemberment, Head Start has hung on. Both the House and Senate reauthorized the popular educational program for preschool children from low-income families through 1990.

Budget-wise, Head Start did not altogether escape damage in 1986 but on the whole made out well. It is the road thereafter that looks rough—made so by the automatic cutbacks required under the Gramm-Rudman-Hollings deficit-reduction law (the Balanced Budget and Emergency Deficit Reduction Act of 1985).

Under the 4.3 percent mandatory reduction for most domestic programs in 1986, Head Start lost \$46 million of its \$1.075 billion appropriation. However, this worked out to only a 1.4 percent reduction for each of its 1,305 local

programs.

Head Start absorbed the cut by reducing staff travel and other ancillary expenditures; services for children were not affected.

Head Start now enrolls 452,000 youngsters, aged 3-6, the largest number ever—but still, according to the Children's Defense Fund, only 18 percent of the children needing such assistance.

Follow Through, which carries Head Start graduates through the early primary grades, also was renewed through 1990 under the Head Start reauthorization. Financially, however, Follow Through has not done as well.

In fact, Congress has been whittling away at its funding for a decade. From a high of \$59 million in 1976, its budget fell to \$10 million in 1985 and to \$7.5 million in 1986. Counting its 4.3 percent Gramm-Rudman-Hollings

166 reduction, Follow Through ended 1986 with a 28.2 percent slash in funding, compared with 1985.

The number of children served also has declined dramatically, from 75,700 in 1976 to the current 20,000. Thus, the program designed to sustain the educational momentum generated by Head Start is currently serving only one in 20 Head Start graduates.

Launched in 1965 as one of President Lyndon Johnson's Great Society initiatives, Head Start began as an eight-week summer program for a handful of preschool children from poor families. It arose out of research showing that deprived children often entered first grade



lacking the basic learning skills typically possessed by other children their age. It was also noted that deprived children often had health and psychological problems that seriously impeded learning—problems ranging from something as clear as hunger to something as difficult to deal with as deep emotional turmoil caused by a destructive home and family environment. So, along with classroom activities, Head Start provided services to meet a child's health, nutritional, social, and psychological needs.

Head Start quickly captured the enthusiastic support of early

childhood educators, community leaders, and parents. The summer program became a full-year program. Since 1965, Head Start has served 9.6 million children between the ages of three and six.

In 1986, more than 450,000 children received the full range of Head Start services in 24,123 classrooms. Projects are conducted by school systems, other public agencies, and nonprofit parent and community organizations.

Ninety percent of the children come from families with incomes below the poverty level. Forty percent are black, 32 percent are white, 21 percent are Hispanic, 4 percent are Native American, and 3 percent are Asian. About 12 percent are handicapped. These percentages include children of migrant farm workers. The average cost per child is \$2,339.

The paid staff totals more than 78,000. In addition, the program is served by nearly 667,000 volunteers, primarily parents, young people, and senior citizens. For every five children enrolled, at least four Head Start parents work as volunteers. Over 30 percent of the staff are parents of current or former Head Start children.

In school year 1984-85, 99 percent of all Head Start children enrolled for 90 days or more completed medical checkups; 97 percent of those needing medical treatment received it.

Head Start is administered by the Administration for Children, Youth, and Families in the Department of Health and Human Services. Follow Through is administered by the Department of Education's Office of Elementary and Secondary Education.

The Rewards of Staff Recognition



"The deepest principle in human nature," said the American philosopher William James, "is the craving to be appreciated."

Everyone knows what a pat on the back or a hug or a handshake or the old-fashioned gold star can do to get students to try harder.

And of course recognition does the same with teachers and other members of the staff, though too often this fundamental aspect of effective personnel practice is neglected.

Recently the National School Public Relations Association looked into some of the things going on in this arena. Here are some of the findings:

- Recognition efforts should start with the basics. School authorities too often forget the power of a friendly word of appreciation . . . regular visits to classrooms and staff offices . . . notes of thanks . . .

mention of individual accomplishments at staff meetings, in the school newsletter—even better, in the local press.

- Though recognition programs come in various degrees of elaborateness, the common thread in successful efforts is *sincerity* and *trust*. It is not so much the size of the cup that matters as the genuineness of the sentiments. Moreover, if the recognition is perceived as being pro forma or as tokenism, morale and motivation are more likely to suffer than to surge.

- In addition to being sincere, acknowledgment should be public—delivered in the presence of the recipient's peers.

The major types of recognition programs noted in the survey were these:

Awards of Nomination—
Programs such as the national

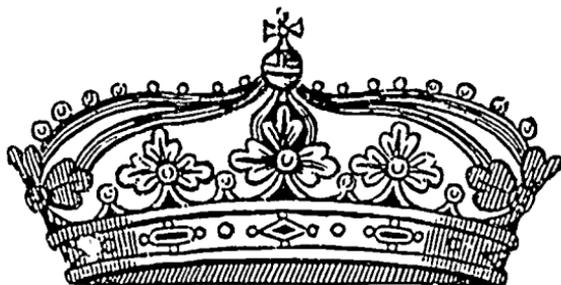
168 Teacher of the Year have given rise to a growing number of local school district and school building programs at which local school districts honor their *own* teachers of the year.

Retirement and Longevity Recognition—Although schools and school districts may be legally constrained from giving retiring employees expensive gifts (such as the corporation's fabled gold watch), pins and certificates and plaques are appreciated every bit as much; it's the gesture (and its sincerity) that counts.

vulnerable to criticism, but they may also hold the greatest potential for increasing efficiency and morale. Many school districts are now awarding special grants that allow selected teachers to develop an innovative textbook or try an experimental new approach to instruction.

Finally, experiences around the country strongly stress the following propositions:

- Recognition in the presence of peers is far more likely to motivate teachers to improve than money (though no one knocks money,



Achievement Recognition—Many schools today are making it a point to recognize staff members for successful achievement in their classes (raising student test scores, for example), for increased enrollments in special programs, for ideas that help improve curriculum, for suggestions that increase efficiency or save the district money, and others.

Grants and Incentives—The dollar sign on grant incentive programs may make them the most

either).

- Just about every teacher merits recognition in some aspects of his or her job—and should receive it.

- Recognizing talented teachers and giving them responsibility for staff development lessens the likelihood that they will leave teaching.

- Schools that do not mount and maintain staff recognition programs are likely to suffer in the competition to fill teacher vacancies.



he idea of magnet schools is that by the sheer magnetism of their special subject matter and academic

rigor, mixed in with an open enrollment policy, they will attract a racially mixed student body from an entire public school district. With the academic program as a lure, there will be no need for "forced busing" and the other trappings of a formal desegregation program. And it works.

Some magnet schools specialize in mathematics and science, others in business management, the performing arts, or vocational training. Despite their specialized academic focus, all teach English grammar, computation, writing, and other basics. Most are high schools, though many school districts include the elementary and middle grades in their magnet

school program.

The magnet school concept is not new. By other names and for varying purposes, there have been specialized schools throughout the history of American education. In the 1960s they were often called alternative schools and were in part designed to stem the exodus of students from public to private schools. Some of the parents opting out of public schools were protesting "the new math," behavior modification, and other educational experiments of the period.

By the 1970s, magnet schools had become an essential component in court-ordered school desegregation plans in many communities. They offered parents and students the opportunity to choose a school at a time when few choices, other than private education, were available.

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In 1975, Congress provided federal funds under the Emergency School Aid Act to help school districts finance their desegregation plans, and magnet schools were among the initiatives approved for funding. ESAA lasted six years. In 1981, Congress incorporated its funds into block grants created by the lumping together of 28 categorical programs under the Education Consolidation and Improvement Act. In effect, magnet schools lost federal support. Many school districts took up the slack and continued the schools on their own.

In 1984, Congress reconsidered, authorizing a new Magnet Schools Assistance Program as Title VII of

the Education for Economic Security Act. The new programs provided \$75 million a year for three years, 1984-86, and the Department of Education asked for an additional \$75 million for 1987.

Title VII grants ranging from \$200,000 to \$4 million have been awarded to 44 school districts in 20 states. The money may be used to plan enhanced academic programs in magnet schools, pay teachers, and buy textbooks and other materials. Districts receiving grants in the \$4 million range have included Buffalo, New York; Chicago; Columbus, Ohio; Indianapolis; Milwaukee; Pittsburgh; Seattle; St. Louis; and Rochester, New York.





For most parents, school means preparing youngsters for the day they will go to work. It is thus

important for educators to have a sense of what kinds of jobs are going to be available.

Some valuable clues are provided by the Department of Labor's Bureau of Labor Statistics (BLS) in a study that looks ahead to 1995.

One of the good possibilities is education itself. BLS projects a need for 281,000 (or 20 percent) more kindergarten and elementary school teachers by 1995 than in 1984—a hefty swing of the pendulum occasioned by changes in the nation's birthrate during recent years.

In contrast to the teacher surpluses of the 1970s brought on by declining enrollments, a "baby bust" now underway will

immediately heighten the demand for teachers in the preschool and early elementary grades and for that matter the need for teacher aides and educational assistants at these levels. During the first decade of the 21st century this youthful population surge will reach the high schools and colleges, but until then the BLS expects the need for secondary school teachers to grow by only 5 percent.

Many BLS projections provide interesting insights not only into employment opportunities but into changing life-styles, social priorities, and ways of doing business. Reflecting an increasing taste for litigation, for example, paralegal jobs will double by 1995 compared with 1984, and the demand for lawyers will rise by one third.

The growing concern for law and order will lead to a 35 percent jump

during the current decade in jobs for corrections officers and jailers. A growing interest in having someone else manage our money will provide 39 percent more jobs for securities and financial services salesworkers. Concern for keeping healthy and fit will generate many more jobs for registered nurses, physical therapists, and medical assistants, and for health club attendants.

Young people who want to become travel agents have particularly good prospects—with job opportunities expected to rise by 44 percent by 1995. This will occur not so much because our affluent society has more money available for travel—actually, disposable income is expected to decline slightly—but because airline deregulation has created so much confusion for the traveling public that airlines will increasingly shy away from booking flights themselves and turn the responsibility over to travel agents.

The high-tech revolution will continue to generate new jobs—by 1995 there will be a need for nearly 72 percent more computer programmers, 69 percent more computer systems analysts and electronic data processing personnel, and 56 percent more people to repair and maintain computer systems. Electronic engineers and technicians will share in this job bonanza.

With overall employment growing by 15 percent between now and 1995, openings for manager, professional workers, and technicians will jump by 20 percent. The managers group alone, which includes all executives and administrators, will go up even more—by 22 percent.

By 1995, the labor force will contain more women and blacks than it does today, and more and more women of child-bearing age will have jobs outside the home. The proportion of working women in the 25-44 age range will continue to climb—from 50 percent in 1970, to 70 percent in 1984, to 80 percent by 1995.

Meanwhile, black participation in the labor force will climb by 18 percent, three points higher than the overall rate.

BLS projects the creation of some 16 million new jobs during the next six or seven years, leading to a total



work force of 129 million. Ten of the 154 sectors that make up the "industry" category will account for 60 percent of these openings. Led by the business services sector, they include areas ranging from eating and drinking establishments to construction. Employment in the business services has quadrupled in the last 20 years and will grow by another 2.6 million new jobs by 1995. Though this sector is still small compared with retail and wholesale trade or the restaurant industry, its current annual job

growth rate of 4.2 percent is the economy's highest.

After business services, the leading source of new jobs—some 4 million by 1995—will be the three "trade" industries—wholesale, retail, and eating and drinking establishments.

Regarding the latter, America's eating-out habits appear to be changing. As the "baby boom" population grows older, the lure of fast-food restaurants is expected to taper off, slowing employment growth in this sector while employment in "sit-down" restaurants grows.

Young people entering most engineering specialties will continue to have rosy prospects, with job openings projected to increase by 36 percent (480,000). Of this total, 206,000 openings will be for electrical and electronic engineers engaged in developing computers, communications equipment, and defense-related electronic devices. Assisting these various engineering professionals will be 28 percent more engineering and scientific technicians.

The health care industry is expected to add 1.4 million new jobs by 1995, with the greatest growth coming in nursing homes, doctors' offices, and outpatient care facilities. With 23 percent more physicians and surgeons by 1995, more medical assistants will be needed to staff both private practice offices and health maintenance organizations.

In transportation, the spawning of dozens of new airlines since federal deregulation of commercial

aviation is expected to produce a faster-than-average (23 percent) growth in job opportunities, especially for pilots and flight engineers.

In contrast, new technologies are drastically reducing the need for railroad workers. Among the fastest declining occupations are brake, signal, and switch operators, and rail car repairers.

Long-haul truck drivers, mostly self-employed, comprise transportation's largest job category. Trucking has been little affected by new technology; in any case, some 400,000 new jobs are projected by 1995.

General business growth will call for more secretaries, bookkeepers, accounting and auditing clerks, and receptionists. On the other hand, the number of openings for stenographers, statistical clerks, and payroll and timekeeping clerks will drop as computers and word processors take over their functions. Still, clerical workers will remain the nation's largest occupational group.

Federal government employment is expected to show no growth at all. However, state and local governments will add 1.2 million new jobs, bringing employment to 14.3 million by 1995.

Getting back to where the report started, BLS says that most of the government-job increase will come in public education, where employment will climb from 6.7 million in 1984 to 7.2 million in 1995 and account for about three in every seven new jobs in state and local government.

Today's Library



There are over 100,000 libraries in the United States today, routinely patronized by more than half of the country's adult population and most of its young.

Together these far-flung repositories circulate some *two billion* books, not to speak of vast numbers of tapes, phonograph records, cassettes, pictures, and photographs. Clearly, the American library is a basic fixture of our national life.

Just ahead are exotic new library services made possible by the technology explosion. About 15 percent of all public libraries already have computers for patron use in the library, and 4 percent have computers to check out. Experts expect the trend to accelerate, and for computers to *be the essential*

communication link between libraries on the one hand and offices and homes on the other.

A recent study indicates that by 1990 more than 90 percent of office workers will have access to a computer terminal or microcomputer. Home computer use also is growing, though less rapidly. In both cases, the computer increasingly will be needed to gain access to library files. Expectations are that by 1990, one-fourth of all information now available in reference books will be offered only in machine-readable form; and that by the year 2000, a fourth of all journals will be published only in an electronic format.

Meanwhile the optical disk and other compact storage techniques will be shrinking the need for storage space, allowing libraries to acquire more items or open up more space for browsing, classrooms,

or other purposes. Put on optical disks, the entire contents of the huge Library of Congress would take up only 20 feet of shelving.

Worldwide electronic databases and interlibrary loan programs will allow small libraries to respond to almost any request. The public library in, say, Roanoke Rapids, North Carolina in the next decade will be able to help a patron locate a document in Tokyo, have it sent by satellite, and transmit it to the patron's office or home by telephone or cable and facsimile equipment.

All this is going to be expensive, and public libraries are already a multi-billion dollar operation—\$2.65 billion in 1984. A *World Almanac* survey showed that Los Angeles spent \$23 million on its library system in 1985; Philadelphia, \$22 million; even Wichita, Kansas, with only 300,000 residents, nearly \$3 million.

States and cities bear most of this financial burden, the federal government a very small part. President Reagan has asked for zero funding for library programs in every budget request since he

entered the White House. Congress has just as consistently voted some library money each year, though not nearly enough in the view of many library advocates. Like many other public functions, libraries also are being hurt by the phaseout of federal revenue sharing funds in 1987.

California, Georgia, Illinois, New Jersey, North Carolina, and Oregon are among the states that have increased their support for libraries in the last few years. Local voters in many areas have approved new measures to expand library programs. Still, some libraries are having to turn to foundation donations, fees for services, pay telephones, and auctions in order to raise operating money.

The public library's beginnings go back to a person who contributed so much to our nation's remarkable evolution, Benjamin Franklin. When still in his 20s Franklin proposed to his fellow members of the Philadelphia Junto that they expand their individual libraries by "clubbing our books." Soon afterward he began what he described as his "first project of a public nature, that for a subscription library." Thus in 1731 came the founding of the Library Company of Philadelphia, which some 40 years later Franklin described as "the mother of all the North American subscription libraries, now so numerous."

In effect the subscription library was a corporation, enlisting a monetary contribution from each shareholder for the purchase of books to be used for communal purposes, and establishing the regulations for their circulation and use.



These so-called "social libraries" flourished for over a hundred years, to widespread acclaim. As the years passed, however, politicians, orators, and private individuals alike lost no occasion to point out that the newly formed Republic called for the enlightenment of *all* its citizens. Surely, they argued, wealth alone could not be the basis for the diffusion of knowledge. It was in this spirit that in 1803 a New England bookseller and author named Caleb Bingham donated a collection of books for the free use of the children of his birthplace—Salisbury, Connecticut. His project was a landmark, for it so impressed the citizens of Salisbury that they ultimately authorized the town selectmen to expend tax money to maintain and enlarge Mr. Bingham's handsome gift.

Tentatively, at first, the idea of public support for libraries caught on: New York state in 1835 passed enabling legislation permitting school districts to raise funds for the purchase of books, and within little more than a decade several other states had copied the New York example.

Of greater impact was the adoption of state legislation authorizing cities and towns to establish free, tax-supported public libraries. In 1848, Massachusetts passed a law granting such authorization to the city of Boston, and a year later New Hampshire passed similar legislation applying to any city in the state.

By 1876 American libraries had become so widespread that a national conference was held in Philadelphia to give those responsible for their operation an opportunity to exchange ideas and

plan for future developments.

The session was called together by one of the leading librarians in the nation's history—Melvil Dewey. An 1874 graduate of Amherst College, Dewey had remained at the college for two years as a librarian, focusing on the problems of library filing and cataloging. The result was the Dewey Decimal System, the system of classification used today by most American libraries and by libraries in many countries abroad.

Out of the Philadelphia meeting came a decision to form a permanent organization. Thus was born the American Library Association, with Melvil Dewey devising its motto: "The best reading for the greatest number at the least cost."

Meanwhile the money that had begun to flow to libraries from taxes was for a time outshone by private philanthropy. The greatest contribution came from the donations of Andrew Carnegie, Scottish-born and reared in a Pennsylvania mill town. His benefactions not only helped to establish about 2,800 libraries in the English-speaking world but by stimulating public authorities to provide matching funds, led to a transition from the patrician nature of library support during the nineteenth century to the more egalitarian mode of the twentieth.

As the power of private philanthropy waned, it was perhaps inevitable that the trail of American library development would in time lead to the largest of the public purses, that of the federal government. Congress had itself created the greatest of the nation's libraries, the Library of Congress, and in 1956 enacted the Library

Services Act. Signed into law by President Dwight Eisenhower, this pioneer legislation authorized federal funds for the extension of public library services to those communities having fewer than 10,000 inhabitants. Then during the 1960s came federal support for all public libraries regardless of their size, for the libraries in the colleges and universities (via Title II-A, the Higher Education Act of 1965), and for the development of libraries in the public schools (through Title II, the Elementary and Secondary Education Act of 1965). With the exception of those supported by business and industry, all types of libraries were thus covered by federal legislation, though the level of support to be made available each year has been and remains a subject of much debate.

In 1981 the federal program to assist school libraries was included by Congress in the block grant to

states created by Chapter II of the Education Consolidation and Improvement Act. Along with a number of other elementary and secondary education programs, the school library program thus lost its identity in the pooling of programs and funds.

For the college and university library program and the public library program, the Reagan Administration requested zero funding for four consecutive years, 1982-84. Congress, however, has seen otherwise.

Funding for programs to aid state, local, research, and academic libraries rose dramatically in 1984, to \$80 million, and even more dramatically thereafter—to \$118 million in 1985 and to \$122 million in 1986, and the amount would have been higher had the programs not been subjected to a 4.3 percent cut to meet the Gramm-Rudman-Hollings deficit reduction goal.



TV: A Bright Spot in Children's Programming



s the commercial television networks continue to probe new levels of sleaze in children's

programming, the Public Broadcasting Service—and more specifically the Children's Television Workshop—is once again out to show what a blessing the medium could be.

Carrying on the tradition of intelligence, wit, and entertainment established with "Sesame Street," CTW has undertaken a new series focused on mathematics and addressed to children in the 8-12 age range.

Called "Square One TV," the program uses such familiar TV formats as game shows, newscasts, and soap operas, and CTW has produced appropriate teacher guides.

The series is broadcast on

weekday afternoons on 308 PBS stations plus a few commercial stations in areas where public TV is not available. Repeats are scheduled on the ensuing mornings for in-school viewing.

With the new series plus "Sesame Street" for preschoolers and "3-2-1 Contact" (a science and technology show also aimed at the 8-12 age group), the Children's Television Workshop now provides some six hours of programming every weekday. In addition to these CTW-produced programs, most public TV stations also offer "Mister Rogers' Neighborhood," "Reading Rainbow," and "Wonderworks."

Now in its fifth season, "3-2-1 Contact" is on a similar flight path. Currently it is being produced in conjunction with FR3, one of France's three television networks, with a U.S. group exploring scientific advances in France while

French counterparts delve into similar achievements in this country. The series is being shown simultaneously in both nations.

Indicative of CTW's stature both in the television and education communities, the list of underwriters for the new series includes such biggies as IBM, the Carnegie Corporation, the Andrew W. Mellon Foundation, the National Science Foundation, the Corporation for Public Broadcasting, and the U.S. Department of Education.

While children's programming on PBS appears to be gathering new stature, however, the situation on commercial networks, independent stations, and cable TV is described by many critics as ranging from tasteless to deplorable—with a (very) few exceptions.

ABC's "Afterschool Specials" and "Weekend Specials" tend to get good marks from the critics, but as their names imply, they are only occasionally scheduled. Citizens groups applaud CBS's "Get Along Gang" and, on cable, Home Box Office's "Fraggle Rock."

Meanwhile ABC has stretched its education wings a bit by focusing on adult illiteracy and is now waging a campaign against the problem in the story lines of some of its daytime serials and in occasional footage in its prime-time programming.

Launched in the 1960s with federal and foundation grants, the Children's Television Workshop has become a major force in American education. "Sesame Street," its first series, is still going strong in its 18th season and no longer needs federal support. Funding comes from PBS member stations,

royalties from product licenses, and fees for international broadcasts. The program is seen by children in 32 countries.

However, the three commercial networks offer regularly scheduled programs for children only on Saturday morning, and the lineup consists almost entirely of animated cartoons produced by manufacturers of toys and intended not to enlighten children but to sell toys featured as part of the action.

Such programs as "G.I. Joe," "He-Man and the Masters of the Universe," "She-Ra: Princess of Power," and "Thundercats" are violence-prone stories featuring advances in the technology of mayhem, as committed with "play" weapons in the producer's product line. Such new offerings as "Rambo," "Galaxy Rangers," and a Chuck Norris karate series cling to the depressing mold, in which the only heart-felt message is a sales pitch. Dr. Victor Strasburger of the American Academy of Pediatrics' task force on children and television calls the practice "electronic child abuse."

In the latest wrinkle to push toy sales, syndicators are peddling these cartoons directly to independent stations, offering them a percentage of the profits from sales thus generated. That is no small incentive. A TV show has been known to help a manufacturer sell \$100 million worth of toys annually.

The Federal Communications Commission recently approved the practice, reversing a decision against product-based programs that had been in effect since 1969.

Currently nearly 50 product-based children's programs

are regularly scheduled on the three commercial networks and on independent stations.

The trend began in 1983, when the FCC, in line with its policy to deregulate the television industry, declined to set new guidelines to assure the quality and frequency of children's programming. Network reaction to the door thus opened was immediate. The science, news, music, and drama shows for children soon disappeared. CBS dropped "Captain Kangaroo," after 29 years on the network.

"Children's television has deteriorated so badly," says Dr. Thomas Hadecki, a psychiatrist who heads the National Coalition on Television Violence, "that kids are seeing an average of 41 acts of violence per hour now, and studies have shown that this translates into increased levels of hitting, choking, pushing, hurting, selfishness, and anxiety, and a decrease in sharing and school performance."

Counters Stephen Schwartz, senior marketing vice-president for "G.I. Joe" producer Hasbro, Inc., what such critics want "is complete educational programming. That's a nice idea, but it's hard to sell." And selling—selling commercial time to advertisers—would appear to be the only consideration. That fact may one day provide some relief: Some industry analysts predict that by 1990 the networks will drop Saturday morning programming for children and go after the more lucrative audience in the 18-30 age group, a move that might at least reduce the amount of pollution children are exposed to.

So far as improving the situation is concerned—that is, of bringing about the day when television helps

young minds expand rather than contract—Peggy Charren, president of Action for Children's Television, says the only hope now is for congressional action. Following the FCC decision against guidelines in 1983, Congressman (now Senator) Timothy E. Wirth (D-Colorado) introduced in the House the Children's Television Education Act. The act would require broadcasters to televise a minimum of seven hours of children's programs a week. Senator Frank Lautenberg (D-New Jersey) later introduced similar legislation in the Senate. Neither bill seems to be going anywhere. The board of directors of the National Association of Elementary School Principals has urged parents and educators to express their feelings about children's TV to their representatives in Congress.

They might advisedly write also to the networks and local stations protesting offensive programs and, most important, praising programs of outstanding quality. Both the networks and local stations say they rarely hear from the public one way or the other, and thus must be guided by the handful of viewers who determine the Neilson ratings.



Following are some addresses and telephone numbers that may be helpful:

Members of Congress

Senate
First Street and Constitution
Avenue, NE
Washington, DC 20510
202/224-3121

House of Representatives
New Jersey and Independence
Avenue, SE
Washington, DC 20515
202/224-3121

Home Box Office
1271 Avenue of the Americas
New York, NY 10020
212/484-1100

Networks

ABC
1330 Avenue of the Americas
New York, NY 10019
212/887-7777

The Learning Channel (ACSN)
1414 22nd Street, NW
Suite 700
Washington, DC 20037
202/331-8100

CBS
51 West 52nd Street
New York, NY 10019
212/975-4321

Cable Satellite Public Affairs
Network (C-SPAN)
400 North Capitol Street, NW
Suite 412
Washington, DC 20001
202/737-3220

NBC
30 Rockefeller Plaza
New York, NY 10020
212/664-4444

The Disney Channel
4111 West Alameda Avenue
Burbank, CA 91505
213/846-6661

Public Television

Corporation for Public Broadcasting
1111 16th Street, NW
Washington, DC 20036
202/293-6160

KidVid Network
ARP Films
342 Madison Avenue
New York, NY 10173
212/867-1700

Public Broadcasting Service
1320 Braddock Place
Alexandria, VA 22314
703/739-5000

Some Resource Groups
Action for Children's Television
70 University Road
Cambridge, MA 02138
617/876-6620

Children's Television Workshop
(CTW)
One Lincoln Plaza
New York, NY 10023
212/595-3456

American Academy of Pediatrics
Task Force on Children and
Television
141 Northwest Point Boulevard
Box 927
Elk Grove, IL 60007
800/433-9016

Cable Television

Nickelodeon
Warner Amex Satellite
Entertainment Co.
1133 Avenue of the Americas
New York, NY 10036
212/944-5481

National Black Media Coalition
38 New York Avenue, NE
Washington, DC 20012
202/387-8155

C H I L D R E N ' S T V

182 National Council for Families and
Television
20 Nassau Street
Suite 200
Princeton, NJ 08540
609/921-3639

Prime Time School Television
60 East Huron Street
Chicago, IL 60611
312/787-7600

Teachers Guides to Television
699 Madison Avenue
New York, NY 10021
212/688-0033

Telecommunications Research and
Action Center
P.O. Box 12038
Washington, DC 20005
202/462-2520



Getting Private Funding for Public Schools



ith federal funds for elementary and secondary programs sharply shrinking during the past few

years, public school people might well be interested in the possibilities of support from foundations, corporations, and other elements of the private sector.

Private funders have a long history of involvement in education, of course, but their money has gone primarily to higher education.

More and more, however, various private funders are reaching out to the elementary, middle, and secondary schools. Currently about 100 private sources offer funding for special projects at the K-12 levels.

Unlike the federal government, private funders do not have

guidelines or application packets. Thus it is up to the schools to seek out the appropriate funder for a particular project and to draw up a clearly written, concise, persuasive proposal.

The following table lists some of the private organizations that have expressed an interest in funding projects that would benefit elementary or secondary education.

It is always advisable to check with a foundation or corporation before submitting a proposal to make sure of their current funding priorities and limitations, and to learn whether they offer guidelines.

Private funders often change funding priorities, and knowing the current state of affairs can save an applicant time and effort, and assure a relevant and purposeful application.

P R I V A T E F U N D I N G

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NAME OF FUNDER	AREA OF INTEREST
<p>Aetna Life & Casualty Foundation (company foundation) 151 Farmington Avenue Hartford, CT 06156 (203) 273-2477</p>	<p>Urban Public Education —employability of public school students —management and leadership capacity of people responsible for running schools</p>
<p>The Almanson Foundation (private grantmaking) 3731 Wilshire Boulevard Los Angeles, CA 90010 (213) 383-1381</p>	<p>Improvement of public schools, provision of challenging educational opportunities for talented minority students, support of established private schools' special education programs</p>
<p>American Can Company Foundation (company foundation) American Lane, P.O. Box 3610 Greenwich, CT 06836 (203) 552-2989</p>	<p>Local school boards; junior high school; dropout prevention; teacher recruitment; school finance equity; urban education; grass-roots public support for public schools; university/school district collaboration</p>
<p>The Bush Foundation (private grantmaking) E-900 1st National Bank St. Paul, MN 55101 (612) 227-0891</p>	<p>Primarily mid-career management training for public school administrators through two programs: One for District Superintendent (25 annually); another for school principals (28 annually)</p>
<p>Carnegie Corporation of New York (private grantmaking) 436 Madison Avenue New York, NY 10022 (212) 371-3200</p>	<p>Improving education in science, math and technology; encouraging minorities and women in science; advancing the effective use of technology in education; developing and implementing educational policy; preventing school failure and school-age pregnancy</p>
<p>Cummins Engine Foundation (corporate foundation) Box 3005, MC 60814 Columbus, Indiana 47202 (812) 377-3569</p>	<p>Continuation of efforts to improve both quality and equity in education, including a major project on the teaching of writing in Southeast Indiana</p>

LIMITATIONS	CONTACT PERSONS
	<p>Gail B. Promboin, Director, National Programs, Education, Youth Employment and Public Management</p> <p>Paula C. Bartlett, Program Officer</p>
<p>Primary geographic focus is Southern California, especially Los Angeles. Grants are made for capital purposes, special projects, scholarship funds, and endowment, and are usually one year in duration</p>	<p>Kathleen A. Gilcrest, Vice-President/Secretary</p>
<p>Typically, one-year grants. No capital or endowment campaigns. Project/program-specific proposals are preferred</p> <p>Letter of intent should precede proposal</p>	<p>Peter Goldberg, Vice-President</p>
<p>Grants in Minnesota, North Dakota, and South Dakota only</p>	<p>Stanley Shepard, Senior Program Officer</p>
<p>Grants are made primarily to academic institutions and national and regional organizations</p>	<p>Vivien Stewart, Prevention of Damage to Children</p> <p>E. Alden Dunham, Education in Science, Technology, and the Economy</p>
<p>Most grants are related to or in the communities where Cummins Engine Co. has manufacturing operations, with a heavy emphasis on Southeast Indiana</p>	<p>Adele Vincent, Associate Director</p>

PRIVATE FUNDING

186 NAME OF FUNDER	AREA OF INTEREST
<p>The Danforth Foundation (private grantmaking) 231 South Bemiston St. Louis, MO 63105 (314) 862-6200</p>	<ul style="list-style-type: none"> —project for reorganization of high schools for improved teaching/learning —projects for professional development of school administrators —projects that expand the knowledge, skills, vision, and commitments of policymakers in education —projects that provide for the professional growth of administrators and curriculum leaders in international studies
<p>Geraldine R. Dodge Foundation, Inc. (private grantmaking) 95 Madison Avenue P.O. Bcx 1239R Morristown, NJ 07960 (201) 540-8442</p>	<ul style="list-style-type: none"> —Chinese language studies —motivating minority students —dropout problem in inner city schools —computer software for education —gifted & talented children —support alternate route to certification program in New Jersey
<p>The Ford Foundation (private grantmaking) 320 East 43 Street New York, NY 10017 (212) 573-5000</p>	<p>\$5 million dollars for programs in education—primarily urban focused. Special interests include</p> <ul style="list-style-type: none"> —improving math for minorities and girls —development of community-based foundations for teacher and school programs —equity in urban schools —improving the education of prospective teachers

LIMITATIONS

CONTACT PERSONS

The Danforth Foundation does not provide grants to individuals nor does it contribute to capital or endowment campaigns

Gene L. Schwilck, President
 Bruce J. Anderson, Vice-President
 Donn W. Gresso, Vice-President

Projects in New Jersey, NAIS schools in the Northeast and Middle Atlantic States, and programs with a national audience

Scott McVay, Executive Director
 Gordon Glover, Program Associate
 Valerie Peed, Assistant Director

Grants to all areas of the U.S. and other developed countries. No funds for capital expenditures.

Edward J. Meade, Jr., Chief Program Officer
 Barbara Scott Nelson, Program Officer

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NAME OF FUNDER	AREA OF INTEREST
<p>The William and Mary Greve Foundation, Inc. (private grantmaking) One East 53rd Street New York, NY 10022 (202) 758-8032</p>	<ul style="list-style-type: none"> - K-12 articulation —gifted minority children —performing arts
<p>Edward W. Hazen Foundation (private grantmaking) 16 East 34th Street New York, NY 10016 (212) 889-1616</p>	<p>Writing improvement; student volunteering, in school and in the community; juvenile justice; dropouts and other high risk young people; innovative approaches to guidance; use of nonprofessional volunteers, especially older people</p>
<p>Conrad M. Hilton Foundation (private grantmaking) 10100 Santa Monica Blvd., #775 Los Angeles, CA 90067 (213) 556-4694</p>	<p>Attracting and retaining high quality teachers in the public school system.</p> <p>Interested in helping to disseminate projects that have achieved these goals. Secondary interest in school-based literacy projects</p>
<p>The Hyde and Watson Foundation (private grantmaking) 437 Southern Blvd. Chatham Township, NJ 07928 (201) 966-6024</p>	<p>Support primarily for facilities, equipment, and other development capital needs and projects designed to increase efficiency, quality, or capacity of important programs and services or to provide seed money to establish new programs and services to meet important needs</p>
<p>Independence Foundation (private grantmaking) 2500 Philadelphia National Bldg. Philadelphia, PA 19107-3493 (215) 563-8105</p>	<p>General</p>
<p>International Paper Company Foundation (IP) (corporate foundation) 77 West 45th Street New York, NY 10036 (212) 536-6580</p>	<p>EDCORE: Education and Community Resources Program—support for public elementary and secondary school districts surrounding International Paper's major facilities</p>

LIMITATIONS	CONTACT PERSONS
<p>No grants to individuals. Prefer to make grants in the greater New York metropolitan area</p>	<p>Irving H. Becker, Executive Director</p>
<p>U.S. only, generally for one year, generally under \$25,000. No teenage pregnancy or youth employment projects. No summer institutes for teachers</p>	<p>Richard Magat, President</p>
<p>No geographic limitations; however, general support requests are usually discouraged</p>	<p>Terry McAdams, Program Director and Vice-President Ellen Friedman, Program Assistant</p>
<p>None</p>	<p>Robert A. Maes, President</p>
<p>EDCORE: limited to school districts in areas with major IP facilities. Most grants support projects in IP communities. No multi-year commitments</p>	<p>Patricia M. Freda, Manager of Administration and Assistant Secretary</p>

P R I V A T E F U N D I N G

190 NAME OF FUNDER	AREA OF INTEREST
<p>Martha Holden Jennings Foundation (private grantmaking) 1040 Huntington Building Cleveland, OH 44115 (216) 539-5700</p>	<p>Support of educational programs, improving teaching competency, educator and student awards, motivational scholarships, essay contests, science and mathematics</p>
<p>Walter S. Johnson Foundation (private grantmaking) 525 Middlefield Road, Suite 110 Menlo Park, CA 94025</p>	<ul style="list-style-type: none"> —use of teachers as a resource for other teachers —replication of projects with proven success in other settings —projects that broaden the range of skills of individual teachers —prevention of substance abuse —prevention of teen pregnancy —promotion of good parenting
<p>The Joyce Foundation (private grantmaking) 135 South LaSalle Street Chicago, IL 60603 (312) 782-2464</p>	<p>Support of programs that promote parental involvement and urban education reform; gifted minority students; dropout prevention</p>
<p>Lilly Endowment, Inc. (private grantmaking) 2801 N. Meridian Street Indianapolis, IN 46208 (317) 924-5471</p>	<p>Youth involvement, reading improvement, desegregation, economics education, faculty development, coalition of teacher education programs (COTEP), educational policies consortium</p>
<p>Longview Foundation (private grantmaking) Box 88 Accokeek, MD 20607 (202) 483-8014 or (703) 860-1089</p>	<p>Education with a world perspective: teaching about the diverse peoples of the world. Emphasis is on elementary-aged children and teacher education (preservice and inservice)</p>
<p>Lyndhurst Foundation (private grantmaking) 701 Tallan Building Chattanooga, TN 37402 (615) 756-0767</p>	<ul style="list-style-type: none"> —enhancement of the capacities of existing teachers —reform of teacher education —development of a local public school offering a basic, general (or "liberal") education to all students without regard to their ability

LIMITATIONS	CONTACT PERSONS
<p>For Ohio public school students and teachers. No grants made for travel or equipment</p>	<p>Joan Johnson, Program Director</p>
<p>No grants to individuals or to religious organizations for sectarian purposes. The foundation does not ordinarily support private elementary or secondary schools, memorial campaigns, endowment drives, capital or construction projects, or deficit funding.</p>	<p>Donna Terman, Executive Director</p>
<p>Grants in Illinois, Indiana, Iowa, Ohio, Michigan, Minnesota, and Wisconsin</p>	<p>Marta E. White, Program Officer Anne Dixon, Program Officer</p>
<p>Mainly grants in Indiana, usually a three-year maximum</p>	<p>William C. Bonifield, Vice-President for Education Joan S. Lipsitz, Program Director for Education</p>
<p>Grants generally made to education associations or for pilot programs in schools. No awards to individuals or for overseas travel or for operating funds for organizations. Average grant is for \$42,500</p>	<p>William N. Breese, President Barbara A. Mullaney, Assistant to the President</p>
<p>Grants are restricted to the Southeastern U.S.</p>	<p>Jack Murrah, Executive Director Eleanor Cooper, Associate</p>

P R I V A T E F U N D I N G

192 NAME OF FUNDER	AREA OF INTEREST
<p>John D. and Catherine T. Macarthur Foundation (private grantmaking) Suite 700, 140 S. Dearborn Street Chicago, IL 60603 (312) 726-8000</p>	<p>Literacy standards, specifically discussions of revised high school graduation requirements and general school improvement, examination of proposed thinking skills for use in primary, middle, or high schools; in Chicago, varied programs (i.e., youth education, employment, day care policy)</p>
<p>Matsusita Foundation (corporate foundation) One Panasonic Way Secaucus, NJ 07094 (201) 392-4132</p>	<p>Enhance effective learning in schools; enhance the skills and knowledge base of teachers, improve their working conditions, and attract capable people into the teaching profession; promote collaborations among schools and various other sectors of the community to enrich educational resources and support school improvement</p>
<p>Moore Foundation (private grantmaking) 50 East 91st Street, Suite 302 Indianapolis, IN 46240 (317) 848-2013</p>	<p>Programs at the elementary, middle, and senior high levels. Specific focus on programs to enhance a student's self-esteem and teach responsibility, problem-solving, and skills for living. Grants also for curriculum development and alternative programs</p>

LIMITATIONS

CONTACT PERSONS

Interest in literacy and thinking; skills is on a national level; special grants program has local focus

James M. Furman, Executive Vice-President

Rebecca R. Riley, Director of Special Grants Program.

No grants to individuals, endowments, capital and annual fund raising campaigns, building construction, out-of-country organizations, cultural performances or exhibitions except as they are related to the defined program areas; journals; regular conferences of professional organizations

Sophie Sa, Executive Director

Most educational grants are given to the Indianapolis area, but there is interest in spreading these programs statewide. Grants mostly given on an annual basis—in some instances, the grants may be for a program for two years. No grants to individuals

Martin J. Moore, President

Joan R. Barrett, Program Coordinator

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NAME OF FUNDER	AREA OF INTEREST
<p>The Prudential Foundation (corporate foundation) 4 Prudential Plaza Newark, NJ 07101 (201) 877-7354</p>	<p>Basic skills education, computer literacy, teacher enhancement, encouraging parental involvement, enhancing educational opportunities for underprivileged students</p>
<p>Charles H. Revson Foundation (private grantmaking) 444 Madison Avenue New York, NY 10022 (212) 935-3340</p>	<p>—dropout prevention —literacy —management and budget for maximum instructional emphasis</p>
<p>The Rockefeller Foundation (private grantmaking) 1133 Avenue of the Americas New York, NY 10036 (212) 869-8500</p>	<p>Major focus on strengthening secondary education through the arts and humanities. School/college collaborations that can serve as models for other districts are of particular interest. Support focused on systemwide projects in urban areas rather than on individual teachers or schools.</p>
<p>Winthrop Rockefeller Foundation (private grantmaking) 308 East 8th Street Little Rock, AR 72202 (501) 376-6854</p>	<p>Critical thinking, staff development, and general projects</p>
<p>The Smart Family Foundation (private grantmaking) 335 Madison Avenue, 18th Floor New York, NY 10017 (212) 682-7073</p>	<p>Revitalization of teaching as a profession and school renewal</p>
<p>The Standard Oil Company (OHIO) (corporation) Corporate Contributions 200 SOHIO Cleveland, OH 44114 (216) 586-8626</p>	<p>Improvement of math, science, and computers in classrooms, primarily at the junior high level, although not restricted to that level. Programs generally involve strong inservice component with activities-based curriculum</p>

LIMITATIONS	CONTACT PERSONS
No grants to organizations that are not tax exempt	Mary O'Malley, Assistant Secretary
<ul style="list-style-type: none"> —New York City or national —one to four years —grants primarily for impact on public policy 	Diana List Cullen, Administrative Officer
Grants in the U.S. No funds for endowment or capital expenditures	<p>Alberta Arthurs, Director for Arts and Humanities</p> <p>Steven D. Lavine, Associate Director for Arts and Humanities</p> <p>Bruce E. Williams, Assistant Director for Equal Opportunity</p>
Grants in Arkansas only	Jackie Young, Program Officer
Under review	<p>Deborah Wadsworth Executive Director</p> <p>Arlene N. Fliesler, Grants Administrator</p>
Generally limited to communities where Standard Oil is a significant presence, as either employer or marketer. Model programs may be developed elsewhere but piloted in a city of relevance to the company	Sondra J. Harris, Program Associate

P R I V A T E F U N D I N G

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NAME OF FUNDER	AREA OF INTEREST
<p>W. Clement and Jessica V. Stone Foundation (private operating) 111 East Wacker Drive, #510 Chicago, IL 60601 (312) 565-1100</p>	<p>Provides technical assistance to educational institutions with on-site programs for faculty and students. Programs are motivational in nature. They provide participants experiences in: developing a positive mental attitude, identifying strengths, developing personal patterns for success, improving self-esteem, goal setting, and values clarification</p>
<p>Turrell Fund (private grantmaking) 33 Evergreen Place East Orange, NJ 07108 (201) 678-8580</p>	<ul style="list-style-type: none"> —preparatory schools —alternative schools —special education
<p>Union Electric Company (corporation) P.O. Box 149 St. Louis, MO 63166 (314) 554-2817</p>	<ul style="list-style-type: none"> —alternative high school programs —science and math programs —Junior Achievement
<p>The San Francisco Foundation (community foundation) 500 Washington Street, 8th Floor San Francisco, CA 94111 (415) 392-0600</p>	<p>Supports projects in education that enhance elementary and secondary achievement, with special emphasis on the basic skills of math, science, and language arts</p>
<p>Washington National Insurance Co. (corporate) 1630 Chicago Avenue Evanston, IL 60201 (312) 570-5723</p>	<p>Vocational, pre-employment education/preparation. Enhancement of "basics," particularly among low-income minorities</p>

LIMITATIONS	CONTACT PERSONS
<p>On-site program available throughout the country. Programs are free to nonprofit institutions. However, travel expenses are usually covered by institutions or organizations requesting these programs. Programs vary in duration from a two-hour session to ongoing weekly or monthly sessions</p>	<p>Maree G. Bullock, Executive Director</p>
<p>Support limited to New Jersey and Vermont. No grants to individuals or endowment funds, or for research or studies</p>	<p>Carl Fjellman, Executive Director</p>
<p>Charitable contributions exceeding \$2,500 are reviewed and approved by the Contributions Committee of the Board of Directors. Contributions of less than \$2,500 are made directly by the company to the organizations. Grants are confined almost exclusively to the geographic area served by the company (Missouri, Illinois, and Iowa)</p>	<p>Patricia Barrett, Manager Community Affairs</p>
<p>Serves the five Bay Area counties of Alameda, Contra Costa, Marin, San Francisco, and San Mateo</p>	<p>Bernice B. Brown, Program Executive Jane Rogers, Program Executive Christine Cuevas, Program Executive</p>
<p>Programs must operate in communities in which home or field operations are located. Primary geographic focus is Evanston and the city of Chicago, north of downtown. No capital or endowment campaigns</p>	<p>Carol Laughlin, Public Affairs Representative</p>

School-Business Partnerships



- Elementary students in Ferndale, Michigan, put in a well-received plug for public education last February—with help from a local grocery chain. On a sizable supply of brown grocery bags furnished by the company, they drew valentines saying “Happy Valentine’s Day from your friends in the Ferndale schools,” along with their first names. The bags were interspersed with the regular supply.
- An idea that has made a big impression in several localities is to transport school classes lock, stock, and chalkboard to a local shopping mall for a week and give a demonstration of the excitement of learning. The students quickly lose their self-consciousness about their new surroundings, and school goes on pretty much as usual. The demonstration not only creates greater community support of the schools but generates heavy shopping traffic for the merchants as well.
- In Columbia, South Carolina, the owner of two Burger King franchises in the attendance area of Seven Oaks Elementary School provides publicity on his marquee for school events.
- The widely acclaimed BOOK IT! National Reading Incentive Program sponsored by Pizza Hut, Inc., offers free pizzas for students who meet teacher established reading goals.
- In some cities, the Chamber of Commerce has begun holding occasional meetings at a school building during the regular school day so business leaders can have an opportunity to see a major community asset in action. Many C of C members have said that they were especially

impressed by the businesslike atmosphere of today's schools.

- Scientists and engineers at a Monsanto plant in Springfield, Massachusetts, invite groups of teachers to come to the plant for six day-long seminars including lectures, demonstrations, and question and answer sessions designed to update the teachers' knowledge about the advanced technology in use there.
- In an Adopt-a-School program in Dallas, Texas, more than 400 companies are annually providing nearly \$3 million in cash, services, and materials to more than 200 public schools there. The program was started a decade ago by 13 businesses, 15 religious groups, and six other organizations. The number of adopting organizations now exceeds 2,150.
- Three industry-sponsored student academies have been established in Philadelphia—an electrical academy in one high school, a business academy in another, and an aviation academy in a third. The participating firms provided both equipment and expertise in setting the academies up.
- In a reprise of a program it has conducted in New York City, Mobil Corporation is contributing more than \$600,000 over three years to bring performing artists into the schools of Washington, D.C.
- In New Castle County, Delaware, the Greater Wilmington Development Council has published an elaborate 60-page *Cultural Resources Guide* that gives teachers a catalog of available field trips for their classes. The Council has also

launched a minigrant program offering teachers \$600 each to supplement their classroom activities.



Such school-business partnerships are spreading, and the partnerships are becoming more sophisticated and productive. It would appear that such cooperative activity is likely not just to continue but to expand. Business assistance will not supplant public support through tax dollars, but it can enrich the effort—with benefits to the schools and to business alike.

As schools and businesses have worked together over the last decade, some useful guidelines have been developed. Here is some advice for educators developed by the Private Industry Council of Washington, D.C.:



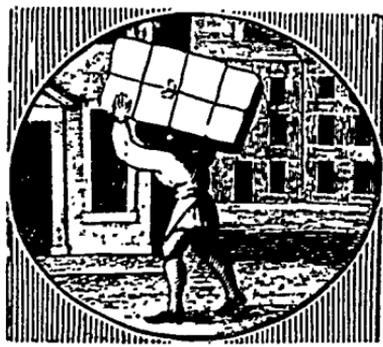
- It is vital to establish measures of progress and success. Business wants to see an outcome—a product—that can be measured. Business people don't want to be tied to losers, the council notes, recommending that everybody agree up front on the goals of the partnership, how those goals are to be achieved, and how the effort

- is to be evaluated.
- Collaboration takes time but it can't take forever. Make things happen. The goal of collaboration is not collaboration.
- Collaboration is like music—it involves clever improvisation. Get off the dime and push forward, even if you don't have all the answers. Don't talk about starting a study aimed at improving math instruction in five years. Parents want to know "What about my kid today?"
- Particularly at the beginning, it is a good idea to meet on neutral turf, perhaps with the help of a go-between. In many communities a private industrial council exists to perform this kind of matchmaking.
- Collaboration requires regular attention. In large districts this can mean assigning it to someone as a full-time job. And the person assigned should be someone who

speaks business's language, or at least doesn't talk education lingo.

- Understand what businesses want from the schools. It's not a one-way street. For example, surveys indicate that business people say they want students to be functionally literate at a minimum, to have had broad preparation in career education, and to have had effective training not only in the basic skills but in attitudes and work habits as well.

Most important, says Michael Gilbert, the council's executive director, schools should be run in a businesslike manner in the sense that they see themselves as being accountable for what they do. Don't expect business to be entirely and eternally altruistic. Being able to "show a profit"—in the form of appropriately educated young people—is the best way schools can assure cooperation and support from the business community.



ERIC: Education's Research Storehouse

201



f the nation's computerized databases, none is as frequently searched as ERIC, the

Educational Resources Information Center. Containing more than 500,000 documents, ERIC receives 2.7 million inquiries annually and in response to them sends out more than 30 million bibliographic records or primary documents. Fully one-third of all persons employed in the education community have used the system, and 80 percent of these users work in elementary and secondary schools.

Founded by the U.S. Office of Education in 1966 and now administered by the Department of Education's Office of Educational Research and Improvement, ERIC provides ready access to the latest of-the-art information on

every conceivable subject in education. It includes research studies, program descriptions and evaluations, conference proceedings, bibliographies, curriculum guides, journal articles, and other education materials.

Thus, ERIC has the information to help state and local school administrators make sound decisions in just about any management or academic area.

Using its resources a state can learn what other states are doing in regard to teacher and student competency testing. A local school board can find suggestions about how to attract more science and mathematics teachers. A district's business manager can get information on self-insurance arrangements with nearby school systems toward curtailing skyrocketing insurance costs.

Similarly, ERIC has material on

202 improving management and academic programs and on reducing classroom paperwork so as to give teachers more time to teach. Teachers can locate comparisons of the various software materials available for computer instruction in mathematics, or tips on working with immigrant children who enter the classroom speaking virtually no English.

Now in its third decade, ERIC was founded to help the Office of Education keep track of, and give the research community access to,

Currently some 27,600 colleges, school systems, independent research organizations, and institutions—including many outside the United States—contribute documents and journal articles to the system. And 3,269 U.S. institutions provide access to ERIC products. Organizationally, ERIC has three components.

- Central ERIC in Washington, D.C., sets policy, allocates federal funds, and monitors other system components. Surprisingly, only 4.1 percent of the system's costs, \$136



the thousands of research studies being generated with federal education funds.

It began with a database of only about 10,000 items. Thus in 1973 a request for information on school discipline produced only three relevant document abstracts and on drug abuse, just 25. Today ERIC can provide hundreds of abstracts on both subjects. And anyone, not just researchers, can retrieve documents from the system or submit material to be considered by panels of experts for inclusion in the database.

million in 1985, are met by Department of Education funds. College and university budgets and state and local resources provide most of ERIC's support.

- Sixteen clearinghouses, each devoted to a specific aspect of education such as educational management or reading and communication skills (see box). In addition to collecting literature, ERIC clearinghouses analyze and synthesize it into research reviews, bibliographies, and interpretive studies. Among them the clearinghouses respond to some

15,000 user inquiries a year.

• Support services, including a central editorial and computer facility that maintains the database, a reproduction center to provide microfiche or hard copies of requested documents, and a commercial publisher.

Some 1,200 documents each month pass the selection criteria of the ERIC clearinghouses. Abstracts are published monthly in *Resources in Education*. Since 1966, 253,000 studies, reports, curriculum guides, and other materials have come to the attention of ERIC users through this publication. It has about 2,000 subscribers, mostly libraries.

A companion monthly, *Current Index to Journals in Education*, contains abstracts of articles in over 760 education-related journals. Some 323,300 titles have appeared since its inception in 1969.

Nearly all school districts subscribe to these two publications, and they alone can give the user access to the ERIC system. Documents can be requested by mail or telephone.

Microfiche collections bring ERIC resources still closer. Most state

departments of education and college and university libraries, as well as many local school districts, are microfiche subscribers, receiving about 19,500 cards annually.

A computer terminal offers the fastest and most efficient way to search ERIC files. Most college and university libraries have this computer capability. ERIC's *Thesaurus of Descriptors* helps to narrow down the subject category to be searched. For example, a principal asking for curriculum materials to help learning disabled children would be deluged with thousands of titles. Confining the search to materials for children with dyslexia would turn up far fewer titles, a number the principal could reasonably request and study.

For potential users who don't know how or where to start, ERIC suggests contacting the nearest college library or subject matter clearinghouse.

School districts interested in setting up an online computer capability may contact one of the three vendors with whom ERIC contracts. (see page 205).



The Organizations That Make Up ERIC

Central ERIC

Office of Educational Research and Improvement
U.S. Department of Education
Washington, D.C. 20208
(202) 357-6089

Clearinghouses

Adult, Career, and Vocational Education

Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Counseling and Personnel Services
University of Michigan
2108 School of Education Building
Ann Arbor, Michigan 48109
(313) 764-9492

Educational Management
University of Oregon
1787 Agate Street
Eugene, Oregon 97403
(503) 686-5043

Elementary and Early Childhood
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-1386

Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
(202) 295-2597

Information Resources
Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
(315) 423-3640

Junior Colleges
University of California
Mathematical Science Building
Room 8118
405 Hilgard Avenue
Los Angeles, California 90024
(213) 875-3931

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 328-3870

Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
(505) 646-2623

Science, Mathematics and
Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
(614) 422-6717

Social Studies/Social Science
Education
Indiana Social Study Development
Center
2805 East 10th Street
Bloomington, Indiana 47405
(812) 335-3838

Teacher Education
American Association of Colleges for
Teacher Education
One Dupont Circle, Suite 610
Washington, D.C. 20036
(202) 293-2450

Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08451
(609) 734-5176

Urban Education
Teachers College, Columbia University
Box 40
525 West 120th Street
New York, New York 10027
(212) 678-3433

Vendors for On-Line Computer Access

Bibliographic Retrieval Services
 1200 Route 7
 Latham, New York 12110
 (800) 345-4277

DIALOG Information Services
 3460 Hillview Avenue
 Palo Alto, California 94304
 (800) 334-2564

System Development Corporation
 2500 Colorado Avenue
 Santa Monica, California 90406
 (213) 820-4111

The National Assessment of Educational Progress



The National Assessment of Educational Progress (NAEP) is a continuing national

survey of the knowledge, skills, understanding, and attitudes of young Americans in major areas of learning.

NAEP was brought into being in 1968, with initial funding from the Carnegie Corporation of New York and later the Ford Foundation. Today NAEP is supported entirely by the U.S. Department of Education and conducted by the Educational Testing Service under a grant from the Department's Office of Educational Research and Improvement.

NAEP's Purposes

NAEP's primary purposes are to carry out an assessment of the performance of children and young

adults in basic educational skills and to disseminate the resulting information to the federal government, the education community, legislators and other decision makers, and the general public.

In achieving these ends, National Assessment collects (and reports on at least once every five years) data measuring the performance of students at various ages and grade levels in the basic subjects of reading, mathematics, and science, and in seven other areas.

Each assessment involves about 100,000 youngsters in six groups—9-year-olds, 13-year-olds, and 17-year-olds, and students in grades 3, 7, and 11.

Over a period of time, achievement trends can be discerned that provide important information for education decision

makers at all levels.

There is much to ponder, for example, in the accompanying charts from the Department's 1986 report on *The Condition of Education* indicating that . . .

In *reading* proficiency

- Students at ages 9, 13, and 17 were reading better in 1984 than they were in 1971. Nine- and 13-year-olds improved through the 1970s and 17-year-olds improved between 1980 and 1984. The recent improvements by 17-year-olds may in part reflect earlier improvements at ages 9 and 13.
- Six percent of 9-year-olds in 1984 could not do rudimentary reading exercises and were in danger of future school failure. Forty percent of 13-year-old students and 16 percent of 17-year-old students had not acquired intermediate reading skills, and

may have had difficulty reading the range of academic material they encountered in school.

- The majority (61 percent) of 17-year-old students are unable to perform at the adept level, and few (5 percent) have advanced reading skills.

In *mathematics*

- From 1973 to 1982, mathematics performance was relatively stable for 9-year-olds, improved for 13-year-olds, and declined for 17-year-olds.

In *science*

- During 1970 to 1982, science performance showed overall declines for all age groups.

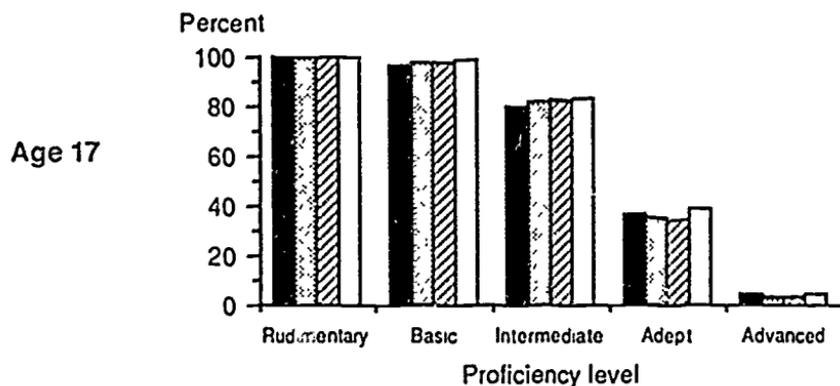
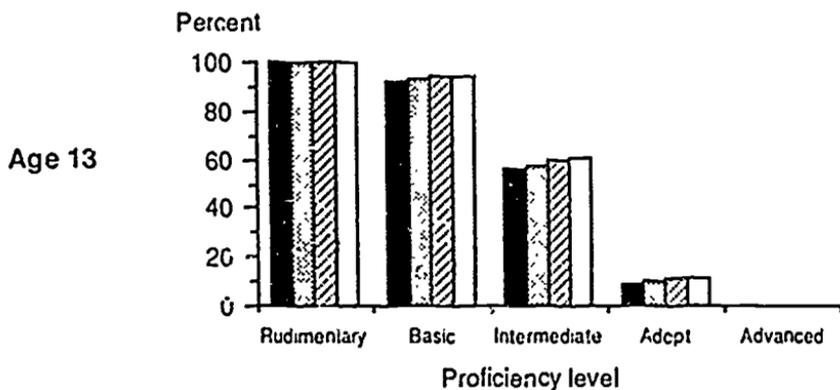
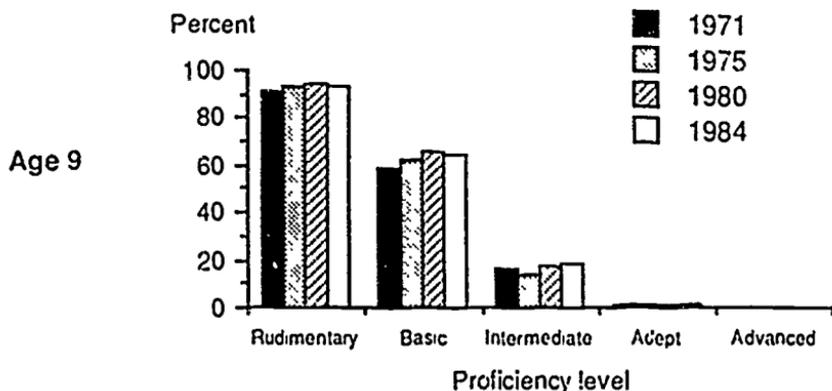
Reports on national assessments are available from NAEP's offices in Princeton, New Jersey 08541-6710, and through the 600 depositories of the government-sponsored ERIC system.

(See following two pages)



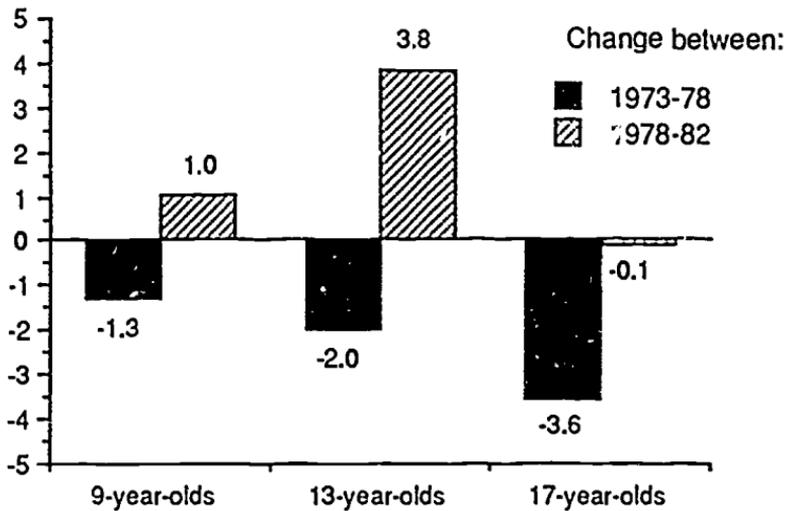
Reading

School year ending:



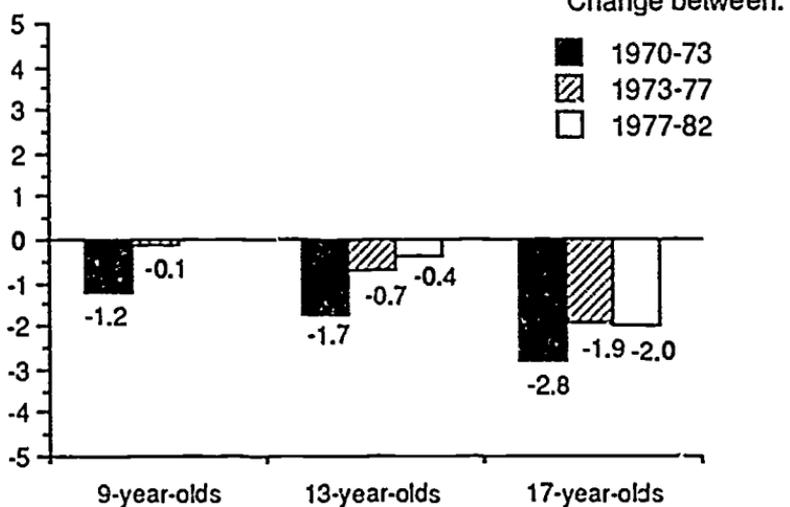
Mathematics

Change in percent correct



Science

Change in percent correct



SOURCES. National Assessment of Educational Progress and the Science Assessment and Research Project.

Recent Court Rulings Affecting the Schools



Church and State

Mozert v. Hawkins County Public Schools

U.S. District Court for the District of Tennessee
October 24, 1986

The court ruled in favor of fundamentalist Christian parents who claimed that their children were being forced to read textbooks that offended their religious beliefs. Supporting the parents' charge that the textbooks impose the teaching of "secular humanism"—described as a concept that people are responsible for their own destiny—the judge ruled that the public schools must excuse fundamentalist children from reading classes that violate their religious tenets.

The plaintiffs charged that the
ling material objected to in the

case promotes feminist themes, atheistic humanism, vegetarianism, pacifism, and world government. Among the books cited were *The Wizard of Oz*, deemed objectionable for teaching that traits such as courage, intelligence, and compassion are personally developed rather than God-given, and *The Diary of Anne Frank* on grounds it supports toleration of all religions.

The judge suggested that the parents teach their children to read at home.

Grove v. Mead School District No. 354

Ninth U.S. Circuit Court of Appeals
February 2, 1985

To include Gordon Parks' *The Learning Tree*, a story of racism and life in a black family, in a high school English curriculum does not

violate the First Amendment, the court ruled in the suit brought by a fundamentalist Christian student. She claimed the classroom use of the book amounted to the establishment of "secular humanism" as a religion, thus preventing the free exercise of her religion. While *The Learning Tree* is not about religion, the court cited Supreme Court decisions permitting the literary study of such religious books as the Bible under the First Amendment. The court chided the student for implying that "secular" and "humanist" are code words for "antireligious."

Wallace v. Jaffree
U.S. Supreme Court
June 4, 1985

Reaffirming its 1962 decision against organized school prayer, the court overturned an Alabama voluntary "moment of silence" school prayer law. The ruling does not prevent schools from providing daily meditation periods, but students may not be told that prayer is one of the meditation options. In his dissent, Chief Justice Warren Burger wrote that the decision "manifests not neutrality but hostility toward religion."

Aguilar v. Felton and Grand Rapids School District v. Ball
U.S. Supreme Court
July 1, 1985

In both cases, the court found that the use of public funds, federal or state, to pay public school teachers to teach in religious schools violates the First Amendment Establishment clause. *Aguilar v. Felton* concerned the use by the

New York City school district of federal Chapter I (Education Consolidation and Improvement Act) funds to provide remedial mathematics and English instruction for disadvantaged children in parochial schools. Such children are eligible for Chapter I services. However, the court said that providing the services on religious school property excessively involves the school district with religion. In the Grand Rapids case, the court struck down the use of state funds to pay public school teachers who provided remedial and enrichment programs in religious schools.

Aguillard v. Edwards
Fifth U.S. Circuit Court of Appeals
July 8, 1985

The court ruled invalid a Louisiana statute requiring public schools to teach "creation science" whenever "evolution science" is taught, because the practice violates the First Amendment Establishment clause. The court noted that creationism is a religious belief, and that religious fundamentalists have long opposed the teaching of evolution. The U.S. Supreme Court agreed to review the decision.

May v. Cooperman
Third U.S. Circuit Court of Appeals
December 24, 1985

Even though the word *prayer* was not mentioned, the court overturned a New Jersey statute requiring that public schools "permit students to observe a 1-minute period of silence to be used solely at the discretion of the individual student . . . for quiet and private contemplation and

212 introspection." The First Amendment Establishment clause was violated, the court held, because the state's real purpose was to accommodate students who wanted to pray, and this constituted a religious purpose.

Witters v. Washington Department of Services for the Blind
U. S. Supreme Court
January 27, 1986

The court overturned a Washington State Supreme Court decision denying state financial aid to a blind student studying to be a minister. The state court had denied aid on grounds of separation of church and state. Justice Thurgood Marshall, writing for the high court, said that Washington's vocational education program for the blind did not promote religion since "no more than a miniscule amount of the aid under the program is likely to flow to religious education."

Desegregation

U.S. v. Yonkers Board of Education
U.S. District Court, Southern District of New York
November 20, 1985

In what is apparently the first case linking racial discrimination in public housing and schools, the federal government filed suit against the city and school board of Yonkers, New York. Citing the extreme concentration of subsidized public housing in Southwest Yonkers and a neighborhood school placement policy for children living there, the court found that the city and school board had, indeed, worked in concert to maintain racial segregation.

Riddick v. School Board of the City of Norfolk
U. S. Supreme Court
June 16, 1986

Without a full hearing on the case, the court allowed Norfolk, Virginia, to proceed with plans to abandon the busing of elementary school children in the 1986-87 school year in favor of neighborhood school placement. This means 10 of the district's 36 elementary schools will have at least a 96 percent black student enrollment. The decision upheld a ruling issued by the Fourth U.S. Circuit Court of Appeals on February 6, 1986, and made Norfolk the first U.S. city to win court approval to discontinue a busing program that successfully integrated schools. The high court concurrence was regarded as a victory for the Reagan administration.

Kromnick v. School District of Philadelphia
Third U.S. Circuit Court of Appeals
July 17, 1984

The court held that a school system may transfer both minority and white teachers among schools to maintain racial integration of the faculty without violating the Constitution's Equal Protection clause or Title VII of the Civil Rights Act of 1964. A lower court had found that while the policy may be lawful to *achieve* faculty integration, it cannot be used to *maintain* integration unless the school district can show that faculty ratios would otherwise revert to prior levels of segregation. The circuit court reversed this decision, saying the transfer policy was "patently valid" because it served a legitimate government objective.

The policy permits the transfer of the overrepresented race from a school even though these teachers may have more seniority than those allowed to stay.

Discrimination

Wygant v. Jackson Board of Education

U.S. Supreme Court
May 19, 1986

The Jackson, Michigan, school board violated the Constitution's Equal Protection clause, the court ruled, when it laid off white teachers with seniority in order to

decision as a victory even though black teachers with less seniority will be the first to go in a workforce cutback in Jackson schools. Hiring goals run counter to the Reagan administration efforts to confine affirmative action plans to actual victims of discrimination rather than to entire racial groups.

Education for the Handicapped

School Committee of the Town of Burlington v. Massachusetts Department of Education

U.S. Supreme Court
April 29, 1985



maintain its workforce percentage of black teachers. The practice was held unconstitutional even though the teachers union had concurred. However, Justice Lewis F. Powell, Jr., joined by three other justices, said that broad affirmative action plans with hiring goals for minorities might be permitted. This means that public employers for the first time have the court's blessing to use carefully tailored hiring goals to increase the number of minority employees. Civil rights groups the reverse discrimination

Public school officials must reimburse parents for the cost of private school placement for a handicapped child, the court decided, if the individualized education program developed for the child in a public school setting is deemed inadequate by the parents and a federal court concurs. The court pointed out that the Education for All Handicapped Children Act (Public Law 94-142) mandates a "free appropriate public education" for all disabled students and gives federal courts broad

214 discretion to grant relief to parents dissatisfied with what a public school can offer. The court held that this mandate covers retroactive reimbursement of private school costs.

David D. v. Dartmouth School Committee

First U.S. Circuit Court of Appeals
November 15, 1985

Where state standards for providing educational services to handicapped children are higher than those provided under the federal Education of the Handicapped laws the court ruled that an eligible child is entitled to the higher state level of services. In making the decision, the court found no Eleventh Amendment bar to federal court enforcement of the higher state standards, which were incorporated into federal law with passage of Public Law 94-142.

Federal Budget Deficit

Synar v. U.S.
July 7, 1986

The court struck down on constitutional grounds a major provision of the Balanced Budget and Deficit Reduction Act of 1985, better known as Gramm-Rudman-Hollings. The court ruled that the provision giving the Comptroller General, who works for Congress, the authority to trigger the law's automatic budget cuts impinges upon the authority of the executive branch, which originates budget requests. Congress anticipated the ruling and created a fallback position in the law. Under it, members will have to vote on, and

the President must approve, the budget reductions automatically mandated by the law to eliminate the federal deficit by 1991. The impetus for budget-balancing remains, and severe budget cuts are still anticipated in most domestic programs. However, the court's decision invalidated the reductions made in 1986. For Department of Education programs, these cuts totaled \$170.9 million.

Repayment of Federal Funds

Bennett v. New Jersey and Bennett v. Kentucky
U.S. Supreme Court
March 19, 1985

States must repay federal funds used illegally, even if in good faith, to provide compensatory education services to disadvantaged children. This high court decision overturned appeals court rulings in both cases. New Jersey officials argued that Congress in 1978 legalized the services they had provided in 1970-72 to children in schools that were not eligible for such services under Title I of the Elementary and Secondary Education Act (now Chapter I of the Education Consolidation and Improvement Act). Justice Sandra Day O'Connor wrote that "neither the statutory language nor the legislative history indicates the Congress intended the substantive standards . . . to apply retroactively." In Kentucky, Title I funds were used for the entire educational program of children placed in special readiness classes. The practice was illegal, the court found, because federal funds were intended to supplement, but not supplant, state and local resources.

Students Rights

New Jersey v. T.L.O.
U.S. Supreme Court
January 15, 1985

Citing "major social problems" in schools, the court gave school officials the right to search students suspected of carrying weapons, drug dealing, or just violating school rules. Writing for the majority, Justice Byron R. White declared that constitutional restrictions on police searches of suspects in criminal cases—the need for warrants and clear probable cause—do not apply in schools. The ruling, however, still prohibits unreasonable searches. New Jersey officials had argued that students have no rights to be free from searches.

Carla Odenheim et al. v. Carlstadt-East Rutherford School District
New Jersey Superior Court
December 10, 1985

A school board policy requiring all students in a Bergen County high school to submit to drug testing, the nation's first such blanket testing program, was ruled unconstitutional by the court. The board contended that drug use was an illness subject to the same mandatory medical examinations of students used to identify diabetes and other ailments. The court disagreed, saying that the school was trying "to control student discipline under the guise of medical procedure."

Brewer v. Austin Independent School District
Fifth U.S. Circuit Court of Appeals
January 14, 1986

A student found with marijuana and drug paraphernalia on the school campus admitted owning but not selling the drug to other students. He was given the maximum period of suspension by school officials who said that they were "99 percent sure the student was dealing." The court upheld the school's decision "because the punishment (the student) received for the offense was within the limits authorized by district policy."

Bethel School District No. 403 v. Fraser
U.S. Supreme Court
July 7, 1986

Restricting the First Amendment rights of public school students, the court held that school officials have broad leeway to discipline students for using "vulgar and offensive" language. Reversing lower court decisions, the high court sustained the suspension of a high school student who used sexual references but no obscene words in a school assembly nominating speech on behalf of a student body candidate.



Major National Education Organizations



American Alliance for Health,
Physical Education, Recreation
and Dance
1900 Association Drive,
Reston, VA 22091
(703) 476-3400
Interim Executive Vice
President: Hal Haywood
Periodicals: *Journal of
Physical Education,
Recreation, and Dance;*
*Research Quarterly for
Exercise and Sport;*
UPDATE; Health Education;
Fitting In (fitness newsletter
for fifth and sixth graders)
1987 national convention—
April 13-17, Las Vegas,
Nevada
1988 national convention—
April 6-10, Kansas City,
Missouri
Established in 1885, The American
Alliance for Health, Physical
Education, Recreation and Dance is

an educational organization
structured for the purpose of
supporting, encouraging, and
providing assistance to member
groups throughout the nation as
they seek to initiate, develop, and
conduct programs in health,
physical education, leisure, and
movement-related activities for the
enrichment of human life.
Composed of six member
associations, the organization is
governed by an appointed board of
governors and an elected executive
committee.

American Association for Adult and
Continuing Education
1201 16th Street, NW,
Suite 230
Washington, DC 20036
(202) 822-7866
Executive Director: Judith
Ann Koloski
Periodicals: *Lifelong*

Learning; Omnibus of Practice and Research; Adult Education Quarterly; AAACE Newsletter

1987 national convention—
October 26-29, Washington,
D.C.

1988 national convention—
November 2-5, Tulsa,
Oklahoma

The American Association for Adult and Continuing Education provides a forum where educators of adult students can speak out on issues, and take actions that improve public awareness, understanding, and support for adult and continuing education.

American Association for
Counseling and Development
5999 Stevenson Avenue,
Alexandria, VA 22304
(703) 823-9800

Executive Vice President:
Patrick J. McDonough
Periodicals: *Guidepost*;
*Journal of Counseling and
Development*

1987 national convention—
April 23-25, New Orleans,
Louisiana

1988 national convention—
March 20-23, Chicago,
Illinois

The American Association for Counseling and Development (formerly the American Personnel and Guidance Association) is a private, nonprofit organization dedicated to the growth and enhancement of the counseling and human development profession. Founded in 1952, AACD is a membership association with more than 48,000 members in the U.S. and 50 foreign countries. It provides leadership training,

continuing education opportunities, and advocacy services for its members.

AACD has been instrumental in setting professional and ethical standards for the counseling profession; has made strides in accreditation, licensure, and national certification; and represents members' interests with other professional associations, before Congress, and with federal agencies.

AACD members work in education settings from preschool through higher education, in mental health agencies, community organizations, correctional institutions, employment agencies, rehabilitation programs, government, business, industry, research facilities, and private practice.

American Association of Colleges
for Teacher Education
One Dupont Circle, NW,
Suite 610, Washington, DC
20036
(202) 293-2450

Executive Director: David G.
Imig

Periodicals: *Journal of
Teacher Education: Briefs*
1987 national convention—
February 12-15, Washington,
D.C.

1988 national convention—
February 17-21, New
Orleans, Louisiana

The American Association of Colleges for Teacher Education is a national, voluntary organization of colleges and universities that prepare the nation's teachers and other education personnel. As the fulcrum for innovation in teacher education, AACTE provides a locus

218 for discussion and decision-making on professional education issues of state, national, and international significance. AACTE is dedicated to improving teacher preparation programs and overall professional performance, and represents teacher education interests before Congress, state legislatures, the media, and others.

**American Association of
Community and Junior Colleges**
One Dupont Circle, NW,
Suite 410, Washington, DC
20036

(202) 293-7050

President: Dale Parnell
Periodicals: *Community,
Technical, and Junior
College Journal; AACJC
Letter*

1987 national convention—
April 22-25, Dallas, Texas
1988 national convention—
April 24-27, Las Vegas,
Nevada

The American Association of
Community and Junior Colleges is a
national association representing—
and providing advocacy, leadership,
and service to—the 1,221
community, technical, and junior
colleges throughout America.

**American Association of School
Administrators**

1801 North Moore Street,
Arlington, VA 22209
(703) 528-0700

Executive Director: Richard
D. Miller

Periodicals: *Annual Report;
The School Administrator;
The Job Bulletin*

1987 national convention—
February 20-23, New

Orleans, Louisiana
1988 national convention—
February 19-22, Las Vegas,
Nevada

The American Association of School
Administrators, founded in 1865,
serves more than 18,000 members
who include school
superintendents, central office
administrators, school principals,
board members, professors of
educational administration, and
other local, state, and federal
education officials.

AASA:

- Seeks excellence in educational
administration;
- Initiates and supports laws,
policies, research, and practice to
improve education;
- Promotes programs and activities
that focus on leadership for
learning and educational
excellence; and
- Fosters a climate in which quality
education can thrive.

AASA programs include the
following:

- The annual AASA convention,
which draws from 15,000 to
20,000 educational leaders from
around the world.
- The national Academy for School
Executives, which provides
professional development
seminars to help school
administrators increase their
knowledge and skills.
- The National Center for the
Improvement of Learning, which
focuses on sharing information,
ideas, and research to help
administrators more effectively
manage curriculum and
instruction and improve learning.

The association is governed by a
nationally elected executive
committee, consisting of six

members, plus the president, president-elect, and vice president. The immediate past president and executive director serve in an ex officio capacity. Each year, a delegate assembly is constituted to assist AASA in developing policy and position statements on a number of vital issues.

American Association of School

Personnel Administrators

6483 Tanglewood Lane,
Seven Hills, OH 44131
(216) 524-3030

Executive Director:

Raymond E. Curry

Periodicals: *AASPA Bulletin;*

Annual Directory of

Personnel Practices and
Programs

1987 national convention—
October 19-23, San Diego,
California

1988 national convention—
October 16-20, Valley Forge,
Pennsylvania

The American Association of School Personnel Administrators promotes the professional development of public school administrators involved with human resources management.

American Association of University
Professors

1012 14th Street, NW, Suite
500, Washington, DC 20005
(202) 737-5900

General Secretary: Ernst
Benjamin

Periodical: *Academe*

1987 national convention—
June 19-20, Los Angeles,
California

1988 national convention—
not yet determined

American Association of

University Professors represents college and university faculty concerning academic freedom and tenure issues and standards governing professional relationships in the academic community. AAUP members, including 52 campuses where AAUP is the elected bargaining representative, number 52,000 from 1,200 campuses across the country.

American Council on Education

One Dupont Circle, NW,
Suite 800, Washington, D.C.
20036

(202) 939-9300

President: Robert H. Atwell

Periodicals: *Higher*

Education and National

Affairs; Educational Record

1987 national convention—
October 26-28, Washington,
DC

1988 national convention—
October 3-5, Boston,
Massachusetts

The American Council on Education is the umbrella organization for colleges and universities in the United States. Membership, about 1,500, is composed of colleges and universities, from two-year to graduate schools, and other higher education associations.

American Council on the Teaching
of Foreign Languages, Inc.

579 Broadway,
Hastings-on-Hudson, NY
10706

(914) 478-2011

Executive Director:

C. Edward Scebold

Periodicals: *Public*
Awareness Network
Newsletter; Foreign

Language Annals

1987 national convention—
November 20-22, Atlanta,
Georgia
1988 national convention—
not yet determined

The American Council on the Teaching of Foreign Languages is dedicated to advancing the teaching of all foreign languages at all levels of instruction and to serving the interests of the foreign language teaching profession.

The membership of approximately 8,000 includes foreign language educators of all languages at all levels of instruction throughout the world.

American Educational Research Association

1230 17th Street, NW,
Washington, DC 20036
(202) 223-9485

Executive Director: William
J. Russell

Periodicals: *Educational Researcher; American Educational Research Journal; Journal of Educational Statistics; Educational Evaluation and Policy Analysis; Review of Educational Research*

1987 national convention—
April 20-24, Washington,
D.C.

1988 national convention—
April 5-9, New Orleans,
Louisiana

American Educational Research Association seeks to improve education by the encouragement and dissemination of research and evaluation. It has an international membership of 14,000.

American Federation of Teachers, AFL-CIO

555 New Jersey Avenue, NW,
Washington, DC 20001
(202) 879-4400

President: Albert Shanker
Periodicals: *American Teacher; American Educator; Public Service Reporter*

1988 national biennial convention—
July 1-6, San Francisco,
California

Established in 1916, the 620,000-member American Federation of Teachers of the AFL-CIO serves elementary and secondary teachers, college and university professors, and other nonsupervisory personnel in education. Although the AFT represents teachers in urban, suburban, and rural school districts throughout the country, its strongest concentration of members lies in the major U.S. cities.

The goal of AFT's founders was to form a national organization that would support full union rights for teachers and would agree that professional status and academic freedom can be achieved only through affiliation with the trade union movement.

The national office provides technical assistance to its state and local affiliates in organizing and collective bargaining activities, and provides support through its legislative, political action, public relations, human rights, research, educational issues, and editorial departments.

The AFT has more than 2,000 autonomous local affiliates that have their own constitutions, elect their own officers, set their own

dues structures, and formulate local goals and policies. In most states, AFT locals are affiliated with one another through AFT state federations.

The AFT delegate body is apportioned on the basis of local membership. The biennial AFT convention, attended by the delegates, is the highest national AFT policy-making body. Every two years delegates elect the AFT national president and the 34 vice presidents who make up the AFT executive council, a body that sets broad national policy for the organization. The elected president is the top administrative officer of the AFT.

American Home Economics Association

2010 Massachusetts Avenue,
NW, Washington, DC 20036
(202) 862-8300

Executive Director: Joan
McFadden

Periodicals: *Journal of
Home Economics; Home
Economics Research
Journal; AHEA Action*

1987 national convention—
June 29-July 2, Indianapolis,
Indiana

1988 national convention—
June 20-23, Baltimore,
Maryland

The 25,000 member American Home Economics Association serves as the voice of the home economics profession to improve the quality and standards of individual and family life through education, research, cooperative programs, and public information. AHEA members

economists employed in

business and industry, public schools, cooperative extension service, colleges and universities, entrepreneurial activities, and consumer information positions.

American Library Association

50 E. Huron Street,
Chicago, IL 60611
(312) 944-6780

Executive Director: Thomas
J. Galvin

Periodicals: *Choice, School
Library Media Quarterly;
Library Resources &
Technical Services;*

*Information Technology and
Libraries; Top of the News*

1987 national convention—

June 27-July 3, San
Francisco, California

1988 national convention—

July 9-14, New Orleans,
Louisiana

The American Library Association is the oldest and largest library association in the world. Founded in 1876, the ALA promotes libraries and librarianship toward assuring the delivery of user-oriented library and information service to the public. Its 42,000 members include librarians, libraries, library trustees, authors, publishers, information scientists, business firms, and friends of the library in the U.S., Canada, and abroad.

The ALA is recognized by the U.S. Secretary of Education and by the Council on Postsecondary Accreditation as the only accrediting agency for American library education programs.

The association is governed by a council of 100 members elected at large, 51 members elected by state chapters, and 11 members elected by divisions. The executive board is

222 composed of the elected officers, the immediate past president, and eight members elected by the council from among the members of that body. The association is served by a staff of 200 and administered by an executive director.

American School Counselor Association

(Division of American Association for Counseling and Development)

5999 Stevenson Avenue, Alexandria, VA 22304 (703) 823-9800

Executive Director, AACD:

Patrick J. McDonough

Periodicals: *The School Counselor*; *Elementary*

School Guidance and Counseling; *ASCA Counselor*

Newsletter

1987 national convention—

April 22-25, New Orleans, Louisiana

1988 national convention—

March 20-23, Chicago, Illinois

The American School Counselor Association welcomes into membership school counselors, counseling and guidance directors, supervisors, administrators, and all others who are engaged in activities that have an impact on a student's success and well-being at school, work, and home. ASCA helps counselors and other youth advocates deliver more effective services by providing the means and information to enhance skills, support for self-evaluation, and research to measure counselor effectiveness. Its public relations, interprofessional relations, and government relations activities are

dedicated to strengthening counseling services on all education levels.

ASCA membership, currently approximately 10,000, is open to all AACD members engaged in school counseling or related activities at least 50 percent of the time. A regular member must have a bachelor's degree and an additional 15 semester hours graduate credit in courses related to guidance and counseling. Professional membership is also available.

American Society for Training and Development

1630 Duke Street, Box 1443, Alexandria, VA 22313 (703) 683-8100

Executive Vice President: Curtis E. Plott

Periodicals: *Training and Development Journal*;

Info-Line; *National Report*

1987 national convention—

June 21-26, Atlanta, Georgia

1988 national convention—

May 22-27, Dallas, Texas

The American Society for Training and Development (ASTD) is the world's largest membership organization for professionals who specialize in employee education and human resource development. Over 23,000 national members serve the field of employer-based training as instructors, managers, administrators, and researchers in a broad range of business, educational, government, and service organizations.

The society promotes the professional growth, competence, and effectiveness of its members; serves as the communications link for the human resource development community; and

supports public policy conducive to greater understanding and enhancement of human resource principles and programs.

The society supports over 140 local ASTD chapters. Specialized interests of members are met in subgroups which consist of six professional practice areas, 16 networks, and 36 industry groups.

ASTD is governed by a 12-member board of directors elected by the membership. A 19-member board of governors acts as an advisory council.

American Speech-Language-Hearing Association

10801 Rockville Pike,
Rockville, MD 20852
(301) 897-5700

Executive Director:
Frederick T. Spahr
Periodicals: *ASHA; Journal of Speech and Hearing Disorders; Journal of Hearing and Speech Research; Language, Speech and Hearing Services in Schools*

1987 national convention—
November 13-16, New Orleans, Louisiana
1988 national convention—
Boston, Massachusetts

The American Speech-Language-Hearing Association is a scholarly and professional organization of approximately 43,000 members who are speech-language pathologists, audiologists, and speech and hearing scientists working primarily in public schools, universities, community clinics, hospitals, and practice settings.

American Statistical Association
806 15th Street, NW,
Washington, D.C. 20005
(202) 393-3253

Executive Director: Fred C. Leone

Periodicals: *Journal of American Statistical Association; American Statistician; Amstat News*
1987 national convention—
August 17-20, San Francisco, California
1988 national convention—
August 8-11, Fort Collins, Colorado

The objectives of the American Statistical Association are to foster statistics and statistical applications, to promote unity and effectiveness of effort among all concerned with statistical problems, and to increase the contribution of statistics to human welfare. The 15,000 members of the association are located throughout the world.

American Vocational Association

1410 King Street,
Alexandria, VA 22314
(703) 683-3111

Executive Director: Charles H. Buzzell

Periodicals: *Vocational Education Journal, Update, Job Market*

1987 national convention—
December 4-8, Las Vegas, Nevada

1988 national convention—
December 2-6, St. Louis, Missouri

The American Vocational Association, formed in 1926, is a professional organization with a full-time commitment to helping individual vocational educators and institutions provide effective

224 programs of education for work. AVA's activities focus on legislation, program development, professional growth opportunities, organizational development, and public information.

The 50,000 membership is composed of vocational teachers, administrators, teacher educators, researchers, and guidance counselors involved in planning and conducting vocational programs at the secondary, post-secondary, and adult levels, and is divided into five geographical regions to provide a mechanism for greater involvement of state vocational associations.

The AVA board of directors and the assembly of delegates are AVA's policy-making bodies, and consist of representatives who reflect the views and interests of the various disciplines that fall under vocational education.

Association for Childhood
Education International
11141 Georgia Avenue, Suite
200, Wheaton, MD 20902
(301) 942-2443
Executive Director: James S.
Packer
Periodicals: *Childhood
Education; ACEI Exchange
Newsletter; Journal of
Research in Childhood
Education*
1987 national convention—
April 30-May 3, Omaha,
Nebraska
1988 national convention—
April 6-9, Salt Lake City,
Utah

The Association for Childhood Education International is a nonprofit professional organization devoted to the education and well-being of children, from infancy

through early adolescence. Membership of 12,000 includes teachers, teacher educators, school administrators, students of education, parents, and librarians. Through its newsletter and journals, its book publishing program, and its annual study conferences, the association encourages the continuing professional growth of its members. Additionally, local and state/province affiliates conduct programs that inform not only members but the larger community as well on issues of concern to children.

Association for Educational
Communications and Technology
1126 16th Street, NW,
Washington, DC 20036
(202) 466-4780
Association Manager:
Stanley D. Zenor
Periodicals: *TechTrends;*
*ECTJ; Journal of
Instructional Development;*
Access
1987 national convention—
February 25-March 1,
Atlanta, Georgia
1988 national convention—
January 14-19, New Orleans,
Louisiana

The Association for Educational Communications and Technology is an international professional association dedicated to the improvement of instruction through the full range of communication and technology. An umbrella organization of 4,900 members, it consists of nine related technical divisions and 14 affiliate organizations.

Association for Supervision and Curriculum Development
125 N. West Street,
Alexandria, VA 22314
(703) 549-9110

Executive Director: Gordon Cawelti

Periodicals: *Educational Leadership*; *ASCD Update*
1987 national convention—
March 21-24, New Orleans,
Louisiana

1988 national convention—
March 12-15, Boston
Massachusetts

The Association for Supervision and Curriculum Development focuses on general improvement of education through promotion of optimum school practices and programs. ASCD seeks to assure quality educational opportunities for all students, and to provide its members with effective information and training.

ASCD's origins go back to 1943. With a membership of 71,000, ASCD today calls itself the nation's largest education leadership organization. Its members include school superintendents, principals, directors, supervisors, professors, and teachers.

ASCD activities include an annual conference attended by 6,000-7,000 participants, a wide range of curriculum study institutes, a research information service, numerous individual projects, and a publications program that includes videotapes and other media.

In addition to individual members, ASCD maintains affiliated units in all states plus Germany, England, and Canada.

The association's governance arrangements include a 200 member board of directors to

set general policies; and a 13-member elected executive council (including the association's president, past president, and president-elect).

Association for the Advancement of International Education
Room 200, Norman Hall,
University of Florida,
Gainesville, FL 32611
(904) 392-1542

Executive Director: Gordon E. Parsons

Periodicals: *Inter-ed*; *AAIE Bulletin*

1987 national convention—
February 17-19, New Orleans, Louisiana

1988 national convention—
February 15-18, San Diego, California

The objective of the Association for the Advancement of International Education is to promote professional growth in the international schools located around the globe. AAIE also serves as a link between American educators and those who represent the overseas schools. Membership in AAIE includes 500 school heads from the U.S. and overseas plus many institutions of higher learning in the U.S.

Association of American Colleges
1818 R Street NW,
Washington, DC 20009
(202) 387-3760

President: John W. Chandler
Periodicals: *Liberal*

Education; *The Forum for Liberal Education*; *Scan*; *On Campus with Women*

1987 national convention—
January 15-17, Washington, D.C.

226 1988 national convention—
January 14-16, Atlanta,
Georgia
The Association of American
Colleges is dedicated to the
encouragement, enhancement,
and support of liberal learning and
to strengthening the quality of
higher education and academic
leadership at the nation's colleges
and universities. Its 575 members
are drawn from every sector of
higher education—public and
private, two-year and four-year—
across the nation.

Association of School Business
Officials, International
1760 Reston Avenue, Suite
411, Reston, VA 22090
(703) 478-0405
Executive Director: Ronald
A. Allen
Periodicals: *School Business
Affairs; Accents*
1987 national convention—
October 18-22, San Antonio,
Texas
1988 national convention—
October 2-6, Detroit,
Michigan

The mission of the Association of
School Business Officials,
International is to promote
excellence in education by serving
as the primary resource for
excellence in school business
management.

Association of Teacher Educators
1900 Association Drive,
Reston, VA 22091
(703) 620-3110
Executive Director: Robert
Stevenson
Periodicals: *Action in
Teacher Education; ATE
Newsletter*
1987 national convention—

February 15-18, Houston,
Texas
1988 national convention—
February 13-17, San Diego,
California

The Association of Teacher
Educators is a national, individual
membership organization devoted
solely to the improvement of
teacher education for both
school-based and campus-based
educators. ATE members represent
over 650 colleges and universities,
500 major school systems, and the
majority of the state departments of
education. There are approximately
3,000 regular members and 500
institutional members.

Council for Advancement and
Support of Education
11 Dupont Circle NW, Suite
400, Washington, DC 20036
(202) 328-5900
President: Gary H. Quehl
Periodicals: *Currents; I.Q.;
Matching Gift Notes*
1987 national convention—
July 13-16, Boston,
Massachusetts
1988 national convention—
July 10-14, Anaheim,
California

The Council for Advancement and
Support of Education has a
membership of close to 2,800
nonprofit educational institutions
that include colleges, universities,
college related foundations,
independent alumni associations,
and accredited independent
elementary and secondary schools.
Representing these institutions are
approximately 12,000 individuals
involved with alumni
administration, educational fund
raising, government relations,
institutional relations, and

information services.

CASE serves as a principal public affairs arm for education, calling the public's attention to the contributions and needs of education through its wide range of work with the media; its workshops and conferences in areas such as institutional advancement, professional development, educational fund raising, communications improvement, and alumni administration; and its evaluation and critique services.

Council for American Private Education

1624 Eye Street, NW,
Washington, D.C. 20006
(202) 659-0016

Executive Director: Robert L. Smith

Periodicals: *Outlook; Capeletter; Private Schools in America; Myth and Reality*

No conventions held

The Council for American Private Education is a Washington-based coalition representing elementary and secondary private schools. CAPE is comprised of 15 national private school associations that serve or operate approximately 15,000 private schools for about 4.2 million students—75 percent of the nation's private school students. Member organizations are nonprofit and subscribe to a policy of nondiscrimination in their admission policies.

Council for Exceptional Children

1920 Association Drive,
Reston, VA 22091
(703) 620-3660

Executive Director:
Yphta V. Greer

Periodicals: *Exceptional Children; Teaching Exceptional Children; Update*

1987 national convention—

April 20-24,

Chicago, Illinois

1988 national convention—

March 28-April 1,

Washington, D.C.

Council of Chief State School Officers

400 North Capitol Street,
NW, Washington, DC 20001
(202) 393-8161

Executive Director: William F. Pierce

Periodicals: *Stateline; Handbook*

1987 national convention—

November 13-17, Asheville,
North Carolina

1988 national convention—
not yet determined

Established in 1927, the Council of Chief State School Officers is composed of 57 state superintendents and commissioners of education in the 50 states, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands.

Recognizing the responsibility of the states to exert leadership in the conduct of American education, CCSSO

- Provides various services plus avenues for cooperative action.
- Conducts special projects that address problems of concern at the state level.
- Coordinates seminars, educational travel, and special study programs.

In addition, CCSSO provides leadership in vocational education,

228 data management, sex equity, the humanities, and other areas. Other projects include the National Teacher-of-the-Year Program and international visitations from various ministries of education.

Each year, during CCSSO's annual meeting, the membership elects the president, president-elect, and board of directors.

Council of Education Facility Planners, International

1060 Carmack Road, Suite 160, Columbus, OH 43210
(614) 292-1521

Acting Executive Director:
Arthur E. Wohlers

Periodicals: *CEFP Journal*;
CEFP News & Views

1987 national convention—
October 3-6, Edmonton,
Alberta, Canada

1988 national convention—
October 9-12, Milwaukee,
Wisconsin

The Council of Education Facility Planners, International is a nonprofit organization founded in 1921 to promote the establishment of reasonable standards for school buildings and equipment with due regard for economy of expenditure, dignity of design, utility of space, healthful conditions, and safety of human life. CEFPI membership is composed of individuals and groups whose professional activities involve a responsibility for planning, designing, creating, equipping, and maintaining the physical environment for education. The 1,000 members are found throughout the United States, Canada, and several countries abroad.

Council of the Great City Schools
1413 K Street NW, Suite 400,
Washington, DC 20005
(202) 371-0163

Executive Director: Samuel
B. Husk

Periodicals: *Legislative Activity Report*;
Urban Education Weekly; *News and Notes*

1987 and 1988 national conventions—not yet determined

The Council of the Great City Schools was organized in 1961 to conduct programs advocating important values, ideas, and policies that would advance the cause of urban youth. Members of the Council are 37 large urban school districts with 35,000 or more students and located in cities with over 250,000 residents.

Distributive Education Clubs of America

1908 Association Drive,
Reston, VA 22091
(703) 860-5000

Executive Director:
Frederick L. Williford

Periodical: *New Dimensions*

1987 national convention—
April 30-May 3, New Orleans,
Louisiana

1988 national convention—
April 28-May 1, Salt Lake City,
Utah

Distributive Education Clubs of America is a student organization that creates co-curricular marketing, management, and leadership development educational activities for students enrolled in marketing and distributive education programs. DECA's membership consists of approximately 200,000 high school

and college marketing and management students in all 50 states, four U.S. territories, the District of Columbia, and Canada.

EDPRESS

Glassboro State College
Glassboro, NJ 08028
(609) 863-7349

Executive Director: Donald R. Stoll

Periodicals: *Annual EDPRESS Membership Roster*; *EDPRESS News*
1987 and 1988 national conventions—not yet determined.

EDPRESS was organized in 1895 in Denver by the editors of eight educational journals who banded together to deal with problems involving such matters as rising postal rates, copyright infringement, and plagiarism. During the ensuing nine decades, the association's purpose has evolved into the goals of advancing the cause of education and improving the quality of education communications. EDPRESS today has approximately 500 members across the United States and in Canada, most of whom are editors or staff members of education publications. The association is governed by a board of directors made up of the president, vice-president, secretary, treasurer, and three members at large. EDPRESS representatives serve 12 North American regions.

Education Commission of the States

1860 Lincoln Street, Denver, CO 80295
(303) 830-3622

President: Frank Newman

Periodicals: *State education Leader*; *Footnotes*; *Issuegrams*

1987 national convention—
July 8-11, Denver, Colorado
1988 national convention—
August 10-13, Baltimore, Maryland

The Education Commission of the States (ECS), originally proposed by James Conant, became a reality in 1965 after its sponsors gained support from almost every major education organization in the U.S. and from a number of state governors who believed that a compact among states was necessary in order to develop a nationwide education policy.

Today, 48 states (all but Montana and Nevada) plus the District of Columbia, Puerto Rico, American Samoa, and the Virgin Islands are members.

ECS works with advisers from 25 national organizations to:

1. Conduct policy research, surveys, and special studies in response to the needs of state policy-makers.
2. Serve as a clearinghouse of information about state policies and proposals, statistical information, research findings, and other sources of data;
3. Organize forums at the state, regional, and national levels for education leaders on critical emerging issues in education; and
4. Facilitate nationwide cooperation in education by representing states' interests in the national arena, stimulating intergovernmental coordination, and helping state officials exercise leadership beyond their state roles.

Each member jurisdiction has seven voting commissioners,

230 generally including the governor, a member of each of the state's legislative bodies, and four individuals appointed by the governor. These often include the chief state school officer, a member of the state board of education, and a leader from the higher education community.

Education Writers Association
 1001 Connecticut Avenue,
 NW, Suite 310, Washington,
 DC 20036
 Executive Director: Lisa J.
 Walker
 Periodicals: *Education
 Reporter; Covering the
 Education Beat*
 1987 national convention—
 April 2-5, San Francisco,
 California
 1988 national convention—
 not yet determined

Organized in 1947, the Education Writers Association is a professional, nonprofit organization that works to improve education reporting to the public.

EWA has over 470 members in 44 states and the District of Columbia. EWA's membership is divided into two broad categories: active and associate. Active members include television and radio reporters who specialize in covering education, as well as active education reporters working for newspapers. Associate members include school and college public information officers and other communicators who work for educational institutions and organizations.

The organization holds topical conferences and regional meetings, and sponsors the National Awards for Education Reporting.

EWA is governed by a

nine-member board of directors that includes elected officers—president, vice-president for active members, vice-president for associate members, and secretary—plus the immediate past president.

Educational Research Service, Inc.
 1800 North Kent Street,
 Arlington, VA 22209
 (703) 243-2100
 President: Glen E. Robinson
 Periodicals: *ERS Bulletin;*
Spectrum; Management
Operations Information
Exchange; Special Days and
Weeks for Planning School
Calendar.

No conventions held
 Educational Research Service, Inc. is an independent, nonprofit corporation sponsored by seven national associations of education administrators to serve the nation's school systems.

Founded in 1973, ERS compiles and analyzes data bearing on effective education decision making, and functions as an information clearinghouse both for day-to-day operations and for long-range planning. It is thus a resource for education leaders, school district officials, school administrative teams, and officials of school boards.

The annual fee for ERS is graduated in order to open participation to large and small school districts alike. Districts affiliated with ERS receive such services as: on-call information, special school management studies and reports, national survey on salaries and compensations, summaries of ongoing school research, educator status and opinion surveys, access to

successful management approaches by other districts, and a computer-generated local school budget analysis prepared for individual districts on request.

Future Business Leaders of America

1908 Association Drive,
Reston, VA 22091
(703) 860-3334

Executive Director: Edward
D. Miller

Periodicals: *Tomorrow's
Business Leader; Hotline;
Graduate Record*

1987 national convention—
July 1-8, Anaheim,
California

1988 national convention—
June 25-July 2, Cincinnati,
Ohio

Future Business Leaders of America is a nonprofit, educational association for students pursuing careers in business. The membership of about 200,000 consists of middle and high school students in all 50 states, American territories, and American schools in Europe.

Future Farmers of America

5632 Mount Vernon
Memorial Highway,
Alexandria, VA 22309
(703) 360-3600

National Executive
Secretary: C. Coleman
Harris

Periodical: *National Future
Farmer*

1987 national convention—
November 12-14, Kansas
City, Missouri

1988 national convention—
November 10-12, Kansas
City, Missouri

Future Farmers of America is a

national organization of students enrolled in vocational agriculture who are preparing for careers in agricultural business and production. The 434,643 members of the FFA can be found in every state as well as Puerto Rico, the District of Columbia, and the Virgin Islands.

Future Homemakers of America

1910 Association Drive,
Reston, VA 22091
(703) 476-4900

Executive Director: Louisa
Liddell

Periodical: *Teen Times*
1987 national convention—
July 20-24, Washington,
D.C.

1988 national convention—
July 11-14, Cincinnati, Ohio

Future Homemakers of America is a national vocational student organization for young men and women enrolled in home economics education through grade 12 and focusing on personal growth, family life, vocational preparation, and community service. The organization has a membership of 325,000 joined in a network of 12,000 chapters in 53 state associations, and over seven million alumni.

Institute for Educational Leadership

1001 Connecticut Avenue,
NW, Washington, DC 20036
(202) 822-8405

President: Michael Usdan
Periodical: *Network News*
No conventions held

The mission of the Institute for Educational Leadership is to improve the quality of decision making and the effectiveness of policy-making in education and

232 related public policy areas. Thousands of educators, legislators, journalists, school board members, business leaders, governmental officials, and others throughout the country have been involved with IEL as Fellows or more indirectly as participants in its programs in Washington, D.C. and in more than 40 states.

International Reading Association

800 Barksdale Road, Newark,
DE 19714

(302) 731-1600

Executive Director: Ronald
Mitchell

Periodicals: *The Reading
Teacher; Journal of Reading;
Reading Research Quarterly;
Lectura y Vida*

1987 national convention—
May 3-7, Anaheim,
California

1988 national convention—
May 1-5, Toronto, Canada

The International Reading Association has a membership of nearly 64,000 classroom teachers, reading specialists, consultants, administrators, supervisors, college teachers, researchers, psychologists, librarians, and parents in 85 countries.

Officially begun in 1956, IRA seeks to improve the quality of reading instruction through the study of the reading process and teaching techniques, to promote a lifetime habit of reading and an awareness of the impact of reading, and to enhance every reader's proficiency.

More than 1,150 councils and national affiliates in 30 nations are IRA's working foundation.

International Technology Education Association

1914 Association Drive,
Reston, VA 22091
(703) 860-2100

Executive Director: Kendall
Starkweather

Periodicals: *The Technology
Teacher; Technology
Education News*

1987 national convention—
March 23-27, Tulsa,
Oklahoma

1988 national convention—
March 21-25, Norfolk,
Virginia

The International Technology Education Association (formerly the American Industrial Arts Association) includes in its membership teachers, guidance counselors, supervisors, and teacher educators who work in the field of technology education and the industrial arts. ITEA's priority is to serve the technology educator with materials and programs for classroom use and professional development.

Music Educators National Conference

1902 Association Drive,
Reston, VA 22091
(703) 860-4000

Executive Director: John J.
Mahlmann

Periodicals: *Standpost;
Music Educators Journal;
Journal of Research in
Music Education*

1988 national biennial
convention—

April 18-24, Indianapolis,
Indiana

The Music Educators National Conference is dedicated to the support and advancement of the

music education profession. MENC represents more than 56,000 music educators at every level, from kindergarten to university, throughout the United States and abroad.

National Art Education Association

1916 Association Drive,
Reston, VA 22091
(703) 860-8000
Executive Director: Thomas
A. Hatfield
Periodicals: *Art Education*;
NAEA News
1987 national convention—
April 22-26, Boston,
Massachusetts
1988 national convention—
April 7-12, Los Angeles,
California

The National Art Education Association is a professional association dedicated to fostering quality visual art education at all instructional levels in the nation's schools, universities, museums, and other institutions.

Its 8,000 members are educators in the visual arts, elementary school through university and continuing education, in all 50 states and Canada.

National Association for Bilingual Education

1201 16th Street, NW, Suite
467, Washington, DC 20036
(202) 822-7870
President: Gene T. Chavez
Periodicals: *NABE Journal*;
NABE News
1987 national convention—
March 29-April 3, Denver,
Colorado
1988 national convention—
April 24-30, Houston, Texas

The National Association for Bilingual Education is a professional association for people who work with or care about limited-English-proficient learners and who believe that bilingualism is good for the nation.

National Association for the Education of Young Children

1834 Connecticut Avenue,
NW, Washington, DC 20009
(202) 232-8777
Executive Director: Marilyn
M. Smith
Periodical: *Young Children*
1987 national convention—
November 12-15, Chicago,
Illinois
1988 national convention—
not yet determined

The National Association for the Education of Young Children is dedicated to improving the quality and availability of early childhood programs for children from birth through age eight—the critical years of development. Among the 50,000 members are teachers of young children, family day-care providers, early childhood teacher educators, researchers, parents, and pediatricians associated with 350 local, state, and regional affiliate groups.

National Association for Women Deans, Administrators and Counselors

1325 18th Street, NW, Suite
210, Washington, DC 20036
(202) 659-9330
Executive Director: Patricia
Rueckel
Periodicals: *Journal of the
NAWDAC*; *News Leaflet*
1987 national convention—

234 March 11-14, Baltimore, Maryland
 1988 national convention—
 March 16-19, Pittsburgh, Pennsylvania

The National Association for Women Deans, Administrators and Counselors is dedicated to providing professional support for women educators through programs, services, advocacy, and scholarly publications. Since its inception in 1916, the association has focused on furthering educational opportunities for women, promoting their professional development and advancement, and creating opportunities for women educators to contribute to education at the local and national levels.

National Association of Biology Teachers

11250 Roger Bacon Drive
 Suite 19, Reston, VA 22090
 (703) 472-1134

Executive Director: Patricia J. McWethy

Periodical: *The American Biology Teacher*

1987 national convention—
 October 15-18, Cincinnati, Ohio

1988 national convention—
 November 17-20, Chicago, Illinois

The National Association of Biology Teachers is devoted exclusively to the concerns of biology teachers and the improvement of biology education. Members number 6,000 from around the country and include biology teachers, department heads, science supervisors, administrators, teacher

trainers, and life science students at all levels of instruction.

National Association of Elementary School Principals

1615 Duke Street,
 Alexandria, VA 22314
 (703) 684-3345

Executive Director: Samuel G. Sava

Periodicals: *Principal; Communicator; Here's How; Streamlined Seminar; Research Roundup; Report to Parents*

1987 national convention—
 March 28-April 1, Orlando, Florida

1988 national convention—
 April 16-20, San Francisco, California

Founded in 1921, the National Association of Elementary School Principals seeks to improve the quality of education for children in the elementary and middle school grades.

NAESP's 23,000 members represent the 50 states, the District of Columbia, Puerto Rico, and 10 Canadian provinces. NAESP provides liaison with state associations through a representative in each state, province, or other geographic region.

NAESP has consistently promoted three broad objectives:

- To assure that elementary and middle school children receive the best possible education and in the process develop a true love of learning;
- To enhance the professional skills and leadership capabilities of all elementary and middle school principals; and
- To bring about greater public

understanding of the principal's role and responsibilities.

Chief among NAESP's professional development programs are its national convention, an annual state leaders meeting, its annual National Fellows Program (a week-long seminar on leadership proficiencies), the NAESP Scholars Program (to review recent research findings), and the annual National Distinguished Principals Program, cosponsored with the U.S. Department of Education.

NAESP's governing body, the delegate assembly, is elected by the membership and meets annually to establish goals, objectives, and policies. Members of the board of directors, each serving a three-year term, include the president, the president-elect, the past president, directors elected in nine zones across the nation, and the executive director in an ex officio capacity.

National Association of Independent Schools

18 Tremont Street, Boston, MA 02108

(617) 723-6900

President: John C. Esty, Jr.

Periodicals: *Independent School; Administrative*

Forum; Academic Forum

1987 national convention—

February 26-28, Boston, Massachusetts

1988 national convention—

February 25-27, New York, New York

The National Association of Independent Schools is an educational service organization whose mission is to promote quality in, enhance access to, and preserve the independence of its member schools. NAIS serves approximately

1,000 member schools and associations throughout the U.S. and abroad through direct services to school heads, chief academic and administrative officers, and trustees.

National Association of Pupil Personnel Administrators

125 N. West Street, Alexandria, VA 22314 (703) 549-9110

Executive Director: Charles M. Wilson

Periodical: *NAPPA News*

1987 national convention—
March 21-24, New Orleans, Louisiana

1988 national convention—
March 12-15, Boston, Massachusetts

The National Association of Pupil Personnel Administrators is a national organization of school administrators charged with districtwide administrative responsibilities for pupil personnel services.

National Association of Secondary School Principals

1904 Association Drive, Reston, VA 22091

(703) 860-0200

Executive Director: Scott D. Thomson

Periodicals: *NewsLeader; NASSP Bulletin; Curriculum Report; Legal Memorandum; Tips for Principals*

1987 national convention—
February 6-10, San Antonio, Texas

1988 national convention—
March 4-8, Anaheim, California

Composed primarily of high school and middle-level administrators, the

236 National Association of Secondary School Principals (NASSP) is described as the nation's largest organization for school administrators. Its 37,000 members also include assistant superintendents, higher education personnel, secondary school specialists, and others involved in high school and middle-level instruction.

Since its inception in 1916, NASSP has focused on new developments and practices in school administration and on improving the skills and performance of its members.

NASSP institutes run for two and a half days and are conducted throughout the country, and the annual convention offers more than 300 scheduled program events.

The NASSP research department conducts major studies of the high school and the middle-level principalship, prepares reports, and maintains a reference service.

On the legislative front, NASSP works with the National Association of Elementary School Principals and other education groups to develop education legislation in cooperation with the Congress.

NASSP's student activities office sponsors the National Association of Student Councils, which includes more than 7,000 student councils and administers the National Honor Society and the National Junior Honor Society, along with the Century III Leaders program, an annual scholarship-leadership development project.

NASSP's 18-member board of directors, elected by the membership at the annual meeting, is composed of two principals from each of seven regions, two at-large

principals—an assistant principal and a middle-level principal—and the president and president-elect. Board members serve four-year terms; the president and president-elect serve one-year terms. The executive director serves in an ex officio capacity.

National Association of State Boards of Education

701 North Fairfax Street,
Suite 340, Alexandria, VA
22314

(703) 684-4000

Executive Director: Phyllis
L. Blaunstein

Periodicals: *Education
Times; State Board
Connection*

1987 national convention—
October 6-11, Lexington,
Kentucky

1998 national convention—
not yet determined

The National Association of State Boards of Education (NASBE) represents the state and territorial boards of education in 47 states, four territories, and the District of Columbia. NASBE's principal objectives include:

- Strengthening state leadership in educational policy-making;
- Promoting excellence in the education of all students;
- Advocating equality of access to educational opportunity; and
- Assuring continued citizen support for public education.

The association serves 700 individuals, including members of state boards of education, attorneys for state boards, and executive secretaries of state boards.

State boards of education have been created in all but one state.

Most boards have authority over vocational education and/or vocational rehabilitation. In ten states, the state board of education is vested additionally with responsibility for postsecondary learning. Elsewhere, separate community college boards or higher education commissions govern those sectors.

About half of the state boards are elected; the remainder are appointed by the governor or state legislature. Board size ranges from three to 24 members, and a typical term of office is from four to six years. Some common areas of state board jurisdiction include curriculum standards, high school graduation standards, professional personnel qualifications, state education statutes and judicial functions, education agency personnel appointments, federal assistance program administration, and school facilities standards.

NASBE is governed by an elected board of directors and an appointed executive committee.

**National Association of State
Directors of Special Education**

2021 K Street, NW, Suite
315, Washington, DC 20006
(202) 296-1800

Executive Director: James R.
Galloway

Periodicals: *Counterpoint*;
The Liaison Bulletin

1987 national convention—
October 31-November 4,
Scottsdale, Arizona

1988 national convention—
not yet determined

Since 1938 the National Association
of State Directors of Special
Education has served as the focal

point for the professionals who
carry statewide responsibility for
the education of exceptional
children. Its purposes include
responding constructively to
current problems and issues,
encouraging active and effective
leadership in developing
educational services and facilities,
stimulating helpful federal-state-
local relationships in special
education, and promoting special
education at the local, state, and
national levels.

NASDSE is governed by an
eight-member board of directors
elected by the membership.

**National Business Education
Association**

1914 Association Drive,
Reston, VA 22091
(703) 860-8300

Executive Director: O. J.
Byrnside, Jr.

Periodicals: *Business
Education Forum*; *Yearbook
Issue*

1987 national convention—
April 15-18, Boston,
Massachusetts

1988 national convention—
March 30-April 2, Denver,
Colorado

The National Business Education
Association is a professional
organization devoted exclusively to
serving business education.

Approximately two-thirds of the
Association's 17,000 members teach
in junior and senior high schools;
others work in vo-tech centers,
junior/community colleges,
colleges/universities, private
business colleges, state and local
departments of education, the
federal government, and private
business.

238 National Catholic Educational Association

1077 30th Street, NW, Suite 100, Washington, DC 20007
(202) 337-6232

President, Sister Catherine McNamee, C.S.J.

Periodical: *Momentum*

1987 national convention—April 20-23, New Orleans, Louisiana

1988 national convention—April 4-7, New York, New York

The National Catholic Educational Association has provided leadership to Catholic educators—teachers, administrators, religious education directors, pastors, and parents—since 1904.

Its goals are to promote and encourage the principles and ideals of Christian education and formation; to provide means for Catholic educators and their institutions to work cooperatively and effectively for professional and personal growth; to promote and interpret the Catholic educational endeavor and its contribution to the total national educational enterprise and to the general welfare of the nation; to foster cooperation nationally and internationally among Catholic educational institutions and agencies that promote the general welfare of society.

A board of directors, with the president and headquarters staff, govern. Services to the 15,000 institutional members of NCEA include 11 regularly scheduled publications, some 140 other publications, research projects, the annual convention, the Religious Education Congress and Exposition.

National Committee for Citizens in Education

10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044
(301) 997-9300

Senior Associates: Carl Marburger, J. William Rioux, Stanley Salett

Periodical: *Network for Public Schools*

No conventions held

Founded in 1973, the National Committee for Citizens in Education is a nonprofit organization that fosters and promotes parent involvement at the local level to improve the quality of public education for their children. NCEE trains parents, educators, and other citizens to work constructively together and provides information and resources to facilitate this purpose.

National Community Education Association

119 North Payne Street, Alexandria, VA 22314
(703) 683-6232

Executive Director: William S. DeJong

Periodicals: *Community Education Journal*; *Community Education Today*

1987 national convention—December 2-4, Minneapolis, Minnesota

1988 national convention—November 28-30, Orlando, Florida

The National Community Education Association promotes and supports community involvement in K-12 education, interagency partnerships to address community needs, and

lifelong learning opportunities for learners of all ages and backgrounds. About 1,500 individual and institutional members from all 50 states, seven Canadian provinces, and several foreign countries are involved in community education at the building, school district, state department, and university levels; 38 state community education associations are affiliated members.

National Congress of Parents and Teachers

700 North Rush Street,
Chicago, IL 60611
(312) 787-0977

President: Ann P. Kahn
Periodicals: *PTA Today*;
*What's Happening in
Washington*

1987 national convention—
June 20-23, Dallas, Texas
1988 national convention—
June 20-23, Salt Lake City,
Utah

Now 5,604,821 members strong, the National Congress of Parents and Teachers focuses on being an advocate for the nation's youth.

Founded in 1897 as the National Congress of Mothers, the nonprofit, nonpartisan coalition later broadened its membership to include teachers, fathers, and other concerned citizens. In 1924, the name was changed to National Congress of Parents and Teachers—National PTA for short. In 1970, it united with the National Congress of Colored Parents and Teachers, founded in 1926.

From its inception, the National PTA has emphasized innovation. In its founding year, it called for

compulsory education, including kindergarten, for all children. It also advocated child health and nutrition programs, later starting its own school lunch program. In 1899, it proposed a national public health service and a juvenile justice system. In 1903, it endorsed education for handicapped, gifted, and other children with special learning needs. Nearly 60 years before the actual event in 1980, the PTA proposed a Cabinet-level U.S. Department of Education.

Beginning in 1932, the National PTA arranged physical examinations for millions of preschool children in its annual summer round-up. In the 1950s it supported trial tests of the Salk polio vaccine and subsequently vigorously supported that program. In 1977, it compiled data to show that excessive violence in TV programming has a marked effect on children.

The National PTA has been responsible for enactment of hundreds of child welfare laws, speaks out on issues of concern to children, and develops programs meeting the changing needs of America's youth and families.

Today the National PTA has affiliate congresses in 50 states and the District of Columbia, and in American Department of Defense Schools overseas. There are 25,000 local units.

National Council for the Social Studies

3501 Newark Street, NW,
Washington, DC 20016
(202) 966-7840

Executive Director: Frances
Haley

Periodicals: *Social Education; The Social Studies Professional*
 1987 national convention—
 November 13-17, Dallas,
 Texas
 1988 national convention—
 November 18-22, Orlando,
 Florida

National Council for the Social Studies provides leadership and service to the field of social studies education. Its 23,000 members include K-12 social studies teachers, methods professors, and related social studies professionals from the United States, its territories, and 69 foreign countries.

National Council of Teachers of English
 1111 Kenyon Road, Urbana,
 IL 61301
 (217) 328-3870
 Executive Director: John C.
 Maxwell
 Periodicals: *Language Arts; English Journal; College English*
 1987 national convention—
 November 20-25, Los
 Angeles, California
 1988 national convention—
 November 18-23, St. Louis,
 Missouri

The National Council of Teachers of English serves the needs of classroom teachers, specialists, and researchers concerned with English and the language arts.

NCTE has 100,000 members and subscribers throughout the U.S. and Canada (as well as overseas). Most of the members are classroom teachers in elementary and secondary schools and colleges and universities.

National Council of Teachers of Mathematics
 1906 Association Drive,
 Reston, VA 22091
 (703) 620-9840
 Executive Director: James D.
 Gates

Periodicals: *Mathematics Teacher; Arithmetic Teacher; Journal for Research in Mathematics Education*

1987 national convention—
 April 8-11, Anaheim,
 California
 1988 national convention—
 April 6-9, Chicago, Illinois

The National Council of Teachers of Mathematics is concerned with the improvement of mathematics education in elementary schools, junior and senior high schools, two-year colleges, and teacher-education colleges. Membership is currently 62,000 individuals and institutions interested in mathematics, the teaching of mathematics, and related problems.

National Council on Year-Round Education
 6401 Linda Vista Road, San
 Diego, CA 92111
 (619) 292-3679

Executive Secretary: Charles
 E. Ballinger
 Periodical: *The Year-Rounder*

1987 national convention—
 February 1-4, Anaheim,
 California
 1988 national convention—
 not yet determined

The National Council on Year-Round Education serves as a clearinghouse of information about

year-round education and coordinates meetings, conferences, and media endeavors that pertain to the subject of continuous year instruction.

National Education Association
 1201 16th Street, NW,
 Washington, DC 20036
 (202) 833-4000
 Executive Director: Don
 Cameron
 Periodicals: *Today's
 Education; NEA Today; NEA
 NOW; NEA Higher
 Education Advocate*
 1987 national convention—
 June 30-July 5, Los Angeles,
 California
 1988 national convention—
 July 2-July 7, New Orleans,
 Louisiana

The National Education Association founded in 1857, identifies itself as the largest professional organization in the nation. Its membership stands at about 1.7 million, with most members being either elementary or secondary teachers. NEA's membership also includes some 58,000 higher education faculty and about 57,000 education support employees.

Frequently in cooperation with other groups, NEA seeks to achieve fair-share funding of education from the federal government, self-governance in licensing and certification of teachers, and the guarantee of human and civil rights for all educators and children.

Affiliated with the NEA are 50 state-level associations, the Overseas Education Association, and associations in Puerto Rico and the District of Columbia. There are about 12,000 local affiliates of the NEA of which some 8,900 negotiate

collective bargaining contracts; NEA affiliates on approximately 350 higher education campuses also are recognized for collective bargaining.

NEA policies are determined by delegates to the association's annual representative assembly. The 125-member board of directors and executive committee are responsible for the general policies and interests of NEA. The two governance bodies meet frequently throughout the year.

The nine-member executive committee includes the NEA president, vice-president, secretary-treasurer, and six members elected by the representative assembly. NEA's president, Mary Hatwood Futrell, is the highest ranking black and the highest ranking woman in the United States labor movement.

National Middle School Association
 P.O. Box 14882, Columbus,
 OH 43124
 (614) 263-5407
 Executive Director: Robert
 M. Malinka
 Periodical: *Middle School
 Journal*
 1987 national convention—
 November 12-15, St. Louis,
 Missouri
 1988 national convention—
 not yet determined

The focus of the National Middle School Association is the improvement of intermediate education.

Approximately 2,300 members throughout the nation and some foreign countries represent all professional levels and areas of expertise, as well as parents, who

242 work with or are interested in students of middle school age.

National School Boards Association

1680 Duke Street,
 Alexandria, VA 22314
 (703) 838-6722
 Executive Director: Thomas Shannon
 Periodicals: *American School Board Journal*; *Executive Educator*; *School Board News*; *Updating*; *Leadership Reports*
 1987 national convention—April 4-7, San Francisco, California
 1988 national convention—March 26-29, New Orleans, Louisiana

The National School Boards Association, is a not-for-profit federation of the 4^o state associations of local school boards and the Hawaii State Board of Education, plus the boards of education in the District of Columbia and the U.S. Virgin Islands. As such, it represents the 97,000 local school board members who set policy for the nation's 15,000-plus public school districts.

NSBA's primary mission is to promote the advancement of public education through the American tradition of local citizen control and accountability. To this end, NSBA makes education and training programs available to school board members; provides school district management services; represents the interests of school boards before Congress and federal agencies and in court cases relating to public education; serves as liaison with other educational organizations and governmental authorities; and provides a variety of other services.

Policies are determined by a 150-member delegate assembly, composed of active school board members, which meets once a year at the annual convention. Responsible for carrying out those policies is a 20-member board of directors elected by the delegate assembly. The board of directors consists of the five officers, each elected for a one-year term, and 15 directors, three from each of NSBA's five regions and elected to staggered three-year terms. NSBA's executive director is, ex officio, a member of the board.

NSBA was founded in 1940 in Chicago and later moved first to suburban Evanston, Illinois and then in 1976 to the nation's capital.

National School Public Relations Association

1501 Lee Highway,
 Arlington, VA 22209
 (703) 528-5840
 Executive Director: John H. Wherry
 Periodicals: *Education USA*; *It Starts in the Classroom*; *Scanner*; *Paragraphs*; *NSPRA Impact*
 1987 national convention—July 13-16, San Antonio, Texas
 1988 national convention—not yet determined

The National School Public Relations Association seeks to create greater citizen understanding of the objectives, accomplishments, and needs of the nation's schools.

Formed in 1935, its 1,500 membership includes not only school public relations counselors but superintendents, principals, school board members, and others

with professional concern for school-community relations.

NSPRA's basic function is to train educators and education leaders to be more effective in their communications with parents, students, government officials, civic leaders, and the community at large.

Toward this end NSPRA conducts inservice training workshops and other meetings, including annual public relations seminars. Its publications program covers a wide range of subjects bearing on effective school relationships and includes a twice-daily news service called *Ed-Line*, a computer-based network that provides up-to-the-minute education news and a method by which subscribers can exchange information.

In addition to the national organization there are 42 semiautonomous chapters in states across the U.S., plus members in Canada and other nations.

National officers of NSPRA are the president and president-elect, each chosen for one-year terms; a vice-president at large appointed by the executive board to serve a three-year term; and the executive director.

National School Volunteer Program

701 North Fairfax Street,
Suite 320, Alexandria, VA
(703) 836-4880

Executive Director: Daniel Merenda

Periodical: *The Volunteer in Education*

1987 and 1988 national conventions not yet determined

In 1956 the first school volunteer program was pioneered by the

Public Education Association in the New York City schools. Over the years as the number of volunteer programs increased, the National School Volunteer Program was established as a nonprofit education organization and was incorporated in 1963.

NSVP provides leadership to the thousands of school volunteers who help to build partnerships between the schools and the community. Its members are parents, retirees, college students, company employees, professional educators, community organizers, school administrators, and business leaders throughout the United States.

National Science Teachers Association

1742 Connecticut Avenue,
NW, Washington, DC 20009
(202) 328-5800

Executive Director: Bill G. Aldridge

Periodicals: *Science and Children*; *The Science Teacher*; *Journal of College Science Teaching*; *Science Scope*

1987 national convention—
March 26-29, Washington, D.C.

1988 national convention—
April 7-10, St. Louis, Missouri

The National Science Teachers Association is dedicated to improving science education at all levels. There are 40,000 members nationwide.

Phi Delta Kappa

Eighth and Union Streets,
Box 789, Bloomington, IN
47402

(812) 339-1156

244

Executive Secretary: Lowell

C. Rose

Periodicals: *Phi Delta Kappan*; *News Notes and Quotes*; *Practical Applications of Research*

No convention planned until 1989

Phi Delta Kappa is an international professional fraternity for men and women in education, organized in 1906, with a current membership of about 130,000. Members include classroom teachers, school administrators, college and university professors, and educational specialists of many types.

As stated in its constitution, "The purpose of Phi Delta Kappa shall be to promote quality education, with particular emphasis on publicly supported education, as essential to the development and maintenance of a democratic way of life."

There are currently over 625 Phi Delta Kappa chapters throughout the United States and Canada, Puerto Rico, Panama, and Guam, and international chapters in the United Kingdom, West Germany, Korea, Belgium, Italy, Thailand, Okinawa, Australia, and the Philippines. Approximately half the chapters are based on college or

university campuses, while the other half are community based.

Membership is by chapter invitation. The local chapter may specify additional requirements as long as they are not contrary to the constitution.

Through its Center on Evaluation, Development and Research (CELR), Phi Delta Kappa supports a research program focused on dissemination of research information and improving understanding of the processes of research and evaluation.

Phi Delta Kappa is divided into seven geographic districts, each under the leadership of a district representative.

In the odd year of each biennium a legislative body composed of delegates from each chapter of the fraternity, plus the fraternity officers, meet as a biennial council. This council determines the policies, program, and budget of the fraternity and elects the fraternity officers.

The board of directors, composed of the president, president-elect, immediate past president, three vice presidents, and the seven district representatives, carries out the policies of the biennial council and implements the program adopted.



Selected Education Periodicals

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For additional periodicals related to education, see publications listed under the names of their sponsoring organizations, in the section entitled "Major National Education Organizations." page 216.

American Educational Research Journal

American Educational Research Association

1230 17th Street, NW

Washington, DC 20036

(202) 223-9485

Original reports on theoretical studies in education.

Editor, Virginia R. Koehler

Quarterly. Subscription included with membership. Nonmember subscription \$23.

American Educator

American Federation of Teachers

1775 New Jersey Avenue, NW

Washington, DC 20001

(202) 879-4420

Articles on education policy and classroom practices.

Editor, Liz McPike

Quarterly. Subscription included with AFT membership. Nonmember subscription \$8.

American School and University

North American Publishing Company

401 N. Broad Street

Philadelphia, PA 19108

(215) 238-5300

Information on purchasing and business management of public and private schools, colleges, and universities.

Editor, Dorothy Wright

Monthly. Yearly subscription \$40.

American School Board Journal

National School Boards Association

1680 Duke Street

255

246 Alexandria, VA 22314
(703) 838-6722
Issues and trends in education of interest to school administrators and board members.
Editor, Gregg W. Downey
Monthly. Yearly subscription \$38.

American Teacher
American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4430
Deals with classroom problems, innovations, and general news of interest to teachers.
Editor, Trish Gorman
Eight issues a year. Subscription included with AFT membership.
Nonmember subscription \$7

Arbitration in the Schools
American Arbitration Association
140 W. 51st Street
New York, NY 10020
(212) 484-4013
Summary of selected labor arbitration awards at all levels of education, public and private.
Editor, Margaret S. Leibowitz
Monthly. Yearly subscription \$90.

Arithmetic Teacher
National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
(703) 620-9840
Methods for teaching mathematics in elementary schools; regular features include use of computers in math instruction and software review.
Editor, Harry B. Tunis
Nine issues a year. Subscription included with NCTM membership.
Single copy \$4.

Arts & Activities
Publishers Development Corp.
591 Camino de la Reina, Suite 200
San Diego, CA 92108
(619) 297-5352
Articles to help teachers at all grade levels prepare classroom art projects.
Editor, Leven C. Leatherbury
Ten issues a year. \$15.

Basic Education
The Council for Basic Education
725 15th Street, NW
Washington, DC 20005
(202) 347-4171
Offers opinion and analysis on curriculum, instruction, and the professional development of teachers in the liberal arts.
Editor, David H. Lynn
Monthly. Yearly subscription \$25.

Career World
General Learning Corporation
Curriculum Innovations Group
3500 Western Avenue
Highland Park, IL 60035
(312) 432-2700
A guide to careers for students in grades 6-12; includes occupational information, profiles, and games related to careers.
Editor, Bonnie Bekken
Nine issues a year. Yearly subscription \$9.90.

Childhood Education
Association for Childhood Education International
11141 Georgia Avenue, Suite 200
Wheaton, MD 20902
(301) 942-2443
Articles on child development, classroom practices, issues in educational research, and reviews of books and films.

Editor, Lucy Prete Martin
Five issues a year. Subscription only
with ACEI membership. Single
issue \$6.50

Communicator

National Association of Elementary
School Principals
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

Reports national issues and trends
significant to elementary and
middle school principals, and
association news and activities.

Editor, June C. Million

Ten issues a year. Subscription
included with NAESP membership.
Single copy \$1.50.

Daedalus

American Academy of Arts and
Sciences

Norton's Woods
136 Irving Street
Cambridge, MA 02138
(617) 491-2600

Explores ideas of topical and
enduring significance, education
issues among them.

Editor, Stephen R. Graubard
Quarterly. Subscription rate; \$16,
one year; \$24, two years; \$32, three
years. Single copy \$5.

Education Daily

Capitol Publications, Inc.
1101 King Street
Alexandria, VA 22313
(703) 683-4100

Daily wrap-up of new and pending
federal legislation related to
education, and changes in executive
branch policy and regulations.
Includes a weekly supplement on
funding opportunities.

Cynthia Carter

Daily. Yearly subscription \$425.
Six-month subscription \$245.

Education Digest

Prakken Publications, Inc.
416 Longshore Drive
P.O. Box 8623
Ann Arbor, MI 48107
(313) 769-1211

Contains condensations of
significant articles and reports on
all aspects of education, plus news
items and book listings.

Executive Editor, Alan H. Jones
Nine issues a year. Yearly
subscription \$18.

Education of the Handicapped

Capitol Publications, Inc.
1101 King Street
Alexandria, VA 22313
(703) 683-4100

Provides information about federal
legislation, regulation, programs,
and funding for educating
handicapped children. Covers
federal and state litigation on the
Education for All Handicapped
Children Act and other relevant
laws.

Editor, Joe McGavin
Biweekly. Yearly subscription \$173.

Education USA

National School Public Relations
Association
1501 Lee Highway
Suite 201
Arlington, VA 22209
(703) 528-5840

Provides newsletter coverage of
significant events in education,
federal legislation and policy
changes, and curriculum trends.
Editor, Dale Hudelson
Weekly. Subscription included with
NSPRA membership. Nonmember
subscription \$75.

PERIODICALS

- 248 *Education Week*
Editorial Projects in Education
1255 23rd Street, NW, Suite 775
Washington, DC 20036
(202) 466-5190
Articles and essays cover pre-college education nationally, including new developments, trends, and major issues.
Editor, Ronald A. Wolk
Weekly. Yearly subscription \$48.
- Educational Leadership*
Association for Supervision and Curriculum Development
125 N. West Street
Alexandria, VA 22314
(703) 549-9110
Articles on supervision, curriculum, and other education subjects.
Editor, Ronald Brandt
Eight issues a year. Subscription included with ASCD membership.
Nonmember subscription \$32.
- Educational Researcher*
American Educational Research Association
1230 17th Street, NW
Washington, DC 20036
(202) 223-9485
Scholarly articles of interest to education researchers.
Editorial Director, William J. Russell
Nine issues a year. Subscription included with AERA membership.
Nonmember subscription \$19.
- Educational Technology*
Educational Technology Publications
720 Palisade Avenue
Englewood Cliffs, NJ 07632
(201) 871-4007
Articles related to technological applications in education, geared to school administrators at K-12 and higher education levels.
- Editor, Lawrence Lipsitz
Monthly. Yearly subscription \$69.
- Electronic Learning*
Scholastic Inc.
730 Broadway
New York, NY 10003
(212) 505-3000
Offers practical information and buyer guidelines designed to help educators learn to use technology (particularly microcomputers) in the classroom and school office.
Editor, Jack L. Roberts
Eight issues a year. Yearly subscription \$19. Single copy \$3.50.
- Elementary School Guidance & Counseling*
American School Counselor Association
(Division of American Association for Counseling and Development)
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800
Articles of interest to elementary school guidance and counseling specialists.
Editors, Michael and Susan Crabbs
Quarterly. Subscription included with ASCA membership.
Nonmember subscription \$20.
- ERS Bulletin*
Educational Research Service
1800 N. Kent Street, Suite 1020
Arlington, VA 22209
(703) 243-2100
Summary of recent research studies, data, and other information on school management and education.
Editor, Deborah Gough
Ten issues a year. Available with annual order for ERS services.

Exceptional Children

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3560

Research on current issues in special education and trends in administration and classroom management of handicapped children.

Editor, James E. Ysseldyke
Eight issues a year. Subscription included with CEC membership. Nonmembership subscription \$30.

Executive Educator

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

Career development information for school administrators.

Editor, Gregg W. Downey
Monthly. Yearly subscription \$45.

Gifted Children Monthly

Gifted and Talented Publications
213 Hollydell Drive
Sewell, NJ 08080
(609) 582-0277

Features education reports, parenting tips, and consumer

information for parents, and includes pullout section of activities, games, and contests for children.

Editor, James Alvino
Eleven issues a year.
Yearly subscription \$24.

Instructor

Instructor Publications, Inc.
545 Fifth Avenue
New York, NY 10017
(212) 503-2888

Offers practical information to elementary school teachers to improve their teaching techniques and managerial skills; includes "how-to" materials.

Editor, Leanna Landsmann
Nine issues a year. Yearly subscription \$20.

Journal of Counseling and Development

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

Articles on research studies and field practices in counseling directed to counselors in schools, colleges, community agencies, and government.

Editor, Rodney K. Goodyear
Ten issues a year. Subscription included with AACD membership. Nonmember subscription \$40.

Journal of Educational Public Relations

Educational Communications Center
P.O. Box 657
Camp Hill, PA 17011
(717) 761-6620

How-to journal for school PR specialists, editors, and board



250 members interested in building public confidence in education and improving internal relations. Editor-in-Chief, Albert E. Holliday Quarterly. Yearly subscription \$20. Single copy \$5.

Journal of Research in Music Education

Music Educators National Conference
1902 Association Drive
Reston, VA 22091
(703) 860-4000
Concerned with psychological, historical, sociological, pedagogical, and learning theory research.
Editor, Jack A. Taylor
Quarterly. Subscription included with MENC Research membership. Institutional subscription \$17.

Mathematics Teacher

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
(703) 620-9840
Devoted to improving mathematics instruction in junior and senior high schools, two-year colleges, and teacher education colleges; regularly features use of computers in math instruction and software review.
Managing editor, Harry B. Tunis
Nine issues a year. Subscription included with NCTM membership. Single copy \$4.

Middle School Journal

National Middle School Association
P.O. Box 14882
Columbus, OH 43214
(614)263-5407
Effective administrative and instructional practices at the middle school level.

Editor, John H. Lounsbury
Quarterly. Subscription included with NMSA membership. Nonmember subscription \$15.

Momentum

National Catholic Educational Association
1077 30th Street, NW
Washington, DC 20007
(202) 337-6232
Features articles on innovative programs, educational research, and studies in many areas of interest to Catholic educators.
Editor, Patricia Feistritz
Quarterly. Subscription included with NCEA membership. Nonmember subscription \$16. Single issue \$4.

Music Educators Journal

Music Educators National Conference
1902 Association Drive
Reston, VA 22091
(703) 860-4000
Covers all aspects of music education from the elementary school level through college.
Editor, Karen Deans
Nine issues a year. Subscription included with MENC membership. Institutional subscription \$33.

NASSP Bulletin

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200
Subjects and issues of particular interest to school administrators.
Editor, Thomas F. Koerner
Nine issues a year. Subscription only with NASSP membership.

NASSP NewsLeader

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200

News about secondary education and NASSP professional activities. Editor, Thomas F. Koerner
Nine issues a year. Subscription only with NASSP membership.

Nation's School Report

Capitol Publications, Inc.
1101 King Street
Alexandria, VA 22313
(703) 683-4100

Reports on school administration, business management, educational planning and research, and legal decisions.
Editor, David Lytle
Biweekly. Yearly subscription \$128.

NCEI Reports

National Center for Education Information
1901 Pennsylvania Avenue NW,
Suite 707

Washington, DC 20006
(202) 463-8344
Education newsletter with focus on educational activities within the federal government.
Editor, Kathleen Price
Weekly. Yearly subscription \$224.

NEA Today

National Education Association
1201 16th Street, NW
Washington, DC 20036
(202) 822-7200

News and features of interest to classroom teachers and other school employees. Describes successful school practices. Covers major education issues and trends.

Ann Kurzius

Eight issues a year. Subscription included with NEA membership. Nonmember subscription \$15 domestic, \$22 foreign.

Phi Delta Kappan

P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

Emphasizes educational research, issues, trends, and policy.
Editor, Robert W. Cole, Jr.
Monthly. Yearly subscription \$20.

Principal

National Association of Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314
(703) 684-3345

Timely articles on educational issues, ideas, and practices for elementary and middle school principals.
Editor, Leon E. Greene
Five issues a year. Subscription included with NAESP membership. Single copy \$7.

PTA Today

National Congress of Parents and Teachers
700 N. Rush Street
Chicago, IL 60611
(312) 787-0977

Articles on education, health, safety, parenting, and other areas related to children's well-being.
Editor, Pamela Schrom Reynolds
Seven issues a year. Yearly subscription \$7.

Report on Education of the Disadvantaged

Capitol Publications, Inc.
1101 King Street
Alexandria, VA 22313
(703) 683-4100

252 Washington news affecting Chapter 1, bilingual education, child nutrition programs, programs for migrant children, and related topics.
 Editor, Deborah Gold
 Biweekly. Yearly subscription \$168.

Report on Preschool Programs

Capitol Publications, Inc.
 1101 King Street
 Alexandria, VA 22313
 (703) 683-4100
 Reports on legislative activity, court decisions, day-care initiatives, research on early childhood education, and developments in preschool education.
 Editor, Jane Koppelman
 Biweekly. Yearly subscription \$159

Review of Educational Research

American Educational Research Association
 1230 17th Street, NW
 Washington, DC 20036
 (202) 223-9485
 Critical reviews of research literature bearing on education.
 Editor, Penelope Peterson
 Quarterly. Subscription included with AERA membership.
 Nonmember subscription \$23.

School Administrator

American Association of School Administrators
 1801 N. Moore Street
 Arlington, VA 22209
 (703) 528-0700
 Legal topics, issues related to curriculum and instruction, AASA news, and other articles for school administrators.
 Editor, Cindy Tursman
 Eleven issues a year. Subscription only with AASA membership.

School Law Bulletin

University of North Carolina at Chapel Hill
 Institute of Government
 Knapp Building 059A
 Chapel Hill, NC 27514
 (919) 966-4173
 Reports on recent litigation in the school law area written by school attorneys for administrators.
 Editor, Robert Phay
 Quarterly. Yearly subscription \$10.
 Two years \$18. Three years \$25.

Science and Children

National Science Teachers Association
 1742 Connecticut Avenue, NW
 Washington, DC 20009
 (202) 328-5800
 Focuses on preschool, elementary and middle school instruction techniques for science teachers; reviews curricula and science trade books.
 Editor, Phyllis R. Marcuccio
 Eight issues a year. Subscription only with NSTA membership.

Social Education

National Council for the Social Studies
 3501 Newark Street, NW
 Washington, DC 20016
 (202) 966-7840
 Combines scholarly and practical applications to the teaching of social studies for teachers in the elementary and secondary schools.
 Editor, Charles R. Rivera
 Eight issues a year. Subscription included with NCSS membership.
 Single copy \$5.

State Education Leader

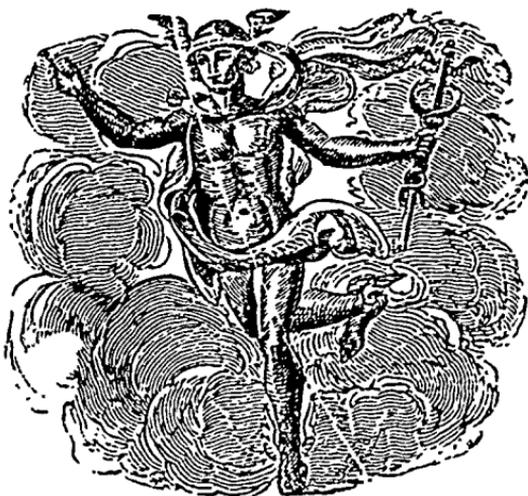
Education Commission of the States
 1860 Lincoln Street

Denver, CO 80295
 (303) 830-3692
 Covers a range of subjects of interest to educators, state legislators, governors, and other public officials.
 Editor, Rexford Brown
 Quarterly. Yearly subscription \$15.

TechTrends—For Leaders in Education and Training
 Association for Educational Communications & Technology
 1126 16th Street, NW
 Washington, DC 20036
 (202) 466-4780
 Focuses on the use of instructional technology at all levels of education and training.
 Editor, Dan Levin
 Eight issues a year. Subscription included with AECT membership.
 Nonmember subscription \$24.

Canada
Canadian Administrator
 Department of Educational Administration
 University of Alberta
 Edmonton, Alberta T6G 2G5
 Canada
 Research reports and discussion of issues in educational administration.
 Editor, J. Fris
 Eight issues a year. Yearly subscription \$10.

CEA Handbook
 Canadian Education Association
 252 Bloor Street, W., Suite 8-200
 Toronto, Ontario M5S 1V5
 Canada
 Directory of Canadian education officials, universities, and national and provincial associations.
 Editor, H. Goldsborough
 Annual \$34.



Recent Books About Education



Arons, S., *Compelling Belief*. 1986. \$8.95.

University of Massachusetts Press
Box 429

Amherst, MA 01004
(413) 545-2217

The current debate over what values public schools should teach, Arons argues, can be traced to rigid compulsory education laws and the politicization of schools. In this book, Arons balances the duties of schools to educate students soundly with the rights of parents to a values climate not hostile to their own.

Bennett, William J., *First Lessons: A Report on Elementary Education in America*. 1986. \$4.25 (GPO stock #065-000-00259-1).

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Send check or money order

payable to U.S. GPO)
(202) 275-3318

This very well written, 83-page document is the result of a year-long examination of the nation's elementary schools. Bennett says he relied heavily on a 21-member study group he appointed to come up with major findings on the types of curricular reforms needed at the elementary level.

Committee for Economic Development, *Investing In Our Schools*. 1985. \$10.45.

Committee for Economic Development
477 Madison Ave.
New York, NY 100.
(212) 688-2063

The nation's business community speaks its mind about education, calling for a return to a common curriculum, greater parental

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choice, more emphasis on the early grades, and revamped vocational education. The Committee on Economic Development, which produced the report, says schools must examine the "invisible curriculum" to ensure that students learn important personal traits such as honesty and responsibility.

Hampel, Robert, *The Last Little Citadel*. 1986. \$15.95
Houghton Mifflin Company
2 Park Street
Boston, MA 02108
(617) 725-5972

This history of the modern high school is the third and last in a series of reports from a study of high schools cosponsored by the National Association of Secondary School Principals and the National Association of Independent Schools. The others in the series are *Horace's Compromise*, 1984; and *The Shopping Mall High School*, 1986. The current volume examines how modern high schools have been shaped by history.

Institute for Educational Leadership. *School Dropouts: Everybody's Problem*. 1986. \$5.00 (plus \$1.00 postage).
Institute for Educational Leadership
1001 Connecticut Avenue, N.W..
Suite 310
Washington, DC 20036
(202) 676-5900

This concise and up-to-date monograph details current dropout statistics and demographic information while citing examples of successful prevention programs. It also examines policy issues for educators to consider in dealing with the problem.

Kozol, Jonathan, *Illiterate America*. 1985. \$15.95.
Doubleday and Company
Department ZA-375
Garden City, NY 11530
(516) 294-4561

While not all education experts agree with Kozol's estimate of 60 million functional illiterates in the United States, this publication is a compelling examination of the scope of the problem. Kozol's solution? Small groups of learners teaching learners, he says, will turn the literacy crises around.

Lewis, J., *Achieving Excellence in Our Schools—By Taking Lessons from America's Best-Run Companies*. 1986. \$19.95.
Wilkerson Publishing Co.
731 Franklin Street
Westbury, NY 11590
(516) 334-6297

Another of the recent spate of books following in the wake of the now classic *In Search of Excellence*. This volume identifies those characteristics of successful businesses that might be applied to schools in their current search for excellence.

Lukas, Anthony J., *Common Ground: A Turbulent Decade in the Lives of Three American Families*. 1985. \$19.95.
Random House
201 E. 50th St.
New York, NY 10022
(212) 751-2600

Lukas turns seven years of work on the effects of school desegregation in Boston into a Pulitzer-prize-winning story of three families in their separate struggles to cope

256 with the court-ordered plan. The author follows the tales of a Yankee family, a black family, and an Irish family, as they react and conflict with busing and one another.

National School Public Relations Association, *Schoo! Public Relations: The Complete Book*. 1986. \$29.95.

National School Public Relations Association
1501 Lee Highway, Suite 201
Arlington, VA 22209
(703) 528-5840

This book provides a practical overview of school public relations practices. It covers setting up a PR program, involving key publics, identifying critical issues, working with the news media, using new technology, and dealing with special problems. It is widely used as a graduate level textbook for school administrators.

Rich, Dorothy, *The Forgotten Factor in School Success—The Family*. 1985. \$5.00

Home and School Institute
Special Projects Office
1201 16th Street, N.W.
Washington, DC 20036
(202) 466-3633

Dorothy Rich, director of the Home and School Institute, offers suggestions on how to link families and schools.

What Works: Research About Teaching and Learning. 1986. (A report from the U.S. Department of Education) Free.

Consumer Information Center
Pueblo, CO 81009
(303) 948-3334

This is one of the most popular publications ever by the U.S.

Department of Education. It lists more than 40 "truisms" about research on effective schooling. Topics include homework, study skills, classroom discipline, and extracurricular activities.

What Works: Schools Without Drugs. 1986. (A report from the U.S. Department of Education) Free. Consumer Information Center Pueblo, CO 81009 (303) 948-3334

A follow-up to the highly successful *What Works*. Contains vital information on how to keep schools and students drug free. Included are sections on recognizing signs of drug use, appropriate school discipline policies, legal ramifications of drug rule enforcement, and tips on getting the community involved.

Wigginton, Eliot, *Sometimes a Shining Moment: The Foxfire Experience*. 1986. \$19.95
Anchor Press, Doubleday & Company, Inc.

245 Park Avenue
New York, NY 10167
(212) 984-7064

This is a book by a practicing classroom teacher who got his writing classes so stirred up that they wrote what came to be the very successful *Foxfire* books. It details



the author's experiences as an idealistic young English teacher trying to get the attention of his students. His perceptive observations and insights are invaluable for educators involved in today's reforms.

Also of interest:

Bunzel, John. Ed., *Challeng. to American Schools: The Case for Standards & Values*. 1985. \$19.95
Oxford University Press, Inc.
1600 Pollitt Drive
Fair Lawn, NJ 07410
(201) 796-8000

City High Schools—A Case Study. 1984. \$4.50
The Ford Foundation
320 East 43rd Street
New York, NY 10017
(212) 573-5000

Dobson, R., *Looking At, Talking About, and Living With Children*. 1985. \$19.75
University Press of America
4720 Boston Way
Lanham, MD 20801
(301) 459-3366

Gross, Ronald and Beatrice, *The Great School Debate*. 1985. \$9.95 paper (\$17.96 hardcover).
Simon and Schuster
1230 Avenue of the Americas
New York, NY 10020
(212) 245-6400

Grossman, B., *Early Childhood Administration*. 1985. \$18.00
Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210
(617) 482-9220

Guthrie, J. W., *Educational Administration and Policy*. 1986. \$28.95.
Prentice-Hall
Englewood Cliffs, NJ 07632
(201) 592-2000

Katznelson, I., *School for All*. 1985. \$19.95.
Basic Books, Inc.
10 East 53rd Street
New York, NY 10022
(212) 593-7057

Lightfoot, A., *Urban Education in Social Perspective*. 1985. \$12.75
University Press of America
4720 Boston Way
Lanham, MD 20801
(301) 459-3366

National Committee for Citizens in Education; Henderson, Anne T. Marburger, Carl L.; and Poms, Theodora, *Beyond the Bake Sale*. 1986. \$8.95 plus \$1.00 postage.
National Committee for Citizens in Education
10840 Little Patuxent Parkway,
Suite 301
Columbia, MD 21044
(301) 997-9300

National Foundation for the Improvement of Education, *A Blueprint for Success*. 1986. \$4.25 (request stock #A-701-00337).
National Foundation for the Improvement of Education
P.O. Box 509
West Haven, CT 06516

Snyder, M., *The Young Child as Person*. 1985. \$14.95.
Human Sciences Press
72 Fifth Avenue
New York, NY 10011
(212) 243-6000

Quotable Comments on Education



Henry Adams, 1838-1918:
A teacher affects eternity; he can never tell where his influence stops.

James Truslow Adams, 1878-1949:
There are obviously two educations. One should teach us how to make a living, and the other how to live.

Amos Bronson Alcott, 1799-1888:
The true teacher defends his pupils against his own personal influence. He guides their eyes from himself to the spirit that quickens him.

Francis Bacon, 1561-1626:
Reading maketh a full man, conference a ready man, and writing an exact man.

Hosea Ballou, 1771-1852:
*Education commences at the mother's knee, and every word spoken within the hearing of little children tends towards the
tion of character.*

Henry Barnard, 1811-1900:
The Common (public) school should no longer be regarded as common because it is cheap, inferior, and attended only by the poor . . . but common as the light and air are common, because its blessings are open to all and enjoyed by all.

Jacques Barzun, 1907-
Teaching is not a lost art, but the regard for it is a lost tradition.

Alexander Graham Bell, 1847-1922:
[Handicapped] children should form an annex to the public school system, receiving special instruction from special teachers who shall be able to give instruction to little children who are deaf, blind, or mentally deficient without sending them away from their homes or from the ordinary companions with whom they are associated.

Daniel Boorstin, 1914-
[Education is] learning what you didn't even know you didn't know.

Kenneth Clark, 1914-1983:
Children who are treated as if they are uneducable almost invariably become uneducable.

Council of Chiefs of the six nations of the Iroquois Confederacy, 1744:
(Speaking to the governor of Virginia after six Iroquois youths were invited to attend William and Mary College.)

Several of our young people were formerly brought up at the colleges of the northern provinces; they were instructed in all your sciences; but when they came back to us they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, or kill an enemy . . . they were totally good for nothing. . . . If the gentlemen of Virginia will send us a dozen of their sons we will take great care of their education, instruct them in all we know, and make men of them.

Henry Steele Commager, 1902-
No other people ever demanded so much of education. (as Americans) . . . None other was ever served so well by its schools and educators.

John Dewey, 1859-1952:
What the best and wisest parent wants for his own child, the community want for all of its children.

Emily Dickinson, 1830-1886:
He ate and drank the precious

*His spirit grew robust;
 He knew no more that he was poor,
 Nor that his frame was dust.
 He danced along the dingy days,
 And this bequest of wings
 Was but a book. What liberty
 A loosened spirit brings.*

Albert Einstein, 1879-1955:
Imagination is more important than knowledge. Knowledge is limited, whereas imagination embraces the entire world—stimulating progress, giving birth to evolution.

Ralph Waldo Emerson, 1803-1882:
1. Respect the child. Be not too much his parent. Trespass not on his solitude. 2. The Roman rule was to teach a boy nothing that he could not learn standing. 3. The man who can make hard things easy is the true educator.

Benjamin Franklin, 1706-1790:
To America one school master is worth a dozen poets.

Robert Frost, 1874-1963:
Education is hanging around until you've caught on.

James Garfield, 1831-1881:
Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.

Patricia A. Graham, 1935-
The central quandary facing American teachers today is the lack of clarity regarding the purpose of the schools in which they work, the nature of the larger educational system of which those schools are but a part, and the relationship

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between the two. If education is more than mere schooling—and it is—then we should have been asking ourselves which educational activities truly belong outside the classroom door.

Oliver Wendell Holmes, Sr.,
1809-1894:

Knowledge and timber shouldn't be much used till they are seasoned. . . . A child's education should begin at least one hundred years before he is born.

Herbert Hoover, 1874-1964:

We need to add to the three Rs, namely, reading, 'riting and 'rithmetic, a fourth—responsibility.

Thomas Jefferson, 1743-1826:

If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.

Lyndon B. Johnson, 1908-1973:

At the desk where I sit, I have learned one great truth. The answer for all our national problems—the answer for all the problems of the world—comes down to a single word. That word is "education."

John F. Kennedy, 1917-1963:

A child miseducated is a child lost.

Rockwell Kent, 1882-1971:

The real art of living consists of keeping alive the conscience and sense of values we had when we were young.

Abraham Lincoln, 1809-1865:

That every man may receive at a moderate education, and

thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance, even on this count alone, to say nothing of the advantages and satisfaction to be derived from all being able to read the scriptures and other works, both of a religious and moral nature, for themselves.

James Russell Lowell, 1819-1891:

Have you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination? to the company of saint and sage, of the wisest and wittiest moment? That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time?

James Madison, 1751-1836:

A people who mean to be their own governors must arm themselves with the power which knowledge gives.

Gene I. Maeroff, 1939-

Education in the 1980s will have the awesome responsibility of upholding standards in a society in which the schools may be among a shrinking number of institutions concerned with quality. Young people cannot be faulted if they question values at a time when the best-selling novels tend to be the worst written, the highest paid Americans are entertainers and athletes, and the most popular leisure-time activity of adults is watching situation comedies on television. Don't blame the kids if

they wonder why education is worth the bother.

Horace Mann, 1796-1859:

1. The Common (public) school is the greatest discovery ever made by man. 2. Education is our only political safety. 3. A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron. 4. School houses are the republican line of fortifications.

H.L. Mencken, 1880-1956:

The best teacher, until one comes to adult pupils, is not the one who knows most, but the one who is most capable of reducing knowledge to that simple compound of the obvious and the wonderful which slips into the infantile comprehension. A man of high intelligence, perhaps, may accomplish the thing by a conscious intellectual feat. But it is vastly easier to the man (or woman) whose habits of mind are naturally on the plane of the child's. The best teacher of children, in brief, is one who is essentially childlike.

John Henry Newman, 1801-1890:

Education gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them.

Pushmataha (Choctaw chief), ?-1824:

We wish our children educated. We are anxious that our rising generation should acquire a knowledge of literature and the and learn to tread in those

paths which have conducted your people, by regular generations, to their present summit of wealth and greatness.

Ronald Reagan, 1911-

If we fail to instruct our children in justice, religion, and liberty, we will be condemning them to a world without virtue. . . .

Hyman Rickover, 1900-1986

Education is our first line of defense—make it strong.

Will Rogers, 1879-1935:

The thing I'm sorriest about in my life is that I didn't stick around to take on the fifth grade.

Theodore Roosevelt, 1858-1919:

To educate a man in mind and not in morals is to educate a menace to society.

Bertrand Russell, 1872-1970:

No man can be a good teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he himself believes to be of value.

George Santayana, 1863-1952:

1. A child educated only at school is an uneducated child. 2. The great difficulty in education is to get experience out of ideas.

Henry David Thoreau, 1817-1862:

What does education often do? It makes a straight-cut ditch out of a free meandering brook.

262 **Lionel Trilling, 1905-1975:**
I have been read by Eliot's poems and by Ulysses and by Remembrance of Things Past and by The Castle for a good many years now, since early youth. Some of these books at first rejected me; I bored them. But as I grew older and they knew me better, they came to have more sympathy with me and to understand my hidden meanings.

Mark Twain, 1835-1910:
The man who does not read good books has no advantage over the man who can't read them.

Daniel Webster, 1782-1852:
Knowledge, in truth, is the great sun in the firmament. Life and power are scattered with all its beams.

Noah Webster, 1758-1843:
... it is an object of vast magnitude that systems of education should be adopted and pursued which may not only diffuse a knowledge of the sciences but may implant in the minds of American youth the principles of virtue and liberty; and inspire them with just and liberal ideas of

government, and with an inviolable attachment to their own country.

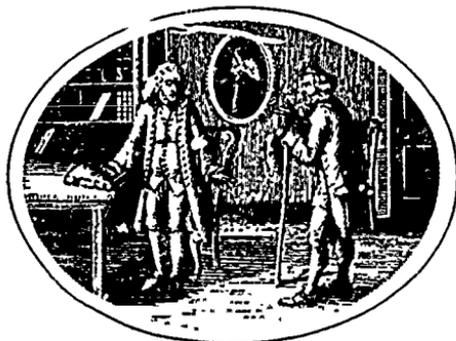
H.G. Wells, 1866-1946:
Human history becomes more and more a race between education and catastrophe.

Alfred North Whitehead, 1861-1947:
1. From the very beginning of his education, the child should experience the joy of discovery. 2. All practical teachers know that education is a patient process of mastery of details, minute by minute, hour by hour, day by day.

George F. Will, 1941-
As Plato understood, the e is really only one serious political topic. It is more serious than war, or even the New Federalism. It is the upbringing of children.

Woodrow Wilson, 1856-1924:
We must believe the things we teach our children.

William Young, 1801-1877:
Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life.



Some Jokes Heard at Education Conventions



Too formal?

Gordon Cawelti has held many distinguished posts before becoming executive director of ASCD, among them the superintendent of schools in Tulsa.

After he had been there for a time, he recalls, he asked the president of the PTA for a frank appraisal of what people thought of his performance. Almost everything she had to say was complimentary. In fact the only reservation she expressed was that some people thought he was a bit too formal—too reserved.

As with most people, he said, he instantly forgot the praise and fretted about the reservation. Finally he decided to take it up with his wife. He told her about the conversation, he said, and the PTA president's reservation, and *his* reservation about *her* reservation, and he said to his wife, "Now tell me

frankly—do you think I'm too formal?"

To which his wife sweetly replied, "Oh, I wouldn't say so, Doctor Cawelti!"

Don't cry!

As with most schools nowadays, the playground at Emerson Elementary is paved with asphalt. As a safety measure, the PTA adopted as one of its priorities the purchase of rubber mats to be placed under the swings and slides and other equipment. It took a while, but the PTA managed to raise the money, and at a little ceremony last October the mats were laid down.

During recess a few days later, as an exuberant second-grader went racing onto the playground he tripped over one of the mats and skinned his knee. A concerned teacher ran to him calling "Jimmy!

264 Jimmy! Are you all right? You're not going to cry, are you?"

The youngster drew himself up haughtily and said, "Hell no, I'm gonna sue."

Playing school!

Principal John Ourth notes that children carry a lot of school home with them each day. Often they like to *play* school and be "teacher" with their younger brothers and sisters. Such a youngster was a first-grader named Michael, whose "class" consisted of his sister Susan, age 3.

Things went pretty well for two or three weeks but then one day Susan objected. "Michael," she complained, "how come every day you get to be the teacher? That's not fair. We ought to take turns."

Michael gave her his best first-grade stare and said, "Susan, you can't be the teacher. You don't know enough. You can't even read."

To which Susan responded plaintively, "Well can I at least be the principal?"

Prayer power

Archie LaPointe, director of the National Assessment of Educational Progress, recalled the progress he made one day when he was confronted by a test he wasn't sure he was prepared for.

It was in a parochial school, and the nun who was teaching the class had some advice. "If you find yourself in difficulty," she said, "say a little prayer."

While the class was taking the test the sister walked around the room keeping tabs on things. As she got to little Archie's desk she glanced down, paused for a moment, and then whispered in his

ear, "Maybe you should pray just a bit harder."

Hurry!

Particularly as a result of the findings of the Perry School Project in Ypsilanti, Michigan, there is considerable talk these days about starting schooling earlier. Francis Wayland Parker, a distinguished Chicago educator and lecturer of yesteryear, would have seconded the motion.

In one of his lectures one day he had focused on early childhood learning, and a woman in the audience asked, "Dr. Parker, how early could I begin the education of my child?"

"First tell me," he said, "when the child is to be born."

"Jimmy is *already* born," she said. "He's nearly five years old now."

To which Dr. Parker replied, "Great Scott, madam, don't stand here talking with me. Hurry home, for you have already lost the very best years!"

Take that!

In a decreasing number of communities, children may not enter kindergarten until they are six.

The mother of a five-year-old in such a community confronted a member of the school board one day and declared it was scandalous that her daughter was not receiving the benefits of schooling, since she was clearly far enough advanced.

When the irritated school board member demurred she grew insistent, saying, "The child could easily pass any tests for six-year-olds."

The official still wasn't buying.

Haughtily he faced the little girl and demanded, "Say some words for me."

The child hesitated for a moment and then turned to her mother and asked, "Is he asking for purely arbitrary, irrelevant, discontinuous words?"

The play's the thing

One man's meat is another man's poison, the saying goes, and perhaps the principle applies to teenage triumphs and turkeys, too.

Consider the high school sophomore who came home fairly bursting with enthusiasm about school and more particularly about what had happened there that day.

A group of prominent people in the community had paid a special visit, he told his mother, and as part of the reception his drama class had put on a scene from a play. Without question it had been the highlight of the program.

"How do you know?" his mother asked, "Did they say so?"

"They didn't have to," the son replied. "You could tell by their reaction. You never heard such laughter in your life. They almost had hysterics."

"My!" said his impressed mother. "And what play was the scene from?"

"It was from *Hamlet*," said the boy.

Take your pick

Frank's report card had been very, very bad, and his father couldn't seem to stop harping on the subject.

"I just can't understand why you do so poorly" he kept saying.

The boy writhed and writhed and said, "Me, either." And then

innocently added, "Would you figure it was a matter of ability or environment?"

The sophisticate

The principal of an elementary school in southern California remarked on how early world-weariness sets in among youngsters nowadays, at least in that part of the world.

As an example he mentioned the third grader he was talking to about the boy's failure to apply himself.

"Phillip," he said, "you've got to buckle down. You might fail this class." And then in a sly appeal to the boy's competitiveness he added: "You would stay here and Rita, the little blond girl you like so much, would go on to the next grade and leave you behind."

Unimpressed, Phillip replied, "Oh, I'm sure there will be other Ritas in my life."

Sure cure

Motivation also figured in the remarks of a Vermont principal who had been impressed by the exceptional order maintained by the school's music teacher.

When he inquired about the secret of her success, the teacher said that actually a few weeks earlier three or four of the children had been noisy and inattentive, and a general breakdown in discipline seemed to be brewing.

However, she said, the problem promptly ended when she told the class that maybe the needs and talents of disruptive students were such that she ought to suggest to their parents *that they start taking piano lessons!*

Celebrative Occasions for 1987 and 1988



January, 1987

Jan. 1	New Year's Day	
Jan. 1	Japanese New Year	Beginning of the Year of the Hare.
Jan. 1-31	March of Dimes month	Campaign to fight birth defects.
Jan. 14	Ratification Day	Anniversary of the ratification in 1784 of the Treaty of Paris, which officially ended the American Revolution and established the United States as a sovereign power.
Jan. 17	Birthday of Benjamin Franklin	Oldest signer of the Declaration of Independence, scientist, author, philosopher; b. 1706, d. 1790.
Jan. 19	Birthday of Martin Luther King, Jr. (observed)	Civil rights leader, winner of 1964 Nobel Peace Prize. b. 1929; assassinated April 4, 1968.
Jan. 27	Vietnam War Cease-Fire	Agreement signed in 1973 ending American military involvement in the Vietnam War.
Jan. 29	Chinese New Year	Beginning of the Year of the Hare.

Jan. 30 School Nurse Day Sponsored by the National Association of School Nurses, Inc., 7395 S. Krameria St., Englewood, CO 80112.

February, 1987

Feb. 1 National Freedom Day Commemorates the 1865 signing of the Thirteenth Amendment abolishing slavery.

Feb. 2 Groundhog Day Some have it that on this day, if the groundhog sees its shadow, six weeks of winter will follow; otherwise expect spring weather.

Feb. 6 Birthday of Ronald Reagan Fortieth president of the U.S.; b. 1911.

Feb. 12 Birthday of Abraham Lincoln Sixteenth president; b. 1809, assassinated 1865. Observed on different dates in February in some states.

Feb. 12 Birthday of Charles Darwin Author and naturalist Charles Robert Darwin, best known for his book *The Origin of Species*, expounding the theory of evolution; b. 1809, d. 1882.

Feb. 14 St. Valentine's Day

Feb. 15 Birthday of Susan B. Anthony Reformer and advocate of women's suffrage; b. 1820, d. 1906.

Feb. 17 PTA Founders' Day. Sponsored by the National PTA

Feb. 20 Anniversary of Glenn's Space Flight On this date in 1962 John Glenn became the first American to orbit the earth, in spacecraft Friendship 7.

Feb. 20 Frederick Douglass Day American journalist and antislavery leader; d. 1895; birth date unknown.

Feb. 16 George Washington's Birthday (observed) First U.S. President; b. Feb. 22, 1732, d. 1799.

C E L E B R A T I V E O C C A S I O N S

268	Feb. 21-28	Future Farmers of America Week	Sponsored by the Future Farmers of America.
	Feb. 24	Gregorian Calendar Day	Pope Gregory XIII issued a Papal Bull on Feb. 24, 1582, correcting the Julian Calendar. The new calendar, which was named for him, became effective on Oct. 4, 1582. It is the most widely used calendar today.
March, 1987			
	Mar. 1-31	National Music in Our Schools Month	Sponsored by the Music Educators National Conference.
	Mar. 1-31	National Nutrition Month	Sponsored by the American Dietetic Association, 430 N. Michigan Ave., Chicago, IL 60611.
	Mar. 1-31	Youth Art Month	Sponsored by the Council for Art Education, Inc., 715 Boylston St., Boston, MA 02116.
	Mar. 3	Adoption of National Anthem	On this date in 1931 "The Star Spangled Banner" was adopted as our national anthem. Written in 1814 by Francis Scott Key.
	Mar. 4	Birthday of Casimir Pulaski	Polish-born brigadier general and chief of cavalry in the American Revolution; b. 1748, d. 1779.
	Mar. 8-14	Girl Scout Week	Sponsored by the Girl Scouts of the U.S.A., 830 Third Ave., New York, NY 10022.
	Mar. 11	Johnny Appleseed Day	Honors John Chapman, better known as Johnny Appleseed, planter of orchards and conservationist.
	Mar. 14	Birthday of Albert Einstein	Physicist known for Theory of Relativity; b. 1879, d. 1955.
	Mar. 17	Camp Fire Founders' Day	Sponsored by Camp Fire, Inc., 4601 Madison Ave., Kansas City, MO 64112.

Mar. 17	St. Patrick's Day	Commemorates Ireland's patron saint.
Mar. 20	First Day of Spring	Vernal equinox occurs at 10:52 p.m., Eastern Standard Time.
April, 1987		
April 1	April Fools' Day	
Apr. 1-30	Mathematics Education Month	Sponsored by National Council of Teachers of Mathematics.
Apr. 2	International Children's Book Day	Celebrated on Hans Christian Andersen's birthday; information from Children's Book Council, 67 Irving Place, New York, NY 10003.
Apr. 5	Daylight Saving Time	Beginning this year Congress moved the starting date from the last Sunday in April to the first. At 2 a.m. clocks in all U.S. time zones advance one hour except where state legislatures provide exemption. Ends last Sunday in October.
Apr. 5-11	National Library Week	Sponsored by the American Library Association.
Apr. 13	Birth day of Thomas Jefferson	Third president; b. 1743, d. 1826. Proclaimed education by the state a fundamental article of democratic faith.
Apr. 14-15	Pesach, or Passover	First days of eight-day Jewish celebration of the deliverance of the Jews from slavery in Egypt.
Apr. 17	Good Friday	Commemorates Christ's crucifixion, death, and entombment.
Apr. 18	Paul Revere's Ride	The "midnight ride" of Paul Revere started at about 10 p.m. on this day in 1775.
Apr. 19	Easter	Celebration of the resurrection of Christ.

C E L E B R A T I V E O C C A S I O N S

270	Apr. 19-25	National YWCA Week	Sponsored by the National Board of the YWCA, 726 Broadway, New York, NY 10003.
	Apr. 20	Patriot's Day	Commemorates Battle of Lexington and Concord in 1775.
	Apr. 23	Birthday of William Shakespeare	William Shakespeare, poet and dramatist in Elizabethan England, was born on this date in 1564 and also died on this date in 1616.
	Apr. 24	Arbor Day	A day designated for planting trees. Sponsored by the National Arbor Day Foundation, 100 Arbor Ave., Nebraska City, NE 68410.
	Apr. 26- May 2	Bike Safety Week	Sponsored by Optimist International, 4494 Lindell Blvd., St. Louis, MO 63108.
	Apr. 29	Ramadan I	Beginning of Moslem Holy Month, commemorated by fasting.
	May, 1987		
	May 4	Birthday of Horace Mann	Honors the "father" of the American public school system; b. 1796, d. 1859.
	May 3-9	Teacher Appreciation Week	Sponsored by the National PTA to honor the important contribution of teachers in educating children.
	May 5	First Manned American Space Flight	On this date in 1961, Alan B. Shepard, Jr. became the first American in space.
	May 5	Teacher Day USA	Sponsored by National Education Association in conjunction with National PTA Teacher Appreciation Week.
	May 8	VE Day	Germany surrendered to Allied forces in 1945, ending World War II in Europe.

May 8	World Red Cross Day	Honors Jean Henri Dunant, who originated the idea of the Red Cross. Sponsored by the American Red Cross, 17th and D Sts., NW, Washington, DC 20006
May 9	Native American Day	Formerly American Indian Day.
May 10	Mother's Day	Since 1914 observed on the second Sunday in May.
May 10-16	Girls Club Week	Sponsored by the Girls Clubs of America, Inc., 205 Lexington Ave., New York, NY 10016.
May 16	Armed Forces Day	Observed by presidential proclamation.



May 18	Victoria Day	Canadian national holiday.
May 25	Constitutional Convention's opening	On this day in 1787, 55 state delegates gathered at Independence Hall in Philadelphia to draft the nation's fundamental laws.
May 25	Memorial Day (observed)	Observed in remembrance of those who died in war.
May 25	Birthday of Ralph Waldo Emerson	American author and philosopher; b. 1803, d. 1882.
May 29	Birthday of Patrick Henry	American Revolutionary leader and orator known for his declaration: "I know not what course others may take, but as for me, give me liberty or give me death!" b. 1736, d. 1799.

C E L E B R A T I V E O C C A S I O N S

272	June, 1987	
June 5	World Environment Day	Observed annually on anniversary of the opening of the U.N. Conference on the Human Environment in Stockholm in 1973. Information from the U.N. Department of Public Information, United Nations, New York, NY 10017.
June 14	Children's Day	Observed the second Sunday in June to focus attention on the needs of America's children.
June 14	Flag Day	America's Stars and Stripes flag was adopted by the Continental Congress on this day in 1777.
June 15	Magna Carta Day	Anniversary of the signing by King John in 1215 of the Magna Carta, the first charter of English liberties.
June 21	Father's Day	
June 21	First Day of Summer	Summer solstice occurs at 6:44 a.m. Eastern Daylight Time.
June 28	Treaty of Versailles	Formal ending of World War I in 1919.
 July, 1987		
July 1	Canada Day	Also called Dominion Day, celebrates the confederation of Canadian provinces into the Dominion of Canada in 1867.
July 4	Independence Day	Commemorates Declaration of Independence adopted by the Second Continental Congress in 1776.
July 14	Bastille Day	Commemorates capture of the Bastille in France in 1789.
July 16	First Atomic Bomb Exploded	At 5:30 a.m. on this date in 1945, the first atomic bomb was detonated at the Alamogordo Air Base in New Mexico.

July 20	Moon Landing	Anniversary of the first landing on the moon by Neil Armstrong and Edwin Aldrin, Jr., in 1969.
July 27	Birthday of José Celso Barbosa	Honors eminent Puerto Rican doctor, patriot, and educator; b. 1857, d. 1921.
August, 1987		
Aug. 14	VJ Day	Commemorates the surrender in 1945 of Japan to the Allies ending World War II.
Aug. 26	Women's Equality Day	Marks certification in 1920 of the Nineteenth Amendment to the U.S. Constitution, prohibiting sex discrimination with regard to voting.
Aug 26	Hjriat Year	Moslem New Year's Day.
September, 1987		
Sept. 1-30	PTA Membership Month	Sponsored by the National PTA.
Sept. 3	Anniversary of Treaty of Paris	Signed in Paris on this day in 1783 to end the Revolutionary War.
Sept. 5.	Anniversary of First Continental Congress	Assembled in Philadelphia in 1774, attended by 56 delegates representing 11 colonies.
Sept. 7	Labor Day	Legal holiday in all states and Canada in honor of working men and women.
Sept. 13	Grandparents' Day	A day showing appreciation to grandparents.
Sept. 15-16	Mexican Independence Days	Celebrates Mexico's independence from Spain.
Sept. 16	"Mayflower" Day	The "Mayflower" departed this day from Plymouth, England, in 1620.

C E L E B R A T I V E O C C A S I O N S

274	Sept. 17 Sept. 17-23	Citizenship Day and Constitution Week	Marks the adjournment of the Constitutional Convention on September 17, 1787. Presidential proclamations set aside this day and week for observance.
	Sept. 23	First Day of Autumn	Autumnal equinox occurs at 9:40 a.m. Eastern Daylight Time.
	Sept. 24	Rosh Hashanah	Jewish New Year.

October, 1987

	Oct. 3	Yom Kippur	Holiest Jewish observance ; Day of Atonement.
	Oct. 4-10	Fire Prevention Week	Sponsored by the National Fire Protection Association, Batterymarch Park, Quincy, MA 02269.
	Oct. 4-10	National 4-H Week	To promote activities of 4-H Clubs. Sponsored by the Cooperative Extension Service, Room 5035-S, U.S. Department of Agriculture, Washington, DC 20250.
	Oct. 4-10	National Metric Week	Sponsored by the National Council of Teachers of Mathematics.
	Oct. 6-12	National School Bus Safety Week	Sponsored by the National School Transportation Association, P.O. Box 2639, Springfield, VA 22152.
	Oct. 11-17	National School Lunch Week	Observed by annual presidential proclamation.
	Oct. 12	Columbus Day	Anniversary of Columbus' sighting of New World in 1492.
	Oct. 12	Canadian Thanksgiving	
	Oct. 14-19	National Handicap Awareness Week	Sponsored by the National Easter Seal Society, 2023 W. Ogden Ave., Chicago, IL 60612.

Oct. 24	United Nations Day	Set aside by annual presidential proclamation to commemorate the founding of the U.N. in 1945. Information from Department of Public Information, United Nations, New York, NY 10017.
Oct. 25	Standard Time resumes	At 2:00 a.m., clocks should be moved back one hour.
Oct. 31	Halloween	Evening before All Saints or All Hallows Day.
Oct. 31	National UNICEF Day	By presidential proclamation. Sponsored by U.S. Committee for UNICEF, 331 E 38th St., New York, NY 10016.

November, 1987

Nov. 11	Veterans Day	Anniversary of Armistice ending World War I; honors veterans of all American Wars.
Nov. 15-21	American Education Week	Calls attention to the needs and achievements of American schools. Information available from National Education Association.
Nov. 16-22	National Children's Book Week	Sponsored by the Children's Book Council, Inc., 67 Irving Place, New York, NY 10003.
Nov. 26	Thanksgiving Day	

December, 1987

Dec. 10	Human Rights Day	Commemorates the adoption of the Universal Declaration of Human Rights in 1948.
Dec. 15	Bill of Rights Day	Anniversary of the adoption of the first ten amendments to the U.S. Constitution in 1791.
Dec. 16-23	Hanukkah	Jewish Feast of Lights, lasting 8 days.

C E L E B R A T I V E O C C A S I O N S

276	Dec. 17	Wright Brothers First Powered Flight	On this day in 1903, brothers Wilbur and Orville Wright flew the first powered aircraft. Orville Wright made the first successful flight, near Kitty Hawk, NC.
	Dec. 20	Louisiana Purchase Day	Anniversary of the sale by France in 1803 of its 827,987 square-mile Louisiana Territory, a deal by which the United States nearly doubled in size.
	Dec. 22	First Day of Winter	Winter solstice occurs at 5:08 p.m. Eastern Standard Time; shortest day of the year.
	Dec. 25	Christmas Day	
January, 1988			
	Jan. 1	New Year's Day	
	Jan. 1	Japanese New Year	Beginning of the Year of the Dragon.
	Jan. 1-31	March of Dimes Month	Campaign to fight birth defects.
	Jan. 14	Ratification Day	Anniversary of the ratification in 1784 of the Treaty of Paris, which officially ended the American Revolution and established the United States as a sovereign power.
	Jan. 17	Birthday of Benjamin Franklin	Oldest signer of the Declaration of Independence, scientist, author, philosopher; b. 1706, d. 1790.
	Jan. 18	Birthday of Martin Luther King, Jr. (observed)	Civil rights leader, winner of 1964 Nobel Peace Prize. b. 1929; assassinated April 4, 1968.
	Jan. 19	Birthday of Robert E. Lee	Confederate general; b. 1807, d. 1870.
	Jan. 27	Vietnam War Cease-Fire	Agreement signed in 1973 ending American military involvement in the Vietnam War.

Jan. 27	School Nurse Day	Sponsored by the National Association of School Nurses, Inc., 7395 S. Krameria St., Englewood CO 80112.
February, 1988		
Feb. 1	National Freedom Day	Commemorates the 1865 signing of the Thirteenth Amendment abolishing slavery.
Feb. 2	Groundhog Day	Some have it that on this day, if the groundhog sees its shadow, six weeks of winter will follow; otherwise expect spring weather.
Feb. 6	Birthday of Ronald Reagan	Fortieth president of the U.S.; b. 1911.
Feb. 7-13	National FHA/HERO Week	To focus attention on the activities and goals of the Future Homemakers of America.
Feb. 8	Boy Scouts of America Day	Commemorates organization's founding in 1910.
Feb. 12	Birthday of Abraham Lincoln	Sixteenth president; b. 1809, assassinated 1865. Observed on different dates in February in some states.
Feb. 12	Birthday of Charles Darwin	Author and naturalist Charles Robert Darwin, best known for his book <i>The Origin of Species</i> , expounding the theory of evolution; b. 1809, d. 1882.
Feb. 14	St. Valentine's Day	
Feb. 15	Birthday of Susan B. Anthony	Reformer and advocate of women's suffrage; b. 1820, d. 1906.
Feb. 15	Birthday of George Washington (observed)	First U.S. President; b. Feb. '22, 1732, d. 1799.
	PTA Founders' Day	Sponsored by the National PTA.

C E L E B R A T I V E O C C A S I O N S

278	Feb. 17	Chinese New Year	Beginning of the Year of the Dragon.
	Feb. 20-27	Future Farmers of America Week	Sponsored by the Future Farmers of America.
	Feb. 20	Anniversary of Glenn's Space Flight	On this date in 1962 John Glenn became the first American to orbit the earth, in spacecraft Friendship 7.
	Feb. 20	Frederick Douglass Day	American journalist and antislavery leader; d. 1895; birthdate unknown.
	Feb. 24	Gregorian Calendar Day	Pope Gregory XIII issued a Papal Bull on Feb. 24, 1582, correcting the Julian Calendar. The new calendar, which was named for him, became effective on Oct. 4, 1582. It is the most widely used calendar today.

March, 1988

Mar. 1-31	National Music in Our Schools Month	Sponsored by the Music Educators National Conference.
Mar. 1-31	National Nutrition Month	Sponsored by the American Dietetic Association, 430 N. Michigan Ave., Chicago, IL 60611.
Mar. 1-31	Youth Art Month	Sponsored by the Council for Art Education, Inc. 715 Boylston St., Boston, MA 02116.
Mar. 3	Adoption of National Anthem	On this date in 1931 "The Star Spangled Banner" was adopted as our national anthem. Written in 1814 by Francis Scott Key.
Mar. 4	Birthday of Casimir Pulaski	Polish-born brigadier general and chief of cavalry in the American Revolution; b. 1748, d. 1779.
Mar. 6-12	Girl Scout Week	Sponsored by the Girl Scouts of the U.S.A., 830 Third Ave., New York, NY 10022.

Mar. 11	Johnny Appleseed Day	Honors John Chapman, better known as Johnny Appleseed, planter of orchards and conservationist.
Mar. 14	Birthday of Albert Einstein	Physicist known for Theory of Relativity; b. 1879, d. 1955.
Mar. 17	Camp Fire Founders' Day	Sponsored by Camp Fire, Inc., 4601 Madison Ave., Kansas City, MO 64112.
Mar. 17	St. Patrick's Day	Commemorates Ireland's patron saint.
Mar. 20	First Day of Spring	Vernal equinox occurs at 4:39 a.m. Eastern Standard Time.



April, 1988

Apr. 1	Good Friday	Commemorates Christ's crucifixion, death, and entombment.
Apr. 1	April Fools' Day	
Apr. 1-30	Mathematics Education Month	Sponsored by National Council of Teachers of Mathematics.
Apr. 2	International Children's Book Day	Celebrated on Hans Christian Andersen's birthday; information from Children's Book Council, 67 Irving Place, New York, NY 10003.
Apr. 2-3	Pesach, or Passover	First days of eight-day Jewish celebration of the deliverance of the Jews from slavery in Egypt.
Apr. 3	Easter	Celebration of the resurrection of Christ.

C E L E B R A T I V E O C C A S I O N S

280	Apr. 3	Daylight Saving Time begins	At 2:00 a.m., clocks should be advanced one hour, except where state legislatures provide exemption.
	Apr. 3-9	National Library Week	Sponsored by the American Library Association.
	April 13	Birthday of Thomas Jefferson	Third president; b. 1743, d. 1826. Proclaimed education by the state a fundamental article of democratic faith.
	Apr. 18	Patriot's Day	Commemorates Battle of Lexington and Concord in 1775.
	Apr. 18	Paul Revere's Ride	The "midnight ride" of Paul Revere started at about 10 p.m. on this day in 1775.
	Apr. 19	Ramadan I	Beginning of Moslem holy month; commemorated by fasting.
	Apr. 23	Birthday of William Shakespeare	William Shakespeare, poet and dramatist in Elizabethan England, was born on this date in 1564 and also died on this date in 1616.
	Apr. 24-30	National YWCA Week	Sponsored by the National Board of the YWCA, 726 Broadway, New York, NY 10003.
	Apr. 29	Arbor Day	A day designated for planting trees. Sponsored by the National Arbor Day Foundation, 100 Arbor Ave., Nebraska City, NE 68410.
	May, 1988 May 1-7	Teacher Appreciation Week	Sponsored by the National PTA to honor the important contribution of teachers in educating children.
	May 3	Teacher Day USA	Sponsored by National Education Association.

May 4	Birthdays of Horace Mann	Honors the "father" of the American public school system; b. 1796, d. 1859.
May 5	First Manned American Space Flight	On this date in 1961, Alan B. Shepard, Jr. became the first American in space.
May 8	Mother's Day	Since 1914 observed on the second Sunday in May.
May 8	VE Day	Germany surrendered to Allied forces in 1945, ending World War II in Europe.
May 8	World Red Cross Day	Honors Jean Henri Dunant, who originated the idea of the Red Cross. Sponsored by the American Red Cross, 17th and D Sts., NW, Washington, DC 20006.
May 8-14	Girls Club Week	Sponsored by the Girls Clubs of America, Inc., 205 Lexington Ave., New York, NY 10016.
May 14	Native American Day	Formerly American Indian Day.
May 21	Armed Forces Day	Observed by presidential proclamation.
May 23	Victoria Day	Canadian national holiday.
May 25	Convening of Constitutional Convention	The Constitutional Convention began its sessions in Philadelphia 200 years ago today.
May 25	Birthdays of Ralph Waldo Emerson	American author and philosopher; b. 1803, d. 1882.
May 29	Birthdays of Patrick Henry	American Revolutionary leader and orator known for his declaration: "I know not what course others may take, but as for me, give me liberty or give me death!" b. 1736, d. 1799.
May 30	Memorial Day	Observed in remembrance of those who died in war.

C E L E B R A T I V E O C C A S I O N S

282	June, 1988		
	June 5	World Environment Day	Observed annually on anniversary of the opening of the U.N. Conference on the Human Environment in Stockholm in 1972. Information from the U.N. Department of Public Information, United Nations, New York, NY 10017.
	June 12	Children's Day	Observed the second Sunday in June to focus attention on the needs of America's children.
	June 14	Flag Day	America's Stars and Stripes flag was adopted by the Continental Congress on this day in 1777.
	June 15	Magna Carta Day	Anniversary of the signing by King John in 1215 of the Magna Carta, the first charter of English liberties.
	June 19	Father's Day	
	June 20	First Day of Summer	Summer solstice occurs at 11:57 p.m. Eastern Daylight Time.
	June 28	Treaty of Versailles	Formal ending of World War I in 1919.
	July, 1988		
	July 1	Canada Day	Also called Dominion Day, celebrates the confederation of Canadian provinces into the Dominion of Canada in 1867.
	July 4	Independence Day	Commemorates Declaration of Independence adopted by the Second Continental Congress in 1776.
	July 14	Bastille Day	Commemorates capture of the Bastille in France in 1789.
	July 16	First Atomic Bomb Exploded	At 5:30 a.m. on this date in 1945, the first atomic bomb was detonated at the Alamogordo Air Base in New Mexico.

July 20	Moon Landing	Anniversary of the first landing on the moon by Neil Armstrong and Edwin Aldrin, Jr., in 1969.
July 27	Birthday of José Celso Barbosa	Honors eminent Puerto Rican doctor, patriot, and educator; b. 1857, d. 1921.
August, 1988		
Aug. 14	VJ Day	Commemorates the surrender in 1945 of Japan to the Allies ending World War II.
Aug. 14	Hjriat Year	Moslem New Year's Day.
Aug. 26	Women's Equality Day	Marks certification in 1920 of the Nineteenth Amendment to the U.S. Constitution, prohibiting sex discrimination with regard to voting.
September, 1988		
Sept. 1-30	PTA Membership Month	Sponsored by the National PTA.
Sept. 3	Anniversary of Treaty of Paris	Signed in Paris on this day in 1783 to end the Revolutionary War.
Sept. 5	Labor Day	Legal holiday in all states and Canada in honor of working men and women.
Sept. 5	Anniversary of First Continental Congress	Assembled in Philadelphia in 1774, attended by 56 delegates representing 11 colonies.
Sept. 11	Grandparents' Day	A day showing appreciation to grandparents.
Sept. 12	Rosh Hashanah	Jewish New Year.
Sept. 15-16	Mexican Independence Days	Celebrates Mexico's Independence from Spain.
Sept. 16	"Mayflower" Day	The "Mayflower" departed this day from Plymouth, England, in 1620.

C E L E B R A T I V E O C C A S I O N S

284	Sept. 17 Sept. 17-23	Citizenship Day and Constitution Week	Marks the adjournment of the Constitutional Convention on September 17, 1787. Presidential proclamations set aside this day and week for observance.
	Sept 21	Yom Kippur	Holiest Jewish observance; Day of Atonement.
	Sept. 22	First Day of Autumn	Autumnal equinox occurs at 3:29 p.m. Eastern Daylight Time.
October, 1988			
	Oct. 2-8	Fire Prevention Week	Sponsored by the National Fire Protection Association, Batterymarch Park, Quincy, MA 02269.
	Oct. 2-8	National 4-H Week	To promote activities of 4-H Clubs. Sponsored by the Cooperative Extension Service, Room 5035-S, U.S. Department of Agriculture, Washington, DC 20250.
	Oct. 6-12	National School Bus Safety Week	Sponsored by the National School Transportation Association, P.O. Box 2639, Springfield, VA 22152.
	Oct. 9-15	National School Lunch Week	Observed by annual presidential proclamation.
	Oct. 10	Canadian Thanksgiving	
	Oct. 10	Columbus Day (observed)	Honors Columbus and all other discoverers.
	Oct. 24	United Nations Day	Set aside by annual presidential proclamation to commemorate the founding of the U.N. in 1945. Information from Department of Public Information, United Nations, New York, NY 10017.
	Oct. 30	Standard Time resumes	At 2:00 a.m., clocks should be moved back one hour.

Oct. 31	Halloween	Evening before All Saints or All Hailows Day.
Oct. 31	National UNICEF Day	By presidential proclamation Sponsored by U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016.

November, 1988

Nov. 8	Election Day	
Nov. 11	Veterans Day	Anniversary of Armistice ending World War I; honors veterans of all American wars.
Nov. 13-19	American Education Week	Calls attention to the needs and achievements of American schools. Information available from National Education Association.
Nov. 20-26	National Children's Book Week	Sponsored by the Children's Book Council, Inc., 67 Irving Place, New York, NY 10003.
Nov. 24	Thanksgiving Day	

December, 1988

Dec. 4-11	Hanukkah	Jewish Feast of Lights, lasting 8 days.
Dec. 10	Human Rights Day	Commemorates the adoption of the Universal Declaration of Human Rights in 1948.
Dec. 15	Bill of Rights Day	Anniversary of the adoption of the first ten amendments to the U.S. Constitution in 1791.
Dec. 17	Wright Brothers First Powered Flight	On this day in 1903, brothers Wilbur and Orville Wright flew the first powered aircraft. Orville Wright made the first successful flight, near Kitty Hawk, NC.

C E L E B R A T I V E O C C A S I O N S

- 286 Dec. 20 Louisiana Purchase Day Anniversary of the sale by France in 1803 of its 827,987 square-mile Louisiana Territory, a deal by which the United States nearly doubled in size.
- Dec. 21 First Day of Winter Winter solstice occurs at 10:28 a.m. Eastern Standard Time; shortest day of the year.
- Dec. 25 Christmas Day



Pathfinders in American Education



Daniel Adams, 1773-1864: Massachusetts physician. Adams became alarmed by the lack of adequate school textbooks and wrote the most widely used arithmetic texts of those available in the early 1800s.

Henry Brooks Adams, 1838-1918: Great-grandson of John Adams. Henry Adams became famous as a historian and for his autobiography, *The Education of Henry Adams*, and also made significant contributions to education. As professor of medieval history at Harvard, he developed modern historical research techniques and introduced the seminar method of teaching.

Louis Agassiz, 1807-1873: Swiss emigrant; zoology teacher at Harvard. Agassiz believed that students should learn from personal

observations of plant and animal life, not just from books. Virtually every outstanding teacher of natural history in the late nineteenth century was an Agassiz pupil or disciple.

Amos Bronson Alcott, 1799-1888: Father of Louisa May Alcott (*Little Women*). Alcott founded schools that stressed spiritual values as a means of "awakening the soul" of students. His approach was not well received in Massachusetts in the 1830s, yet Ralph Waldo Emerson called him the greatest man of intellect he had known.

William Andrus Alcott, 1798-1859: Considered the father of health education. William Alcott replaced crude wooden benches with seats and established ventilated classrooms, edited the first weekly periodical for children, and wrote

288 the first health book in language that children could understand.

Edward Ellis Allen, 1861-1950: Teacher of blind children in the United States and England. Edward Allen persuaded Boston public schools in 1913 to begin classes for sight-impaired children, a plan soon adopted by other school systems in the United States and Canada. An early supporter of Braille, he sponsored scientific research in the psychology of blindness and sought to elevate teaching of blind students to a professional level.

Henry H. Barnard, 1811-1900: General assembly delegate and first chief state school officer in Connecticut. Henry Barnard worked with Horace Mann and others for statewide systems of public schools that would reduce variations in the quality and availability of education within and among states. Publisher for many years of a distinguished teacher-training periodical, *American Journal of Education*, he served as first U.S. Commissioner of Education (1867-70).

Catherine Beecher, 1800-1878: Advocate of education for women. Catherine Beecher founded Hartford Female Seminary, an institution that emphasized small classes, the relationship of general principles across disciplines, and motivation of students to seek learning outside textbooks.

Alexander Graham Bell, 1847-1922: American inventor and educator. Although his fame as inventor of the telephone overshadowed his contributions to the education of deaf, he was also teacher and

principal in a school for deaf students. Bell developed improved teaching techniques and became the leading authority on education of the deaf in the United States and England.

Terrel H. (Ted) Bell, 1921- : American educator. Now a professor of educational administration at the University of Utah, Bell was U.S. Secretary of Education from 1981 to 1984. In that position he created the task force whose report on *A Nation At Risk* was a key element in touching off a national education reform movement. He is a former Commissioner of Higher Education for Utah and was that state's Superintendent of Public Instruction from 1963 to 1970.

Mary McLeod Bethune, 1875-1955: The fifteenth and first freeborn of 17 children of former slaves. Bethune received scholarships to go to college and dedicated her life to the education of black children. In 1904, she founded a school for black girls in Daytona, Florida, later known as the coeducational Bethune-Cookman College. She served as adviser on black issues to Presidents Roosevelt and Truman and as a United States representative to the founding United Nations conference in San Francisco.

Ernest L. Boyer, 1928- : American educator. Boyer is president of the Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey, and author of that organization's 1983 report entitled *High School: A Report on Secondary Education in*

America. He was the twenty-third U.S. Commissioner of Education from 1977 to 1980, and Chancellor of the State University of New York from 1970 to 1977.

Nicholas Murray Butler, 1862-1947: President of Columbia University for 44 years. Butler had a central role in founding its Teachers College and enhancing the professionalism of teacher education.

George Washington Carver, 1864?-1943: Agronomist and agricultural chemist. Carver was born to slave parents and worked his way through college. He was invited by President Booker T. Washington of Tuskegee Institute in Alabama to become the institute's director of agricultural research. Carver's experiments in soil management and crop production convinced farmers that they should grow sweet potatoes and peanuts to replenish soil nutrients depleted by cotton. In this way he helped to save the agricultural economy of the South. He also produced hundreds of peanut byproducts, including ink, dyes, linoleum, synthetic rubber, and plastics. His example encouraged young blacks to complete their higher education and enter scientific fields.

Kenneth B. Clark, 1914-1983: Psychologist. Kenneth Clark earned a doctorate in psychology from Columbia University in 1940, taught at Hampton Institute, and examined—with Gunnar Myrdal at Hampton Institute—the role of blacks in the United States, a project that resulted in the mental study entitled *An*

American Dilemma. In 1950, Clark published a report showing that school segregation impeded the educational and social progress of both black and white children. The Supreme Court prominently cited the report in its *Brown v. Board of Education* decision (1954) outlawing school segregation.

James B. Conant, 1893-1978: American educator. Renowned as president of Harvard, scientist, atomic expert, and ambassador to West Germany, Conant turned in later life to the study of public education. In *The American High School Today* (1959), he advocated the comprehensive high school, influencing public policy in this direction for many years.

Joan Ganz Cooney, 1929- : A former newspaper reporter and TV documentary producer, Cooney (with Carnegie Corporation of New York) asked the U.S. Office of Education in the 1960s to support a new concept: TV programming for children designed to teach specific educational fundamentals as well as entertain. Thus was born the Children's Television Workshop, creator of "Sesame Street," "3-2-1 Contact," and other award-winning programs. She has served as Workshop director since its inception, encouraging schools through teacher guides and workshops to integrate "Sesame Street" and other series into their classroom learning programs.

John Dewey, 1859-1952: America's best known education philosopher of the twentieth century. Dewey believed that education must build on the child's interests, provide

290 classroom flexibility to enable students to do their own thinking, and allow teachers to serve as guides and helpers rather than as taskmasters. Teaching at the University of Chicago and later at Columbia University, he revolutionized education by stressing the need to foster all facets of a child's mental growth.

Melvil Dewey, 1851-1931: Creator of the Dewey Decimal System for classifying library books and a leader in the development of professional librarianship. At 25 he published in a 42-page booklet the classification system now used by libraries worldwide. The system divides all recorded knowledge into 10 classes, which are subdivided into 10 divisions and further subdivided into 10 sections. As librarian at Columbia College in New York City, he started the first U.S. professional library school (1887). He was a lifelong proponent of better library services and spelling reform.

W.E.B. DuBois, 1868-1963: Educator, editor, historian, and advocate for black equality. After earning a PhD from Harvard University, DuBois taught history and economics at several colleges, gaining a national reputation as an early champion of full social and economic equality for blacks. He used his compelling powers of persuasion as an educator—later as a writer, editor, and political adviser to black leaders—to promote the civil rights cause. DuBois was recipient of honorary degrees from several American universities and was the first black to be elected to the National Institute of Arts and

Letters (1943). Disillusioned by American policies towards blacks, he moved to and became a citizen of Ghana at age 94.

Charles W. Eliot, 1834-1926: President of Harvard for 40 years. At that institution, Eliot demanded that science as well as humanities be a part of liberal education. He abolished required courses and introduced the elective system—an approach modified by his successors—and raised entrance standards. As other colleges followed suit, high schools were required to raise their standards. Eliot advocated foreign languages and mathematics in the student's seventh school year, an idea adopted by junior high schools nationwide.

Thomas H. Gallaudet, 1787-1851: Pioneer in education of the deaf. Having studied the sign method of communication in Europe, Gallaudet founded the first school in the United States for the deaf: American Asylum for Deaf Mutes in Hartford. For a half century, his school was the primary training center for teachers of the deaf. Gallaudet College, founded in 1857 and still the only liberal arts college for the deaf in America, was named in his honor.

John W. Gardner, 1912- : Psychologist, teacher, author, government adviser, Cabinet officer, and citizens' advocate. John Gardner has been a major force in improving the quality of the American experience. In education, he has combined a commitment to excellence in the classroom with leadership in school desegregation

and standards of excellence. During his presidency of the Carnegie Corporation (1955-65), that organization funded James B. Conant's study of the American high school and development of the "new math." As Secretary of Health, Education, and Welfare (1965-68), he was the architect of numerous "Great Society" education programs. He was a founder and served as chairman of Common Cause, 1970-77. Since 1931, he has been a senior fellow at the Aspen Institute for Humanistic Studies.

John I. Goodlad, 1920- : American educator. Dean of the Graduate School of Education, University of California at Los Angeles (1967-83), and director of research, Institute for Development of Educational Activities, Inc. (1966-82), Goodlad is the author or coauthor of more than 15 books on educational issues, including *A Place Called School* (1983).

William Rainey Harper, 1856-1906: Founder of the junior college movement. As president of the University of Chicago, Harper divided it into a senior college for juniors and seniors, and a junior college for freshmen and sophomores. Suggesting to school officials in nearby Joliet, Illinois, that they provide two years of classroom work beyond high school, he inspired them to begin such a program. He accepted graduates of the two-year program in the university's senior college.

William Torrey Harris, 1835-1909: School administrator. As St. Louis school superintendent, Harris was one of the most foresighted

administrators of the late nineteenth century. He introduced art, music, and industrial arts into the school curriculum and made St. Louis the first school system to add kindergartens. He served longer as U.S. Commissioner of Education (1889-1906) than did any other person to hold that position.

Mark Hopkins, 1802-1887: A graduate physician turned professor of philosophy at Williams College. Later president of that institution, Hopkins was famed not only as a scholar and writer but especially as a teacher. He was in fact the hero of the statement by President James A. Garfield that "the ideal college is Mark Hopkins on one end of a log and a student on the other."

Harold Howe II, 1918- : American educator. Known for his dedication to academic rigor and reform as teacher, principal, superintendent, and research institute director, Howe served as U.S. Commissioner of Education (1966-68) during the period of rapidly expanding federal aid to education that began with passage of the Elementary and Secondary Education Act of 1965. Later Howe was the Ford Foundation's vice-president for education. Since 1982, he has been senior lecturer at the Harvard Graduate School of Education.

Francis Keppel, 1916- : Innovator in teacher training. Keppel was dean of the Harvard Graduate School of Education (1948-62) and U.S. Commissioner of Education (1963-65). As commissioner, he was able to mediate the differences between parochial and public school groups and frame the legislation

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that became the landmark Elementary and Secondary Education Act of 1965. Since 1974, he has been a senior fellow, Aspen Institute for Humanistic Studies, and since 1977, a senior lecturer at Harvard University. He is also chairman of the National Student Aid Coalition.



Mary Lyon, 1797-1849: Organizer and chief fund raiser in the 1837 establishment of Mount Holyoke

College, she was a leader in the spread of higher education for women in the United States.

Horace Mann, 1796-1859: Father of America's public school system. Horace Mann was the first chief state school officer in Massachusetts (1837-1848), where he began his effort to educate rich and poor alike in neighborhood schools run by qualified teachers. His eloquent advocacy led to greater tax support for the public schools, higher teacher salaries and standards, and compulsory attendance laws. By 1848, 24 of 30 states had followed the Massachusetts example and named a chief state school officer to improve public education.

Benjamin Mays, 1895-1985: Teacher and religious leader. Mays, son of slave parents, served for 27 years (1940-1967) as president of Morehouse College. He was spiritual and education adviser to Martin Luther King, Jr., and others who later led the civil rights movement.

William Holmes McGuffey, 1800-1873: American educator and clergyman. McGuffey influenced generations of children through his readers, which emphasized moral and ethical values as expressed in poetry and prose by distinguished American and English authors. By 1920, 122 million copies had been sold. The book is still in use in some areas, despite criticisms by a number of educators that it is outdated.

Elizabeth P. Peabody, 1804-1894: Founder of the first kindergarten in the United States (in Boston, in 1860). Peabody studied in Europe the early childhood education methods of Friedrich Froebel, founder of the kindergarten movement, and devoted her life to starting public and private kindergartens and lecturing and writing on the subject.

Joseph Mayer Rice, 1857-1934: Physician and educator. Rice was one of the first education researchers, studying school systems in the United States and Europe to assess teaching methods, particularly as they related to the time students spent on each learning task. He believed research could help schools better reward children for their efforts to learn by analyzing how teachers presented subject matter.

Ellen H. Richards, 1842-1911: First woman admitted to the Massachusetts Institute of Technology. Ellen Richards remained at M.I.T. to develop and teach a sanitary engineering program and to establish home economics as an academic discipline.

George I. Sanchez, 1906-1972: Elementary school teacher, college professor, author, textbook editor, and federal government adviser. During the 1930s and 40s, Sanchez worked virtually alone for bilingual education for Spanish-speaking children in the schools of Texas and other southwestern states. During his 32 years as professor of Latin American education at the University of Texas, he saw bilingual education become an integral part of public education not only in the Southwest but across the nation.

Sequoya, 1770?-1843: Cherokee linguist. Sequoya made it his lifework to develop a system of writing for the Cherokee people. The system he devised proved so simple to learn that thousands of children were able to read and write in a few months. So great was his contribution to Indian literacy that Oklahoma chose his statue to represent the state in Statuary Hall in the nation's capitol building. The giant redwood trees in California are named sequoias in his memory.

Elizabeth Seton, 1774-1821: A founder of parochial education in the United States. A widow with five children, she settled in Baltimore, Maryland, in 1808 where she established the Poca Street School, the nation's first Catholic elementary school. In 1809, she took religious vows and founded the Sisters of Charity. In 1814, she established the Orphan Asylum of Philadelphia, the first Catholic child-care institution in America. She was canonized in 1975, making her the first person born in the United States to be recognized as a saint in the Catholic church.

Anne Sullivan, 1866-1936: Teacher. Partially blind herself and a teacher of genius at Perkins School for the Blind in Boston, she taught Helen Keller, both blind and deaf, to read and write Braille within two years by repeatedly pressing the manual alphabet into her palm.

Lewis B. Terman, 1877-1956: Father of the testing movement in the United States. Terman introduced the IQ test and pioneered the study and testing of gifted children.

Edward L. Thorndike, 1874-1949: Father of education psychology. Thorndike saw measurement as the key to scientific progress in education and developed methods to measure student memory, rate of learning, conditions for effective learning, and the influence of heredity on intelligence.

Booker T. Washington, 1856-1915: First president of Tuskegee Institute in Alabama. Washington built that institution into a citadel of higher education for black students. He championed vocational education and for a generation was the most influential spokesman for black Americans.

Annie Dodge Wauneka, 1910- : Navajo educational advocate. Wauneka gained fame for her efforts to bring education and modern health care to the Navajo reservation, and worked throughout the 1930s and 40s to establish day schools there so that young children would no longer have to go to distant boarding schools. In 1951, she became the first woman elected to the Navajo Tribal Council

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and fought for better educational programs, tribal control of schools, and roads to make schools accessible. In 1964, she was awarded the Presidential Medal of Freedom, the nation's highest civilian honor. In 1985, she was honored by the American Indian Heritage Foundation for her lifelong efforts to improve educational opportunities for Navajo children.

Noah Webster, 1758-1843: Educator, journalist, and compiler of *Webster's Dictionary*. As a teacher in Goshen, New York, Webster was unhappy with texts for students because they ignored American culture and ideas. He began a lifelong effort to encourage education based on the American experience. His "Blue-Backed Speller" (1783) has never been out of print, and his *American*

Dictionary of the English Language (1828), which included spelling and grammar that reflected the living language rather than artificial rules, gave American English its own identity and vitality.

Emma Hart Willard, 1787-1870: Early advocate of higher education for women. In 1821, Willard founded the first women's college, Troy Female Seminary in New York, and by quiet but firm persuasion convinced the legislature to fund women's colleges throughout the state.

Ella Flagg Young, 1845-1918: First woman to be elected president of the National Education Association. Ella Young was one of few women school administrators in the late 19th century, and was Chicago's superintendent of schools when she assumed the NEA post.



Landmark Dates in American Education

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1635

Establishment of Boston Latin School marked the beginning of public education in North America.

1636

Harvard College, first higher education institution in the English colonies, was founded (primarily to train clergymen).

1642

A Massachusetts Act required compulsory education of children by parents and masters of young apprentices, with instruction to include religious principles, colonial laws, and a useful trade. The law did not, however, provide for schools. By 1671, all New England colonies except Rhode Island and similar laws.

1647

With "Ye Old Deluder Satan" Act, Massachusetts established town schools to assure that children learned to read and thus could turn to the Bible for help in dealing with the devil's wiles.

1779

As governor, Thomas Jefferson proposed a statewide system of public schools in Virginia, a proposal defeated by the legislature.

1785

A Land Ordinance for governance of the Northwest Territory set aside a parcel of land in each six-square-mile township for a public school.

1787

The Northwest Ordinance reaffirmed the 1785 Ordinance, holding that "schools and the means of education shall be forever encouraged" in the western lands. These land grants for schools are regarded by many as representing the first general aid to education by the federal government.

1795

The University of North Carolina was chartered as the first state university.

1821

Emma Willard founded Troy (N.Y.) Female Seminary as the first women's college in the United States.

1833

Oberlin College admitted women to become the first coeducational college.

1836

William Holmes McGuffey published the first in a series of readers for elementary and secondary pupils, stressing moral and ethical values in poetry and prose by distinguished American and English authors. By 1920, 122 million copies had been sold. The book is still in use in some localities, although it has been criticized by a number of education organizations for being archaic and sexist.

1837

Massachusetts created the state board of education and named state tutor Horace Mann as secretary.

His eloquent advocacy led to a statewide system of free public schools, a systematic approach to education subsequently adopted by other states.

1845

The nation's first state association of teachers was organized in Rhode Island.

1857

Gallaudet College, this country's only liberal arts college for the deaf, had its beginnings with the establishment in Washington, D.C., of Columbia Institution to serve handicapped students. The name of the private, coeducational college was changed in 1894 to honor Thomas H. Gallaudet, pioneer American educator of the deaf.

1860

Elizabeth Peabody founded the first kindergarten in the United States for English-speaking children after German immigrants introduced the concept in classes taught in German.

1862

The First Morrill Act, sponsored by Congressman (later Senator) Justin Morrill of Vermont, authorized states to sell 10 million acres of federal land and use the proceeds to establish land-grant colleges for research and instruction in agricultural and mechanical arts.

1865

The Federal Freedman's Bureau was founded to care for freed slaves in the South. With grants to missionary societies to build and

staff schools, the bureau provided elementary education to some 250,000 black children and adults before its abolition in 1870.

Shaw University and Virginia Union were founded to provide higher education for black students.

1867

Congress created the Department of Education as an independent federal agency to collect and distribute information on the condition of American education. Heading the department as U.S. Commissioner of Education was Connecticut education reformer Henry Barnard. Fearing federal control of education, Congress in 1868 downgraded the Department of Education to a bureau in the Department of the Interior.

Philanthropist George Peabody established the Peabody Fund with \$2 million to improve public schools in the South. By concentrating, in a few established schools, on improvements that could be adopted by others, the fund influenced grant policies of many private foundations.

1873

St. Louis made kindergarten a part of its public school system.

1874

In the *Kalamazoo Decision*, Michigan's Supreme Court upheld the right of a community to tax citizens for support of high schools, ruling that since elementary schools and a state university were already in place, the high school was needed to bridge the gap.

1890

The Second Morrill Act provided annual federal support for land-grant college programs.

1900

Creation of the College Entrance Examination Board provided an instrument for uniformity in college entrance examinations.

1917

The Smith-Hughes Act authorized federal funds to improve vocational education below college level—assistance viewed by many as the first federal categorical aid to education.

1944

The Servicemen's Readjustment Act (G. I. Bill) provided college, technical, and on-the-job training for World War II veterans. Under this and similar bills for veterans of the wars in Korea and Vietnam, 27.5 million ex-servicemen and women were educated.

The Fulbright Act, sponsored by Senator J. William Fulbright of Arkansas, provided fellowships for American students, teachers, and scholars to study abroad.

1953

Having earlier been upgraded from Bureau of Education to Office of Education, the federal education agency became a unit in the new Department of Health, Education, and Welfare.

1954

In *Brown v. Board of Education*, the U.S. Supreme Court ordered

298 districts with dual school systems for black and white children to desegregate with "all deliberate speed."

1955

The first White House Conference on Education was held.

1958

The National Defense Education Act—America's response to the 1957 Soviet launching of Sputnik, the first earth-orbiting satellite—provided federal aid to improve instruction in physical sciences and infrequently taught foreign languages.

1963

The U.S. Supreme Court ruled unconstitutional state laws requiring recitation of the Lord's Prayer or Bible verses in schools.

1965

Congress passed the Elementary and Secondary Education Act, ending a 20-year debate on the constitutionality of major federal aid to education. Title I, the largest and most significant section of the Act, addressed the special learning needs of disadvantaged children. Congress in 1981 reauthorized Title I as Chapter 1 of the Education Consolidation and Improvement Act.

The Higher Education Act included programs of colleges and universities, including black institutions. The Guaranteed Student Loan Program provided low-interest loans to help financially needy college students.

1966

The International Education Act strengthened education resources in international studies and research.

1973

The Rehabilitation Act (Section 504) prohibited discrimination against physically, mentally, or emotionally handicapped persons in schools and other federally assisted institutions.

1974

In *Lau v. Nichols*, the U.S. Supreme Court ruled that schools receiving federal funds must provide appropriate programs to assist Oriental and other non-English-speaking students.

1975

The Education for All Handicapped Children Act (Public Law 94-142) mandated "a free appropriate education" for handicapped children in "the least restrictive environment," preferably in classrooms with nonhandicapped pupils.

1978

In a landmark reverse discrimination case, the Supreme Court ordered a California medical school to admit Alan Bakke, a white who claimed the quota system for admission of blacks had blocked his acceptance. The Court upheld the affirmative action concept but stressed the need for a more flexible approach.

1980

The Department of Education was established as the Thirteenth Cabinet-level federal agency.

1982

In *North Haven Board of Education v. Bell*, The U.S. Supreme Court ruled that Title IX of the Education Amendments of 1972 applies to women employees of schools and colleges as well as to students. Title IX prohibits discrimination on the basis of sex in any education activity receiving federal aid. The decision upholds the Title IX regulation as originally formulated by the Department of Health, Education, and Welfare and now administered by the Department of Education.

1983

A number of national studies identified serious problems confronting American education and led to calls for reform at all government levels. Among the studies were:

- *A Nation At Risk: The Imperative for Educational Reform*, by the National Commission on Excellence in Education;
- *Action for Excellence*, by the Education Commission of the States;
- *A Place Called Schools*, by John I. Goodlad;
- *Making the Grade*, a report of the Task Force on Federal Elementary and Secondary Education Policy, Twentieth Century Fund; and
- *High School: A Report on Secondary Education in America*, Carnegie Foundation for the Department of Teaching.

1984

The Department of Education reported positive responses by states to education problems outlined in *A Nation At Risk* and other studies (see 1983, above). Forty-one states raised high school graduation requirements. Twenty-four states lengthened the school day or year or devoted more of the standard school day to academic subjects. Forty-two states raised teacher certification requirements.

Conservative Senate opponents defeated the Civil Rights Act of 1984, which would have reversed the Supreme Court's decision in *Grove City College v. Bell*. That decision held that federal funds could be denied only to the specific program found to discriminate against women or minorities. Previously, an institution risked losing all federal funds. The Act would have restored institution-wide accountability if one or more programs discriminated.

Secretary of Education Terrel H. Bell announced his resignation two days after the President's landslide reelection victory. As his successor, President Reagan selected William J. Bennett, chairman of the National Endowment for the Humanities, an advocate of tuition tax credits, merit pay and competency tests for teachers, greater emphasis on a liberal arts curriculum, and the teaching of traditional values.

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1986

Christa McAuliffe, selected to become the first teacher in space, perished with six other astronauts in the explosion of the *Challenger* shuttle. A high school teacher from Concord, New Hampshire, McAuliffe advised schoolchildren everywhere to "reach for the stars." President Reagan asked Congress to approve a \$1 million Christa McAuliffe scholarship program for teachers.

Once court-ordered desegregation plans have been carried out,

Norfolk, Virginia and other school districts should be allowed to end elementary school busing. So argued the Department of Justice in a brief filed in the Fourth U.S. Circuit Court of Appeals. Norfolk's school board approved a reduced-busing plan in 1983, citing the need to stem white flight. Justice said white flight was a legitimate reason to abandon busing. A federal district court upheld the plan, and in 1986 the U.S. Supreme Court concurred, thus providing a precedent to reduce or end busing.





After World War I, America's Selective Service Agency came up with two dismal statistics: about 25 percent of our draftees were illiterate and another 29 percent were physically unfit. To bring these and other education-related problems to national attention, a campaign was begun in 1919 by the American Legion, the National Education Association, and what was then the U. S. Office of Education and is now the U. S. *Department of Education*.

In 1923, the campaign became an annual observance known as American Education Week, celebrated on the first full week preceding Thanksgiving. Two more sponsors have since joined the effort: the PTA in 1938 and the National School Boards Association in 1980.

The observance begins with a national proclamation drawing attention to the needs and elements of American schools.

Usually, the National Education Association announces a theme for the week. How the seven days are observed is largely a local matter. Schools and school districts use the week in many ways: to bring parents into the school, make students more aware of what schools are doing for them, and strengthen community support. Also, the week gives educators and citizens an opportunity to air issues



affecting local schools such as budget decisions, curriculum, and student discipline.

Whether used as an occasion to reaffirm support for the schools or as a platform for public discussion, American Education Week is essentially a national occasion for acknowledging the everyday side of education.

The National Teacher of the Year Program



Each spring one person is selected from among America's 2.5 million elementary and secondary teachers to illustrate excellence in teaching. This National Teacher of the Year, who is chosen in order to honor sound teaching practices rather than any single "best" teacher, is recognized at a White House ceremony.

The Search for the National Teacher of the Year begins at the state level. Within each state, any school—elementary through secondary—can nominate a candidate for state teacher of the year. States generally have their own methods for selection, but a committee of distinguished educators is the typical route.

These state teachers of the year become the candidates for the National Teacher of the Year. Once the candidates are known, the Council of Chief State School Officers (a national sponsor along with the Encyclopaedia Britannica

Companies and *Good Housekeeping* magazine) appoints a committee to review these state nominees. The committee then chooses four finalists, conducts intensive interviews, and names one as National Teacher of the Year. The teacher is notified each year in March.

Information about the program is available from the Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, Washington, DC 20001, (202) 393-8161.



National Distinguished Principals Program

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Jointly organized and sponsored by the U.S. Department of Education and the National Association of Elementary School Principals, the National Distinguished Principals program is based on two important research findings:

First, that children's taste for learning is essentially set in the beginning school years; and second, that more than any other single factor, it is the leadership of the principal that determines a school's quality.

The program honors principals from every state and the District of Columbia chosen by their peers in NAESP's state affiliates as being representative of exemplary K-8

leadership. Also honored are principals representing private education, Department of Defense Overseas Schools, and schools abroad associated with the U.S. Department of State—all chosen by panels representing those entities.

The call for nominations is issued in early spring by the U.S. Secretary of Education and the Executive Director of NAESP. Selections are made by mid-June and those chosen attend an awards banquet and other ceremonies in Washington, D.C. in October.

While nominations are handled only by NAESP's state affiliates, general information may be obtained from NAESP itself at 1615 Duke Street, Alexandria, VA 22314, (703) 684-3345.

The Education Flag



If you see an extra flag billowing on your neighborhood school's flagpole, chances are that it is "The Flag of Learning and Liberty," an education first.

Developed by the National School Public Relations Association with the Southland Corporation of Dallas, the new banner's design elements suggest a flame that symbolizes, NSPRA says, the following principles:

- Education is the very foundation of our society.
- Learning and liberty will always be intertwined.
- Good education requires effective teaching.
- A sound education demands high expectations for students.
- Good education requires responsible families and involved nunities.

The Pledge of Allegiance to the Flag



I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Using this current official version, or slightly different wording, schoolchildren for generations have repeated the stirring pledge to the flag, an affirmation of faith in America. Most states by law call for its use on appropriate occasions in public schools, though exceptions on religious grounds have been upheld by the U.S. Supreme Court.

The pledge first appeared in a September 1892 issue of *Youth's Companion*, a weekly magazine published in Boston. A month later, it was used in the dedication ceremony for the World's Fair grounds in Chicago. Two national flag conferences (1923-1924) changed the wording slightly. For example, "my flag" became "the flag of the United States of

America." Congress officially endorsed the pledge in 1945. President Eisenhower in 1954 signed a law adding the words "under God." No changes have since been made.

Authorship was debated for many years, and standard references still differ on the subject. *Youth's Companion* claimed in 1917 that the original draft had been written by one of its executives, James B. Upham, who later condensed and refined it with staff assistance. Francis Bellamy, a former editorial writer on the magazine, claimed authorship in 1923. The United States Flag Association (1939) and the Library of Congress (1957) supported Bellamy's claim.

Whoever wrote it, the pledge is a rousing tribute to the Stars and Stripes, which first became associated with our education system when it was flown over a schoolhouse in Colrain, Massachusetts, in 1812.

An Education Trivia Quiz

This quiz is based on the various sections of the *Education Almanac*. The answers are on page 310. A score of 17 to 20 means that your friends probably find you very irritating. A score of from 12 to 16 indicates Presidential Potential. From 9 to 12, you are not far short of wonderful. From 2 to 8, average. From 0 to 1, check the story on page 264 headed "Prayer power."

1. As noted in the education history part of their respective "State Profiles," two states were independent republics before they entered the Union. Name them.
2. According to the section titled "High Marks in the Gallup Poll," the chief problem facing the public schools today is what?
3. In the section titled "Some Readings in American Education," one of the *Almanac's* "Pathfinders in American Education" declared: "I believe in the existence of a great, immutable principle of natural law . . . which proves the absolute right of every human being that comes into the world to an education; and which, of course, proves the correlative duty of every government to see that the means of that education are provided for all." Who was he?
4. Another "Pathfinder in American Education" developed a remarkable system of writing that enabled his fellow Cherokees to learn to read and write within a matter of weeks. His name remains vivid in a famous species of trees named after him. Who was he?
5. True or false: In the United States, the states and localities are charged with the day-to-day conduct of the public schools in accordance with goals and policies set forth in the U. S. Constitution.

^c "No Pass, No Play" is chiefly associated with what state?

7. What is "Square One TV"?
8. Researchers say that textbooks determine approximately what percentage of what is taught in American classrooms—35 to 55 percent, 55 to 75 percent, or 75 to 95 percent?
9. What is the relationship between Shirley Hufstедler, Terrel Bell, and William Bennett?
10. High schools became an established element of public education in America largely as a consequence of an 1874 court decision bearing the ilting name of what Michigan city?
11. He was such an extraordinarily creative Founding Father, with his finger in so many pies, that it is not really surprising that—as noted in "Today's Library"—he provided the spark that led to today's public library system. Who was he?
12. In the 1930s there were some 127,000 school districts in the United States. About how many are there today?
13. One of the 50 states has no state school board and another has only one school district. Which are they?
14. It began in 1965 as an eight-week summer program and has since served some 10 million children between the ages of three and six. What is it called?
15. An expert on "School-Business Partnerships" stresses that the goal of collaboration is not . . . what?
16. Advances in education since 1940 "have made the American people the most educated in the world." Says who?
17. It contains more than 500,000 documents, receives 2.7 million inquiries annually, and has been used by at least a third of all people employed in education. What is it called?
18. What is a "People Library"?
19. As noted in the section on education trends, sex education still attracts bitter opposition, but in one big American city it was recently made mandatory for all tenth graders. What is that city?
20. Outfits like the Ford Foundation, the Carnegie Corporation, and the Rockefeller Foundation make lots of grants to colleges and universities. Cite two such organizations that make grants to public schools.

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ANSWERS

1. Texas and Vermont
2. Drug abuse, followed by discipline
3. Horace Mann
4. Sequoyah
5. False. Education is not referred to in the Constitution.
6. Texas—as noted in the “Newsiest Stories” section.
7. As noted in the section on “TV: A Bright Spot in Children’s Programming,” this is a Public Broadcasting System series—produced by the Children’s Television Workshop of “Sesame Street” fame—aimed at kids in the 8-to-12 age range and focused on mathematics.
8. 75 to 95 percent; see the item on “The Beleaguered Textbook” in the “Education in the News” section.
9. As noted in the piece about “The U.S. Department of Education,” they are respectively the first, second, and third U.S. Secretaries of Education.
10. Kalamazoo, as noted in “A Brief History of American Education” and in “Landmark Dates in American Education.”
11. Benjamin Franklin
12. Fewer than 16,000, as noted in “America’s Unique System of Education” and in Table 5 in “Vital Education Statistics”
13. As revealed in their respective “State Profiles,” Wisconsin and Hawaii
14. Head Start
15. Collaboration; business people want measurable outcomes.
16. The U. S. Census Bureau, as noted in “What’s Right About American Education”
17. ERIC—the Educational Resources Information Center
18. As described in “Getting Parents Involved,” it is an arrangement by which students can capitalize on the expertise to be found in the community by “borrowing” an individual (as they would a book) for consultation and information.
19. Philadelphia
20. The Ford Foundation, the Carnegie Corporation, and the Rockefeller Foundation are among those noted in the section on “Getting Private Funding for Public Schools.”





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