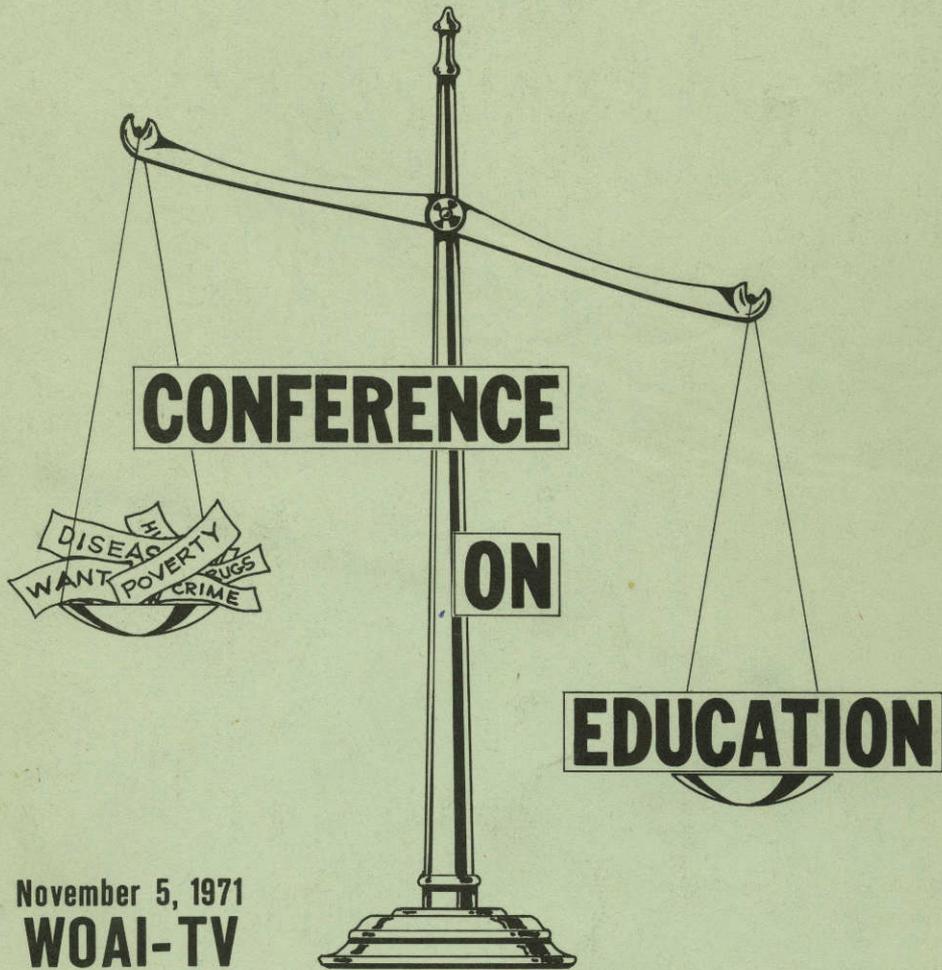


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November 5, 1971
WOAI-TV



Foreword

To say that education is still in the pioneering stage would startle millions of Americans who have witnessed the moon landing, experienced renewed health in the care of competent physicians and even participated in many of the technological advances of the past fifty years. But the truth remains that there are still elementary precepts alive in this country which allow only minimum education to millions of its citizens.

Apathy among some of the higher educated, authoritarian systems which rigidly guard their powers and fail to admit to change, and inadequate distribution of funds to afford a meaningful academic or vocational education are all contributors to educational deficiency.

Recognizing that San Antonio alone is a composite of mixed minority groups and various cultures with a large number of illiterates seeking their educational rights, WOAI-TV held a "Conference on Education" in its studios on November 5, 1971, for the purpose of enumerating the educational needs within the community, with the ultimate objective of reaching an effective continuity among school districts which would provide equal and quality education for all groups.

This booklet is a factual presentation of the events which took place at this Conference. The conferees, listed herein, were educators, civic leaders and government officials concerned with establishing specific educational requirements and goals which would meet the needs of our citizens with their diverse and complex problems.

Opening Remarks

by

EDWARD V. CHEVIOT

Vice-President
and General Manager, WOAI-TV

During the past two years, WOAI-TV has held a series of TV-4 Advisory Conferences. The first such Advisory Conference, which was unique to television and probably a "first" in our industry, was held on April 10, 1970, and it brought together representatives of the Anglo, Mexican-American and Black communities of San Antonio. The purpose of that conference and all other conferences that have followed, including a Conference with Mexican-Americans, a Youth Conference and a Drug Abuse Conference, was to identify the pressing problems of San Antonio and to ascertain community needs. The theme of today's conference is on public education, a subject which we believe goes straight to the heart of most, if not all, of our social ills.

It is important for you to know that in all the previous TV-4 Advisory Conferences education was a subject high on the priority list. Because of its extreme importance to the community, WOAI-TV has already begun a campaign for equal and quality education. We have editorialized at frequent intervals and we have presented mini-docs featuring some of the problems in education.

Our News staff has been present at important school board meetings and we have reported on every aspect of public education.

Ours is a continuing program and much of what is said here today by you, the participants, will be taken under serious advisement by this station as we prepare to produce a one-hour documentary on education later this year and a series of half-hour specials for next year.

A court reporter is present and everything said will be taken down, printed and distributed in booklet form to over 1,000 persons . . . the decision makers, civic leaders, top government officials, educators and those who have expressed previous concern for our community. Therefore, what you say today will not be confined to this room; on the contrary, your views will be given wide distribution.

From the past conferences, we have pulled out fifteen educational needs that were developed by the participants and placed them on the chart behind me so you could have a reference in our deliberations this morning.

Today, we would like to expand upon these needs from your point of view and, hopefully, to receive from you possible solutions to these needs.

In our judgment, the most important need is "equality in public education." We would like to see this conference spend as much time on this subject as possible. Because serious inequities do exist and because so many do not have the equal opportunity to obtain a quality education, our society suffers in many different ways. For example, the high dropout rate, increasing crime among the youth, unemployment and underemployment are but a few of the fallouts caused by inequality in education.

There is much attention focused upon public education in the State of Texas. The Governor's Committee on Public Education, the ongoing programs and input contributed by the Texas Educational Agency, and those who work in the field of education are continually seeking ways to resolve the obvious deficiencies in public education. We want to add to this effort.

We do not expect this conference today to develop a practical blueprint giving us the answers to all the educational problems that face this State and San Antonio, but we do suggest that your active participation this morning will produce a new stimulus within the community.

We submit that public education is a right in Texas. The Texas Penal Code requires every child in the State who is seven years old and not more than sixteen years old, to attend school. Therefore, we conclude that every child should be guaranteed an equal opportunity to secure quality education.

WOAI-TV has studied the problem of inequality in education in San Antonio and we have done this in many different ways: By talking to the educators themselves, by enlisting opinions from our legislators and by talking to many of the victims of inequality, which include everyone from the dropout to the young criminal. We are convinced in our own mind, from this research and from what we have been able to tell from other studies, that the basic cause of poverty with all its fallouts of discrimination, unemployment, underemployment, sickness and crime is caused by the lack of education and a corresponding absence of economic opportunity.

We are convinced that if the State of Texas would develop equal opportunity for every Texas child to secure quality education, many of the problems I have just enumerated would disappear within one generation.

There are other obvious areas that concern us such as environmental conditions, lack of motivation of the child and the parent, the frustrations caused by the curriculum and the language barrier which affects many, and the need to drop out to help the family survive. All of these lead to the termination of public education. Recent studies reveal an alarming dropout rate in Bexar County from 1.2% in the more affluent districts to 52% in the very low income districts.

In our judgment, society is failing to protect its most precious resources, the youth of this nation. The problem is not one that we can pass the buck on to the professional educators. They have amply demonstrated their concern at every roll call . . . many are here today ready to continue that

concern and to seek the support of the total community.

When public education succeeds, society reaps tremendous benefits through the development of new leaders in business and government and the professionals of tomorrow. It allows people to get on payrolls and to be productive. But when it fails, the failure touches all of us in increased crime, continued unemployment, swelling welfare rolls and a general loss of confidence in our system. Public education is everybody's business. It is true that it begins in the home but, too often, we in communications, in government, in business and in other professions, assume that the responsibility for public education belongs exclusively in the hands of the educators, the parents and the school districts.

As broadcasters committed to operate in the public interest, we at WOAI-TV have attempted, in the past, to act as a catalyst for the community on many subjects. We have provided television time on many of our different public affairs programs for the experts to express their views and for minorities to tell it like it is. Today is another step in our commitment to continually and aggressively raise issues that face the community and to ventilate the subjects that affect the citizens of San Antonio because we believe an informed public, once having all the facts available to them, will respond responsibly.

Much has been done in the field of public education . . . much has been said! However, we submit that much more can be done and said which would accelerate the pace of achieving equality in public education.

We would like to think that San Antonio could step out with one voice united, determined to lead this State into a new era of quality education for all its citizens no matter how difficult that move might be, because we believe the cause is right and just!

Conferees

SUPERINTENDENT OF SCHOOL DISTRICTS

Mr. Allan Cannon, Alamo Heights ISD
Dr. Jose Cardenas, Edgewood ISD
Mr. Edmond Cody, Northside ISD
Dr. Ivan Fitzwater, Northeast ISD
Mr. Herbert Harper, Asst. Supt. South San Antonio ISD
Dr. Harold Hitt, San Antonio ISD
Mr. Pat Holmes, East Central School District
Mr. Mauro Reyna, Depty Supt., Edgewood ISD
Mr. William F. Sevier, Judson Rural ISD, Converse
Mr. Callie W. Smith, Harlandale ISD

BOARD OF EDUCATION

Mr. Chris Escamilla, President, Edgewood ISD

UNIVERSITIES AND COLLEGES IN SAN ANTONIO

Mr. Ernie Corvo, Assistant to the President,
Trinity University
Dr. (Bro.) Charles Cumiskey, VP Dean of Faculty,
St. Mary's University
Dr. Hune Hyer, VP for Academic Affairs,
University of Texas in San Antonio
Dr. Wayland Moody, President,
San Antonio Union Junior College District
Dr. John B. Murphy, Dean,
St. Philips College

TEXAS EDUCATION AGENCY

Mr. John Guemple, Assistant Commissioner, Higher Education
and Occupational Technology Division
Mr. J.B. Morgan, substituting for Dr. J.W. Edgar,
Texas Commissioner of Education

PARENT-TEACHERS ASSOCIATION

Mrs. Walter J. DeHarde, President, Parent Teachers Club
Mrs. John E. Gill, President, Fifth District PTA

STATE SENATOR

The Honorable Joe Bernal

COUNTY COMMISSIONERS

Mr. Tom Stolhandske
Mr. Frank Vaughan, Jr.

STATE REPRESENTATIVES

The Honorable A.L. Dramberger
The Honorable Bill Finck
The Honorable Paul Silber
The Honorable Nelson Wolff

CITY COUNCIL MEMBERS

Mr. Gilbert Garza
Mrs. Carol Haberman
Mr. Ed Hill
Mr. Leo Mendoza
Mr. Felix Trevino, Mayor Pro-Tem

OTHER CIVIC LEADERS

Mr. Alfredo Cerverra, Goals Director for AACOG
Miss Alice Hays, Non Public Schools (Archdiocesan School Office)
Mr. Mike Sexton, Director of San Antonio Library System
Mr. Marcos Vann, Chamber of Commerce
Mr. Larry White, General Manager, KLRN-TV

WOAI-TV

Mr. Ed Cheviot, Vice-President & General Manager
Mr. Jack Carroll, Program Manager
Mr. Ray Laube, Director of Community Services
Mrs. Yolanda Rios Rangel, Director of Mexican American Affairs
Mr. Gene Lively, News Director
Mr. Bob Gilmartin, Newsman

Priority Problems Under Discussion

- What are the solutions to the problem of inequality in education?
- How can the drop-out problem be handled more effectively?
- Are school studies allowing more freedom of ethnic expression?
- How can we upgrade our vocational-technical schools?
- Do school districts cooperate in matters of curriculum?
- What are the pros and cons on aid to private-parochial schools?
- Are families being involved in planning school curriculum?
- Should we emphasize bilingual education?
- Will grades be eliminated in favor of a continuum of studies idea?
- Is there a need to improve student counseling?
- What are the arguments for and against the extended school year?
- What is being done in education to help the handicapped?
- What progress has been achieved with the Headstart and Adult Education Program?
- How can the city library system be improved?
- Is information on scholarships, federal loans and grants easily available?

PROCEEDINGS

MR. CHEVIOT:

The format of this conference is very simple. We will project, one by one, these fifteen needs and we encourage the members of this conference to participate. Give your name for the record and then let's discuss your views on each subject.

SENATOR BERNAL:

First, I'd like to say "thank you" for bringing together this very fine group. I think the solutions would be something that we would have to handle at various levels. I don't think we can arrive at any real solutions today out of this group simply because many of us are quite partisan to a lot of things. I think some of the people represented here are partisan to their school districts. Many of us are politicians and are partisan to the people we intend to represent.

I think all of us here are caught in the business of being San Antonians and in the business of being Bexar Countians. Whenever we start talking about solutions, I think we need to talk about local taxes to support schools. I think we need to talk about taxes in regard to the State of Texas. We don't have the entire legislative representation here because we are still geared to Bexar County and representing Bexar County.

BERNAL (Cont'd)

Then, we have no representation here from the political entities representing us in the federal Congress. I think, in order for us to reach solutions, we are going to have to touch all of these levels.

For example, I tore out the article that came out recently on the four-year study by the federal government which cost about two million dollars. That study was indicative of the many things you mentioned here this morning: That the federal government needs to increase its input from seven per cent in the educational arena to twenty-two per cent. And, I think, perhaps, this is the number one solution. I think we have to have greater participation from the federal level because the federal government has more resources on hand.

I think as we talk about solution, we start talking taxation because the study was indicative of what has come out, especially in the Serrano case in California. Whenever you start talking inequities and imbalances in the educational arena, you have to start talking about the property tax versus the other two taxes. I am simplifying by saying that the other two taxes happen to be the sales tax and the income tax.

BERNAL (Cont'd)

Many of us have very strong feelings about the income tax and strong feelings about the sales tax. All of us, I know, have strong feelings about local property taxes.

I think before we can arrive at any solutions, we are going to have to recognize the fact that solutions are very complex, just as the problems are complex. From my vantage point, I think an endorsement from this group of a greater participation by the federal government could be very meaningful. And that participation should be geared to resolving the differences in one school district spending three hundred dollars and another school district spending twenty-one hundred dollars. We have a disparity of four hundred and eight hundred within our own Bexar County and I don't think the property tax in Bexar County could support that inequity. I don't think the busing question, either, resolves the question because it brings about a lot of emotionalism. You can see that by the reaction locally in one of the school districts as of day before yesterday. You also see it out of Austin. You see it out of Corpus Christi. And you would probably see it here if we started busing Edgewood children to Alamo Heights or to Northeast, or Northeast children to Edgewood.

BERNAL (Cont'd)

So I think we are talking about a very pervasive thing. And my first solution would be for us to begin to talk about it and possibly create an awareness. The only thing I can think of right now we could do would be endorse a greater participation by the federal government in a real compensatory means. The problems we have right now that we regard as compensatory from the federal level are not really compensatory. They raised the per capita income of the children but not to the point of equalizing.

MR. CHEVIOT:

Thank you. Let me cite one thing that was published in the November 8th U. S. World News Report which many of you probably have seen. It lists the educational gaps that now exist in terms of per pupil spending in all fifty states. It's quite revealing and quite shocking, especially if you are from Texas.

"In the high district in Texas" - (it doesn't identify which district that is) - "spending per pupil per year is \$5,334. And in the low district in Texas per pupil per year is \$264. That means the excess of the high over the low district is 1,920 per cent."

Now that's the highest disparity in the United States with the exception of one other state, which is Wyoming. Wyoming spent \$618 per child

CHEVIOT (Cont'd)

in its lowest district - three times more than the lowest district in Texas. Wyoming spent \$14,554 per child in the highest district. That's 2,255 per cent excess of high over low district. I don't know where that is in Wyoming, but it must be fantastic in terms of educational potential. But Texas is beyond Wyoming which is a very strange case. It stands out like a sore thumb in terms of disparity between the high and the low. And San Antonio, I think, is typical of Texas inequality. In our judgment, based on what we have been able to develop, it appears that the property tax is the basic cause for this inequality.

DR. FITZWATER:

There is one thing you need to be careful of: Many times they do not include federal aid. Like in the State of Wyoming, I have an idea that the real high may be up to fifty percent transportation because they have many school districts where there are two or three children in the whole district.

Let me comment a moment on this question up here (priority need #1). A little bit of a misnomer, for really what we are dealing with is inequality in preparation for schools in many, many cases. By the time we get them in public school, it's really too late to help them catch up with the other children.

FITZWATER (Cont'd)

I have an idea that if the children all came to public school with the necessary experiences, pre-school experiences, by the time we get ready to start teaching them to read, we would have much more success than we are having now. If there is any model to preclude or to eliminate this inequality, I think it's in work done in pre-school programs. There was one program by the Office of Education two or three years ago which dealt with three hundred children of the most culturally deprived groups you could ever imagine. By the time they were ready for kindergarten or first grade, they had moved up on a par with the children from homes that might be considered the advantaged homes.

I think if we look to the public schools, starting with the traditional first grade or the traditional kindergarten to solve this problem, I'm afraid we are looking in the wrong direction.

MR. CHEVIOT:

Are you talking about programs like Headstart?

DR. FITZWATER:

Headstart and some of the other innovative programs like the Central City Programs done by the Office of Education three years ago. They took children into school at the age of two and proceeded to take care of their medical needs. They had children in school twelve months of the year, gave them three meals a day, and worked with the family in that component to bring this up.

FITZWATER (Cont 'd)

One experiment was done in Fort Worth, Texas. The research on that is fantastic. It's very, very expensive and you are talking in the neighborhood of \$3,500 to \$4,000 per pupil per year and that included the development, too. I have an idea you could run a program for children at maybe one-third that cost. The model work is there and it has been tried. When a child gets to be six years old, there is an awful lot to learn.

MR. VANN:

I would like to expand on that because I feel that just talking in terms of financial support in terms of inequality is not enough. Given the time and the money, people are prone to say they can solve any problem and that's not necessarily true.

In preparation for this meeting, I met last night with a group of young - I guess you would call them young activist-type people - and one of the things they are trying for is "give us more flexibility in programs" which is what we are back to here. If you have the money and you don't have the flexibility, you can have programs that might be good for one school and one state and one area but they wouldn't do a damned thing for another area. So, if you have more flexibility in the types of programs developed, that would be a big help in developing equality.

MR. CHEVIOT:

That is another need we will come to when we discuss "curriculum." But I'd like to talk more about the State Supreme Court ruling in California. There are five other suits now pending in five other states. The federal judge in Minneapolis ruled on October 15th that the Minnesota method of financing public education through the property tax is discrimination against the poor. A special commission in New York recommends that the state take the responsibility for raising funds and distributing them to all districts. Are we looking for a new revolution in education? If we are, is this the way to go?

MR. CANNON:

I see and appreciate the efforts with the problems we are discussing today in the national context because I think that's where it belongs. The trend is quite obvious at this point in terms of what some of the solutions are going to be. And you are quoting from the article in U.S. News and World Report, November 8, 1971 edition, that points out the disparity in spending on each child in our educational system in Texas and in the nation. The November 1, 1971, edition of U.S. News and World Report had an interview with Sidney Marlin, U. S. Commissioner of Education.

MR. CANNON:

Dr. Marlin, in response to a question he was asked concerning problems of education, inequality and how we are going to deal with it, pointed out some of the real concerns. The trend seemed to be consolidation by counties within states with the state then adopting a system of equalizing funding among counties. Then, the next question to arise logically seemed to be how do you equalize among states when Mississippi can't support the quality of education in terms of spending, at any rate, that Texas or New York can. Then, the federal government, as Mr. Bernal pointed out, will probably have to step in to equalize among states.

Concerns I have here relate to some of the questions and the ways the questions were answered by Sidney Marlin. I think they point out some of the necessary points that are concerns of the citizens of this country. My concern is that we don't go with solutions that may kill public education and create a dual system such as we had earlier.

Then we are faced with Washington and Atlanta and many other cities who are desegregated because of the propagation of sociological experiments when the people pressing the experiment do not have control of the variables. And so, people

CANNON (Cont'd)

leave the big cities because they disagree with being forced to do certain things. And when you go to a county system, then you do control that particular variable. People then have no place to run in that sense. But they will probably go to a private school system. If that happens, we probably will have a dual school system: Public education for the poor and private education for those who can afford it. I would not like to see that happen. I would like to see events occur so that people's concerns can be given consideration in a way that these problems are solved.

The article that Senator Bernal spoke about, a particular study, recommends that federal aid come in the form of block grants to a state without strings attached. I think if that could be accomplished, it would eliminate some of the fears that many people have regarding it. Our movement is toward what seems to be a federalizing of education.

At the state level, I think the same problem pertains because when the state assumes the major burden for financing public education, as it probably will and must in view of decisions you have mentioned, how are you going to maintain school systems which are responsive to citizens in need of the local system?

CANNON (Cont'd)

In the same article I was talking about earlier, Sidney Marlin talked about compensatory education, meaning "more than equal," knowing that quality education isn't really equal for the people in poverty. It takes more money to educate children who have compensating needs in their background. And they asked him, "How are you going to spend more money in view of the court's decision that you have to have an equal amount of money behind each child?" That is probably the inconsistency here where we are thinking about quality education in terms of dollars.

One question that we are going to have to face: Citizens see these needs and they fear that the control of public schools is being taken away from them. I'm hoping that the present interest and concern I see building in all elements of the community in San Antonio in particular will herald a new cooperative venture to solve these problems so that we can move in the direction of the trends. I see also that the solutions reflect some of the needs which are basic to retain the kind of public education system we are going to have to maintain to prevent its destruction.

You have to be responsive, I think, to the local people. They are going to have to be a part of it and feel that they can intervene and influence curriculum and know that their children are

CANNON (Cont'd)

receiving the kind of education that they want them to have.

MR. CHEVIOT:

Dr. Marlin answered the question you raised about the rights and responsibilities of local communities if the state takes over the financing of schools. His answer is:

"I would expect that the whole business of curriculum, of faculty selection, of program planning, within the resources provided by the State - indeed, the whole substance of teaching - would still be left to local discretion. I would hope so."

MR. CANNON:

That is my point right where he says, "I would hope so." I think that unless the people stand up and make their wishes known, that may not be.

MR. CHEVIOT:

I think the people are starting to do this. At some point in the future, for the State of Texas at least, I think the only realistic answer would be for the state to assume the total operating costs of all districts on some kind of formula which would equalize and bring education up to the best districts now in the state, with no lowering in the level of quality education and still with local control through local citizens. I would hope that this is the way the State of Texas would go.

MR. GARZA:

It seems to me that the question you have up right now (priority #1) is a rather broad

GARZA (Cont'd)

one for me to answer as an individual. I think the question has to be broken down a little bit more when we talk about inequities in education. For example, what are the solutions to the inequities in school facilities within the same district - or between districts? What are the solutions to the inequities and disparities of what is spent on a child between districts?

This is a difficult question which has to be asked. And you can go on and on because every district has its own problems. No two districts are alike simply because of the particular geographical areas they happen to be placed in.

I could never answer a question like this unless you got down to specifics.

MR. CHEVIOT:

There are other subject break-outs.

MR. SILBER:

Maybe that question should be reconsidered as to what are the problems and solutions to the problems of adequacy in education. Inequality brings in a lot of things: Emotions and differences in backgrounds and the like, and what we really need to speak about is adequacy.

Are we providing the child an adequate education so that he can achieve personal fulfillment?

The yardstick of these disparities may be confusing because it may not really, truly tell if the child is getting an adequate education when you put him into a large group of statistics.

MR. GUEMPLE:

I have read the Supreme Court decision from California and I think what we need to do is start looking at that pretty carefully.

Number one, it was not addressed primarily to inadequacy of education or inequality of education. Rather, inequality of educational opportunity. Getting back to individual differences, there is always going to be unequal education. Some people are educated for the law and some for medicine and not everybody gets that kind of an education because they don't need it to function in our society.

But what the Supreme Court decision in California really addresses itself to is an appropriate and good - whatever that means - public education system. That the only hope of the indigent - and that's the term the Justice used - to compete in society is the public school system. You know that if he has any hope at all, that's the only one he has.

I think the Justice out there was really concerned about how we move forward in working out a fair kind of program. He addressed himself to the amount of money, taxable income, and taxable property that was behind each child. Out there it was ten thousand per cent difference. From \$102 per child to \$959,000 of taxable property per child. Poor districts were taxing themselves

GUEMPLÉ (Cont'd)

a great deal more for relatively poor schools. The wealthy districts had a very low tax rate for rather fantastic schools where they might have three or four children in a class because somebody wanted it. And, it was an advanced class of some sort.

I don't think there is any easy solution, but by the same token, I don't think that we want uniformity.

MR. CHEVIOT:

We do want equal opportunity.

MR. GUEMPLÉ:

Yes. The opportunity part or the fair break part is what I don't see phrased in the question on the board.

MR. CHEVIOT:

If there is a consensus that public education is a right, then equal opportunity must exist also, but it does not. We are assuming, now, that it does not exist in Bexar County and one reason for that lack of existence is the property tax. Does everybody agree with that statement?

AUDIENCE:

No.

MR. GUEMPLÉ:

Let me go back to the Court decision. He said not only is it a right - not only is public education a right - but we have made it mandatory in all our States. Now, with other Court decisions eliminating transfers of students from one district or even from one campus to

GUEMPLE (Cont'd)

another, to send a child, an indigent child, to a poor school is tantamount to a sentence, you see, for twelve years.

MR. CHEVIOT:

If you last twelve years.

MR. GUEMBLE:

Well, that's right. But that's about what it is: Somewhere between ten and twelve is the average. That's about what the Court decision said, and if you read it, you may not like it but you have to agree with the logic. Since we have made schools mandatory and it is considered a basic right by the total population of the United States, then we must address ourselves to how do we improve situations where one school is bad, another is not so good, and the differences in spending per child.

MRS. HAYS:

Someone just used a phrase - and this is just a very small point - of private education for the rich and public education for the poor. It is true that this has been tried. Some states are having a problem, but I think we ought to maybe withhold all of this until we get to question #6 because, locally, it has not occurred.

In surveying non public schools, we find - well, let's take Bexar County and our Title I schools - in surveying, the income of the families match geographically with all the Title I schools

HAYS (Cont'd)

in the public school district. So, our non public schools extend into every neighborhood and into every income level. We have to take these surveys because we do participate a little bit in Title I in federal programs.

But I think to throw up this right now is kind of a scare tactic because it has occurred in other states. I don't think it is time for it now.

I don't think, at this time, it is a local problem. I think we are projecting way into the future if we worry about things at this point about the private for the rich and the public for the poor.

MR. SMITH:

I think you used the term earlier which factually can turn the word up there around. The words "quality education." I think one thing that is wise about this conference is that our concerns need not be only for today but for this decade. The latest U.S. Office of Education figures show something like \$783 per pupil expenditure in our country. Of course, this is based on 1969-70. That's the latest figure we have. If expenditures increase at the same rate, by the end of this decade, we will see \$986 per child as an average expenditure across our country.

I think we do have to take a look at the local property tax. I believe the local property tax needs to be an integral part of the formula which, I believe, can be done by measuring what the local

SMITH (Cont'd)

is doing and what the local district has to do with. And then what would be allowed under a Statewide formula - if we want to talk Statewide or however it is formed - so that the local district can have more than the minimum program. Now, I'm not saying the Minimum Foundation Program is not a good program. It's been good in Texas and those who developed it and worked with it I think are wise. But we are not satisfied with the minimum. We want a quality program.

In addition to that, I think that most superintendents see their role as managers of funding. There are programs available and certainly there need to be more programs available so that we can become managers of funding in order to bring programs needed by our pupils. If I may, let me give you an example. We are allowed to contract with post secondary institutions. In a district like mine where we are not able to afford a building for data processing and we may have some work in data processing, we are contracting with San Antonio College. We have two classes, one from each of our high schools, going to San Antonio College where they are studying data processing. This kind of program is a management of funding which most schools are involved in.

Next, I think that we have to find some flexibility in our programs. We just have about legislated our

SMITH (Cont'd)

youngsters out of any electives in school. And we will get to that when we get to the extended school.

Another important factor, to me is this: I believe people must have pride in their schools. And I believe it's important that people have a say-so and that they have input and are able to develop a sense of pride which Commissioner Marlin was saying he hoped would happen. However, we know that as the control gets further and further away, people have less to say about what happens to the school districts. When we are allowed to write our own programs - as we are in the case of data processing - and can submit them, have them approved and then go by reasonable guidelines, then we can develop programs if we can find an equalization within this decade to take care of the formula of considering what a local district is doing compared to what it is capable of doing.

MR. CHEVIOT:

Let's go to point two and we can keep coming back to these points you want to raise. Keep in mind that these were the needs that came out of the four previous conferences.

Point two on the chart reads "How can the dropout program be handled more effectively?" Now, we said earlier that in Bexar County it ranges from 1.2 per cent to 52 per cent. That's a very serious

CHEVIOT (Cont'd)

problem. I have talked to some of these dropout victims. I call them victims, they are economically crippled - and they can't compete in today's society. They are barely qualifiable for some skills and as technology advances in this society, they will be left further behind. That's a great concern in terms of putting these people off welfare and on to payrolls. The dropout rate is so serious that it must be a major concern of this community.

Now, many things cause the drop out. The curriculum doesn't fit the background, the need to drop out in the tenth grade to help the family to economically survive, and there is the language problem. Perhaps the inequality in education in the earlier years caused the frustration, but it is a serious problem.

DR. HITT:

We are dealing here with just parts of an overall problem. When we were talking about good schools and quality education, it was spoken of as though this was something that was definable; that would apply to all students. And this is not really true. When we say that in Bexar County we have some good schools and some that are not meeting the needs, it doesn't follow that the youngsters who come to our schools with a very poor command of the English language would automatically get a quality education if they were placed in Alamo Heights, for example. I think we have to remember that quality or good

HITT (Cont 'd)

schools doesn't necessarily mean the same kinds of programs because we are dealing with unequal children. A lot of the dropout problem, in my opinion, is because we are attempting to educate unequal children with the same program. And we have made this, I think, a fundamental error in programs. So here we are talking about a basic thing in terms of success that the youngster meets in a school. Most children in the first grade come to school with a great deal of enthusiasm, but if we cannot meet his needs, to tailor quality to his needs to meet his self-fulfillment and his development, then we will inevitably have failure. And this is what we are talking about here. The failure of public school systems. We addressed ourselves to this point very extensively in the Governor's Committee Report. A few happen to be here who are on that committee. We attempted to show - and I don't know how well we communicated in our report - that we had to think in terms of different definitions of polarity when talking about unequal children and unequal needs among children. This is going to have to be resolved before we can really say how much money is going to be required at what levels. As Callie said, a lot of our energy is expended by attempting to manage funds by attempting to find funds to do things with. On the other hand, I don't think this ought

HITT (Cont'd)

to be the overriding concern of this particular group at this point in time. I think that we ought to be concerned basically in the definitions of quality. What does quality mean for the children in the West side district as compared with the ones in the East or North?

MR. CHEVIOT:

Any comments?

MR. CERVERRA:

I agree with Dr. Hitt. We are talking about different parts of the total problem. And I see the problem basically as a definition of a total educational system. We have a fragmented system right now where we find that certain organizations or agencies who have certain responsibilities are becoming involved in early childhood education; we see the public schools taking children up to the grade twelve level; then we talk about junior college and we talk about the university system; we talk about adult compensatory educational programs and we talk about adult retraining programs. I don't know that we have begun to talk about the educational system as a total system designed to achieve certain goals, both social and economic, and personal. I think, unless we do this, we won't begin to implement the kinds of solutions we need in the long run. In terms of equalizing preparation of students, that goes into the educational process. We need also to talk about what can be done to remedy the effects of an

CERVERRA (Cont'd)

unequal system. On one side you have the problem of financing and on the other side you have the problem of responsiveness to a particular community need. Basically, our definition of the educational system can be fragmented and we need to start thinking and talking to each other about what the educational needs are of our community and how does each part of the educational system which exists now meet those needs. What can we do to make sure that the gaps are filled with existing resources, and what resources are needed over and above to meet the problem.

This, to me, is where the basic problem is in terms of education. We have many different sub-systems functioning in their own sphere of influence. We have never really begun to talk to each other about how we can function as an effective system.

MR. CHEVIOT:

Dr. Marlin talked about career education, which - as I understand it - is a revolutionary approach to curriculum. He says:

"The concept is that the student should be ready when he leaves school - I didn't say graduate, necessarily - either to enter postsecondary education or to go directly into the world of work with pride, satisfaction and competence. He may want to be a service-station attendant at age 15, and leave school to do that. A year later he may want to come back

MR. CHEVIOT (Cont'd)

(Merlin quote) "and study about transmissions; he becomes a transmission expert for his community. Then perhaps he comes back again for some business courses. By the time he is 30 or 35 years old, he owns a garage and has become a businessman as well as a skilled craftsman.

"In career education, the school system is constant, and students spin off from it and spin back onto it."

Curriculum isn't going to be rigid like it has been. There is the feeling that if you don't go to college you are a disgrace to the family, and this has to be looked at.

SENATOR BERNAL:

I think we are caught up in the business of education being two things: It's an art and it's a science. Which gets to what some of us have been touching on here. We would like to see education as something that would provide equal opportunity.

Equal opportunity in a very large sense, to me, is immeasurable. If we talk about educational results, then we may be able to get into the results part of it; if we get into the resolutions part, we may get into corrective concepts, but right right, as I see it, we talk about opportunity and opportunity leaves a lot to be said.

As far as results are concerned, I'll make one thing known here that the most recent entry class into the

BERNAL (Cont'd)

Law School at The University of Texas was nine hundred. Out of the nine hundred, there wasn't a single Black who could pass the test or who was allowed in. Out of the nine hundred, there were only seven Mexican Americans in Texas who were able to cut the test. I think, obviously then, here we are talking about results.

If the system did not provide sufficient results for some of these people to pass the test, obviously we are going to have a dearth of lawyers to serve a large community - because of the test. That test tried to measure what was available for that student when he graduated from high school and what developed from an educational process at the higher level.

I think in that regard you could put IQ testing in with vocational disparities. In some cases they are measurable and in some cases they are not. We also see some high schools, some systems locally as well as statewide, that can provide a person with a meaningful vocational training program. He can get into data processing but some school districts here can't even provide that because it is too expensive. The IQ test, you say, is a good handle to provide means in which you can direct children certain ways, into the academics or into vocational courses. Yet, IQ testing, to me, is a crime fostered on many, many children who can't handle a test in their early, formative years.

BERNAL (Cont'd)

Again, I think we are talking about a very pervasive thing and here we are fragmenting by giving you one, two, three and we have Mrs. Hays wanting to talk about item #6. Now, I would like to hear Dr. Cardenas talk about some of the immeasurables. In other words, what can you do for a child to make him create within himself a success pattern. Something on a positive note, a theory of compatibility. How can we make a school district compatible to the child so that we can create a success model?

Sure, some of it will be money, but if we pour a lot of money into the same old system that begot all of these inequities, we are still going to have the problem. I would like to suggest that perhaps we not limit the people who are talking here to #1, #2, #3 or #4, one at a time, but maybe we could get to all 15 problems. Dr. Cardenas' theory was that incompatibles are interrelated and interdependent. And here we are trying to fragment them which makes it very, very difficult.

MR. CHEVIOT:

All right. Let's look at the chart again and all fifteen problem areas. We can then move back and forth as the dialogue relates to the various subjects. I do want to say one thing about the dropout rate. Last Spring, I served on the Grand Jury. I knew, as everyone else knows, that dropouts commit crimes, but after sitting for two months on the Grand Jury I

CHEVIOT (Cont'd)

found that between the ages of 17 and 25, every single child who committed a felony, whether he be Black, Mexican American or Anglo, was a drop out. There was no exception whatsoever. Now this is a problem that is thrown upon society and it affects the state legislature, the city administration and the county administration. It affects all of us and it's a very serious problem. There are many causes but if we could resolve the dropout rate in San Antonio, we would reduce crime.

MR. CODY:

Joe just gave us some statistics on entering law school - nine hundred entries, no Blacks and only seven Mexican Americans - which is a crime and a shame. When you talk about the dropout problem, the first thing that comes to most of our minds is that we must not have programs designed to meet needs for a child or it's not attractive in some manner to the child.

Every district here knows we have a dropout problem. We readily admit it. We try to design curriculum accordingly, and yet, Joe knows and I know, and everybody here knows, that a rigorous program has to be in effect to prepare youngsters to enter law school and to be able to pass these tests. Consequently, you can't at one time make it one kind of a system that does not prepare the child to meet any obstacles along the course and meet the rigorous requirement necessary to still prepare him

CODY (Cont'd)

for such things as the Senator mentioned.

I'm really a little bit concerned about this being focused back to the schools because I believe the schools now have designed programs to prevent dropouts. We have gone to several extremes in redesigning, implementing programs and creating new things at school for holding power. This is a problem that permeates all of our community. Motivation is important to the child's success. There is not enough backing and there is not enough push to keep them in school.

I feel we really have made strides in redesigning curriculum to keep them there, but it just isn't enough. I'm really at a loss as to where we go next as far as the school system is concerned to create more holding power and yet provide the opportunity as you have mentioned.

MRS. GILL:

In the discussion here today, I haven't heard much about the parents' responsibilities. And parents do have the responsibility to see that their child is in school along with a responsibility to see that the schools are fulfilling their needs to the children. I sometimes think that no matter how you shuffle schools, those within school districts have a problem because of parents living in the community. We seem to be

GILL (Cont'd)

placing a great deal of burden upon the schools, but I think more responsibility should be placed on the parent.

MR. CHEVIOT:

Do you see the PTA becoming more active?

MRS. GILL:

I hope so. I'm trying to make them so.

MR. CHEVIOT:

How many parents in a typical school are involved in PTA?

MRS. GILL:

Probably around 20% are very active in an average school.

MR. CHEVIOT:

Wouldn't that be an indictment against the parents?

MRS. GILL:

Yes.

MR. CHEVIOT:

Only 20% of the parents are concerned?

MRS. GILL:

Yes. I'm not defending the parents. I'm saying that each day we are taking more responsibility away from the parents and placing it on other organizations and other institutions. I think more parent responsibility should be demanded.

MR. CERVERA:

We are talking about responsibility being taken away from parents but I think maybe it's the other way around. I think the parents have been divorcing themselves of the responsibility and giving it to the school. I can already see the backlash in some dress codes where the schools are finally deciding against a dress code because it is a parent's responsibility to see how their children dress. You see, parental involvement is very important in the system, and yet, I wonder, outside of the PTA, what kind of parental involvement programs

CERVERRA (Cont'd)

should we design to have avenues for different parents who also have different needs in terms of involvement with their children in school.

I believe we must get involved based on the economics of their situation - that's a factor that may reduce, even further, the number of parents who get involved in the process.

We need to talk to each other, get together and talk about these problems. The superintendents here will agree that we talk about dropout problems but we don't even have a common definition for dropouts. I've had feedback when I've talked about dropout rates. Dropout rates are not defined in the same way in the different districts. So this is a problem that we can't begin to identify because the data we have available is not compatible. So this may be the case when we define educational needs: Each of us identifies for our school district in a particular way and, yet, we are not aware of the total educational needs of the community on a compatible basis.

MR. VANN:

I think Al was talking about something we have discussed at length between committees of the Chamber and AACOG in working with superintendents when he speaks of the concept of looking at education as a system. As we get fragmented and start talking about special parts of education, communication becomes even worse.

VAN (Cont'd)

We pay for dropouts all along the line because we pay for dropouts in retraining under NAB Job Training Programs, NBTIA Programs, etc. We are still paying for them. I am wondering how many of the superintendents, how many of the counsellors are fully knowledgeable and aware of the capabilities of the San Antonio College Skill Center, for example. Why couldn't communications start so that you could have early identification of potential dropouts and have these potential dropouts assigned to a Skill Center where they could develop marketable skills?

Back to Commissioner Marlin's approach to having the educational system meet the needs of that person. We still pay for that person with state funds to be assigned to the Skill Center, but I'm sure there is some sort of inflexible rule that says that if a kid is in a school district, he can't be under an NAB program. I'm sure there is an obstacle there.

MR. GUEMPLE:

There is, but there is a contract program funded by state money that he can be placed in. In other words, there is an alternative.

DR. MOODY:

Callie Smith mentioned the buy-in program of the data processing. If I'm correct, I believe that if you have a person living in your area who is below a certain age, you can still receive funds to fund the program.

MOODY (Cont'd)

An illustration is the San Antonio Skills Center which Marcos mentioned. That project is almost entirely the idea of salvaging people who have dropped out for one reason or another. Let me give you an extreme for instance:

A federal grant was just recently made available whereby the Skill Center would operate a training program for the inmates of the county jail. The grant was approved but, could they get any of those inmates who would be paid - now, mind you, paid cash to get outside of the jail - to go down there and get the training? No! I think less than a baker's half-dozen were interested. The money has gone by the wayside. I think we have avoided the whole issue. The issue is a sociological one that happened long before the school ever appeared. Now, if someone had some way, some means sociologically, to motivate these young people to go and get an education, then a lot of the existing education opportunities would be had.

Back to data processing where a district cannot provide a training facility of a special type, the junior college, San Antonio College, St. Philips College and the San Antonio Skill Center is in a position to deal with you on a buy-in project. Callie, how many data processing people are we training for you right now?

MR. SMITH: We have sixty-eight units in San Antonio College at this time. Units are determined by the agency, the amount of money that the agency allows.

MR. GUEMPLE: Sixty-eight students.

MR. SMITH: We have students in their second year now. This is a two-year program.

DR. MOODY: I don't mean to say that we have unending facilities but in the case of Callie, it just happened that we had available one of the largest computer complexes in the country on our campus. We have been using it not only for our own people, our own campus services, but for a lot of outside services, with the approval of John Guemple and his department, and we have been able to take care of them. I believe we still have some available space on that computer, so if you are interested, this Skill Center is terrific. If you have not seen it, you should go out and see it - it's in the old Friedrich Building on East Commerce.

MR. GUEMPLE: Anything they offer there can be had on a buy-in basis, even for one student. It's on an individual buy-in basis. One student at a time.

DR. FITZWATER: We are starting to see the forest beyond the trees. We need to be careful with our reasons. For example, if you said all felons were dropouts, were they felons because they were dropouts or were they felons for the same reasons that they

FITZWATER (Cont'd)

became dropouts. We get this sort of thing. A cause and effect relationship. Someone said earlier that we need to look at the schools that are causing this. The school is not causing these problems. I know of no school that is making people drop out. I know of no school that is causing some of the things we are talking about. The schools reflect the people and schools are different like people are different. And no more different, I might add.

We've got to stop looking at the small picture and look at the big picture. The root causes. We are dealing here with symptoms. The root causes go far beyond. They go into the sociological, they go into isolated communities. The communities are far more segregated. I don't know of any school that doesn't admit children who live in the community, but I know of a lot of communities that try not to admit people of different races. You see, it's been laid on the back of some of the schools to solve the ills that the communities don't deal with very well. If communities were not segregated, the schools would not be segregated. If communities were not poor, schools would not be poor. It's really symptoms we are talking about.

MR. VANN:

Do we know why people drop out? Have we interviewed the dropout?

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MR. CHEVIOT:

I think Callie Smith can answer that.

MR. SMITH:

We have a program, federally funded, in which we have five full-time social workers who visit these dropouts in our district as soon as the list is made available. This is during the summer months. The number one cause of dropouts in our district is finances.

MR. CHEVIOT:

Finances for the family?

MR. SMITH:

Students not capable of continuing school because they need to help the family with income or they do not have the necessary money to provide some of the things we say they need. We say our system is free and yet we do have to spend money. Our youngsters have to spend money.

The second reason has to do with the lack of programs to meet the individual needs of a student. The third one is marriage. And you go on down the line. There are several other causes.

We are limited in the public school area to the employment of students, especially when we dump our students in the summer on the job market in San Antonio. One of the major concerns of mine is to see if there is a possibility of spreading the school year. And now I'm getting into another area. There will certainly be those who disagree with me, but extending the school year so that those students who need to come to school and seek job

SMITH (Cont 'd)

opportunities means they will not all be seeking jobs during one three-month period. The second thing we need to do is look at this program to meet the needs. I said earlier we legislate our electives out of the program and we pretty well have already. It seems to me that a more flexible program is necessary when we go into a quarter system where a course can be taught in three months just as well as it can be taught in nine. Many students can finish typing in three months - the requirements for Typing I. And yet, we are stuck to the Carnegie unit. They have to stay there ten months. They have to have 180 days of instruction regardless of how fast or how well they type. If we restructure our curriculum as the agency leads us in order to move students either remedially or into other areas at a rapid pace, I think we could help the dropout situation.

MR. CHEVIOT:

You are talking about making the curriculum more flexible to meet the needs of that school?

MR. SMITH:

Right. I'm talking about letting the student proceed or regress at his own rate.

MR. CHEVIOT:

Does that have to be done by Statute? Must it be changed in Austin?

MR. SMITH:

The 62nd Legislature provided the opportunity for curriculum to be restructured by law.

REP. WOLFE:

It's my understanding that the bill we passed allowed a quarter system but you've still got your

WOLFE (Cont'd)

summer to leave it like it is. The local district can take the option and go onto a full year of operation on the quarter system. And I just wonder - do the districts want to go to the full round year operation?

MR. CODY:

One of the biggest problems we have in the North-side District is the rapid growth we have. We increase two thousand new youngsters every year. We are hoping that with this legislation and opportunity we might extend our school year and operate our school four quarters. In fact, studies at this point indicate that we can save a good deal of capital outlay by utilizing our buildings for the total school year. Yet, we don't plan at this time an extended year - actual extended year for each youngster. But we are looking at the possibility of operating our schools all twelve months out of each year. There is a lot to be done and a lot of adjustment and I'm not saying that is what we are going to do but we are certainly looking at the situation very hard. We were very happy with this legislation and the opportunities it's going to present. Ours is somewhat unique. Our district is growing rapidly but the capital outlays in our school district are just tremendous. The tax burden is increasing constantly due to that as well as new programs. This, I hope, will be a help to us.

MR. CHEVIOT:

Dr. Cardenas, do you want to comment on the dropout problem as you see it?

DR. CARDENAS:

Yes. As I see it the dropouts can be attributable - and this is, perhaps, an over simplification - to the two basic causes just mentioned. I think one of them is lack of achievement and lack of success in school which is very frustrating to the school and it raises the question of should he stay in school when he takes home six 'F's' on the school report six weeks after six weeks.

The second is financial. I disagree slightly that the schools are not aggravating this situation.

I think the schools are. In the first place, unless you have the type of instructional program all the way from early childhood education to the twelfth grade which will lead to increased performance and achievement and a feeling of satisfaction and fulfillment on the part of the student, you will not alleviate the dropout situation. The school must have a total program so that there is less failure and more success within the participation of the student.

The other is the financial situation, both external and internal to the school. I doubt that the school can do much other than assistance for kids in meeting their non-instructional needs outside of the school. But within the school itself, we have tremendous

CARDENAS (Cont'd)

amounts of financial pressure upon the kids. I have a feeling we've got a rat hole in which fees have been instituted and have been increased, and so forth, so that the school really does not provide free education for the kids. Such things as locker fees, towel fees and compulsory uniforms for physical education, typing fees, laboratory fees and so forth become tremendous financial increases on a family making less than \$2,600 a year.

In addition to that, I think the school allows peer pressure which creates financial burdens and which force kids out of school. I've had kids come to me and say, "I don't want to graduate. I want to flunk a course or drop a course so I don't graduate in May because the cost of graduation is prohibitive." When you add a graduation dance, the bids, the invitations, and dresses and cap and gown rentals, diploma, etc., rings, it becomes a very expensive type of undertaking. And, therefore, the kids express a desire not to graduate in May but graduate in the summer, not because they participate in these things but they feel that during the summer you don't have the peer pressure to go to the dance, get a formal and buy rings like everybody else.

CARDENAS (Cont'd)

In general, I think the school is going to have to become very much aware and sensitive to both achievement and the financial burden or else we are not going to alleviate the problem.

Sometimes I get a little frustrated when we are insensitive to the problems that exist and launch tremendous campaigns in the community to try to get the kids back in school. Although we have had a lot of success in such campaigns, follow-up studies indicate that the six hundred kids that enrolled or came back to school within the six-week period are all gone. Not a single one is still there. Bringing the kids back to the same situation that led to the dropout will lead to the dropout again.

So, I think the schools do have a responsibility. They do have some inadequacies and they are going to have to make some changes in order to allow the children to remain.

MR. HILL:

I'd like to go back to this dropout that Callie Smith was talking about but first, I have to ask a question because I do not know how the school districts handle their dropouts. Is it handled on a school-by-school basis or do they have a central office within the district who handle dropouts?

DR. CARDENAS:

In the first place, there is no real sophisticated information as to which kids have dropped out. If a kid leaves the school and he says, "I'm going to move to another part of the City" or another city in the State, we don't have the resources to do extensive follow up. We don't know what the dropout rates are in the City of San Antonio or in most school districts in San Antonio. There is no follow-up program intra-state or interstate to determine the number of kids who have dropped out.

MR. HILL:

Isn't that a real fallacy in what we are trying to accomplish?

DR. CARDENAS:

No, sir. Because just the ones that we are certain about, which is probably in excess of fifty percent in some areas, is enough for everybody to get real scared about.

I remember when we were doing studies on dropouts for migrant populations and we were trying to do a real scientific study to ascertain what figure between eighty and ninety percent was the actual dropout figure for migrants. We found out that fifteen or twenty percent of migrant children never even enroll in school. How can you count them as dropouts when they have never been to school in the State of Texas? Actually, it becomes moot whether the dropout rate is eighty

DR. CARDENAS (Cont'd)

percent or ninety percent when twenty percent would be a disaster.

MR. HILL:

What is your approach to confronting this problem?
How do we get to this?

DR. CARDENAS:

The best way is to eliminate the financial pressures of going to school. And even if this were possible, a lot of the career education programs are coupled with sources of income for kids.

The other approach is through group instructional programs so that kids perform better and therefore have a feeling of satisfaction or reason for staying in school.

MR. HILL:

The reason for my asking the question is that I am familiar with what San Antonio College is doing in their Skill Center. I think it's great and I support it one hundred percent; however, they are only scratching the surface in this area, in my opinion. Not knowing more about how the various independent schools operate, it would appear to me that if each district would try to set up a facility and try to steer the individual child or student to a center, maybe on a lower scale than what San Antonio College has, you could give him the individual attention and guidance or skill, whatever the case may be, to prepare him to fulfill his future place in the community rather than just going on as a dropout and end up as a felon or something like that.

SENATOR BERNAL:

I want to touch on something that was not said that I think is perhaps even more of a problem. Dr. Cardenas touched on fees and school fees in general. I read some studies that indicate that the worst problem with dropouts is the earning foregone. Earnings foregone mean that if the child goes to school, he doesn't earn any money. If a family has a very, very tough financial condition, just sending a child to school means that the child is not working outside of the school and the family has a worse financial problem. Among many of the low-income families you find a tremendous tug-of-war. The school is trying to keep the child in school and the family in many ways puts a burden on the school child by saying "you ought to get out of school and help your brothers and sisters by going out and looking for a job." Perhaps a way we could get into the resolve part of it would be for private enterprises to join and cooperate with the school systems so that the problems cannot, or shouldn't, be faced only during the summer three months but throughout the school year to where the potential dropout can be provided some kind of part-time employment so that he can then purchase the cap and gown, the ring, and all the other fees that the school demands of him and also provide some money back to the family.

MR. CHEVIOT:

I think NAB is doing that now during the summer months, and I believe there has been more awareness created among the business community about that need.

MR. VANN:

One of the advantages of going through the full year on a quarter basis would be that we would eliminate the problem we have in San Antonio by releasing children at different times. We release a hundred thousand kids in the summer and they are thrown on the available market for employment. Yet, during the winter months - fall, spring and winter - the kids are really not released for this type of employment.

I would anticipate , if we went into a quarter system, that kids would be released on an equal basis throughout the year so that part-time jobs and temporary jobs could be made available on a year around basis.

MR. CHEVIOT:

If we had fifteen or twenty kids a day looking for a job, we couldn't handle them, but two or three a day makes it easier to find jobs for them.

MR. TREVINO:

I think that everyone has expressed different opinions but I'm going back to the motivation of the child. I think it's important. I think that the school systems are trying to reach the child in a regimented way for lack of another word. I'm saying here that the whole system is trying to adapt to the needs of the child as a system. Perhaps I've

TREVINO (Cont 'd)

seen a difference in some of our local private schools; by that, I mean Catholic schools have a different approach. In each community there is a different need; in each community where the school exists they teach things a little differently. Well, you take in one family, one child will learn one thing real fast and another child will take longer. This is perhaps one of the problems in not motivating the child. I've seen children that go to high school who work at night to help the family and they go through all of the problems we have discussed here but they still have motivation and they want to go to school. I've seen others who have all the opportunity and they drop out for any little excuse. I think we need motivation when they are coming into school. In order to do this, we must adapt each classroom. And this is going to be very hard.

I know that with all of the problems, money and everything else, we must adapt the needs of this community differently, even if we have to innovate. We have in Crockett, your old school, Senator, a system that I have seen in operation: Little "Pablito", we call him, before the first grade, and let me tell you that the teacher there is motivating these children to really go to it and learn. Then, you go to other schools and they don't have it, so they are not going

TREVINO (Cont'd)

to motivate that child, and then he's going to have problems and everything else. I think we have to start from the beginning so we can avoid some of these dropouts.

MR. CHEVIOT:

Is it the consensus of this group that finances and variances in teachers' salaries among school districts create problems in teacher capability? Should a teacher in Edgewood get paid as much as one in Alamo Heights?

MR. HOLMES:

I think teacher salaries affect the availability of good teachers. At the present time, some of the poorer paying school districts such as ours are having difficulty obtaining the correct number of specialized teachers needed, such as special education, bilingual education, or anything in this line. I think the economic problem here is great, although it's not the greatest concern of the teachers. We have some very fine teachers in our school district. It's a great concern to a new teacher coming into the community, and it's a great concern to established teachers as to how much she's going to make next year and, perhaps, she then goes to another district. You see, we serve sometimes as a processing station for teachers.

MR. CHEVIOT:

You become the minor league.

MR. HOLMES:

Sometimes we do. And we realize this is one of the faults of education but there is very little we can do about it.

HOLMES (Cont'd)

I would like to say this about the quarter system. We cannot operate on the quarter system as long as there is no financing for it in the summer. This will have to be changed in the Legislature because it's necessary for us to transport all of the students. Without funds for transportation, we just can't do it.

MR. GUEMPLE:

Let me address myself to one of these problems. I think one thing we are all going to have to face in education is that the cost of higher education is going up, too. Many teachers who have been coming into the stream of teaching come in with debts that they owe for their education. And that's becoming normal. My wife started teaching school in 1948 when higher education was relatively inexpensive and she had to take the best paying job she could find in order to pay off those debts. She taught for two years in a very small community that happened to have a good, high tax base that paid more than anyplace else she could find. She taught there two years to pay off the debts she had accrued while she was pursuing her teacher preparation.

Anybody predicting what a college education is going to cost would say that if the situation continues like it is now, by 1980 a college education will cost \$25,000 as a national average. Now, that's a lot of money. Most families cannot afford to educate more than one child with that kind of investment.

GUEMPLE (Cont'd)

If we are going to have a supply of teachers and if we are going to have them coming into the schools, we are going to have to pay attention to that because it's a factor and it's going to get worse before it gets any better.

MR. CHEVIOT:

And the best teachers are needed in the more difficult areas, are they not?

MR. GUEMPLE:

I would say that the more experienced and the better qualified a teacher is, the more desperately they are needed at the lower grade level and in the area where the students have more problems about learning.

MR. CHEVIOT:

The dedication part is not going to do it by itself.

MR. GUEMPLE:

There are a lot of dedicated teachers, but they have family problems, too. They have to educate their young.

MR. CANNON:

The other problem, just paying people who teach more money, doesn't really have any effect on increasing the quality of the teacher. And I think we have a responsibility to develop ways to determine how effectively people are functioning and to bring in those people and retain and improve those people who demonstrate capability and weed out those people who are not effective. At this point, our systems are accomplishing this, probably in a real small way.

DR. CARDENAS:

To compound this, some school districts, like Edgewood, for example, that have a ninety-six percent minority group population are not getting any teachers who are trained to work with atypical children.

DR. CARDENAS (Cont 'd)

The institutions of higher education are training teachers to teach middle class, English-speaking white children and they have no large programs to train teachers to teach in the Edgewood School District. As a result, a lot of the teachers who come in with a lot of dedication leave with a lot of bitterness over the lack of success that they have. We are right now spending in excess of \$800,000 a year in the Edgewood School District in retraining teachers for the various innovative programs we have there. If the last one is funded, we will go up to \$1.2 million a year in staff development and teacher training type of expenses.

It is ironic that at the same time the institutions of higher education throughout the State of Texas are cranking out obsolete, ineffective teachers and untrained teachers to work with minority and disadvantaged children.

MR. CHEVIOT:

How can that be attacked at the State level?

MR. SMITH:

I want to speak to Dr. Cardenas. I would hasten to say that we now have many, many teachers who have requested the opportunity to teach in areas where we have some children with special needs. I think that we have witnessed this in the teaching profession. All of us. One of the solutions, I believe, to this problem is as we work, for example, in the bilingual program, we should work with the universities and colleges that are in teacher training.

SMITH (Cont'd)

I believe in Edgewood you have used some interns from St. Mary's who are in teacher training. I think an internship for a teaching certificate is something we need to look at in this State - an internship bringing in the pupil or the college student for longer than the six-week period, let's say. It lets him live in the community, stay there and learn about the program as a whole. Not just from eight to four or anything of that nature.

MR. GARZA:

Just one question. Maybe the educators can answer this. Has there ever been a program for a teacher exchange program between districts? For the purpose you are talking about - getting teachers who are trained in a particular subject brought to a district where you cannot pay them, for example.

DR. CARDENAS:

There is not as big a disparity as you would think. I think there are not enough qualified teachers to go around in early education or kindergarten. None of us has enough trained teachers; therefore we have had to institute programs for teacher training. The programs we implemented got funded for by the Bilingual Institute and last year we had quite a few teachers from San Antonio who participated in the Edgewood summer training for bilingual education. This summer we had a large number of people from Crystal City participating in the training program. In early education programs, we are doing the same thing, getting teachers from many school districts.

MR. GARZA: Then there is a definite change?

DR. CARDENAS: Yes.

MR. GARZA: My question was: Has there been any step taken to create such a program as a permanent part of the district? Maybe I didn't phrase it properly.

DR. CARDENAS: No. I don't have enough bilingual teachers to provide such a program. I don't have enough bilinguals to take care of the bilingual program at Edgewood. Changing teachers is not going to solve the problem for either one.

MRS. HABERMAN: I am beginning to see this as a true communications problem with our whole community. We are thinking about the teachers problem, the shortage, and even if we had the numbers, we have to think about the psychological mood of the parent-school combination responsibility. When we realize that San Antonio has not, and as much as we try to keep going forward, had the base that some of our other cities have. I think we have to think of ourselves not only as participants in school problems but participants in business, in the whole community problem. For instance, if by chance it may appear at times that the City Council or the State Legislature may be more concerned about business in the community, it certainly does not reflect the fact that we are not interested in some of these psychological factors of our children. But in the total picture, the financial one here is the important factor.

HABERMAN (Cont'd)

I would like to see the number of available teacher staff positions - teachers or counselors - to the point where that if a child is leaving what we would have normally, in the past, referred to as A or B level down to a C or D level, he would have the availability of many more counselors and teachers. We seem to have some programs for the dropout but it's the preventive area before he reaches this dropout stage. It can go all the way back to childhood before the pre-school year but we realize that everywhere, instead of having the additional teachers available in certain phases, we should have more and more available. But this gets us back to economics, the whole community, the individual, motivation and all this. I really am finding a real challenge this morning and I want to thank you for this opportunity.

DR. CARDENAS:

In order to further open communications, I am really thrilled to see so many members of the City Council here and have the opportunity to speak to them. I have gone down there and we have met informally, but there are so many things to be said.

We are talking about economics and counselor ratios in high schools which normally run two counselors per high school with 1,800 or 2,000 students per high school. You are talking a counselor ratio which is really not compensatory for doing intensive work with the children. However, the number allocated to the

CARDENAS (Cont 'd)

minimum foundation program as Callie was saying is so minimal. They don't even take care of two per high school. The only other solution would be local sources of money or changing the minimum foundation program which means increased State support.

I am supposed to speak in Austin today and one subject is the city school in relation to the area of finance. I've had some ideas of what controls are but we are talking about inadequacies of the ad valorem tax for funding schools. I have given some thought to this. I notice there are several conditions that exist that make it more difficult for either Ed Cody or Callie Smith or myself to be able to fund schools in the local area from ad valorem taxes, let alone construction.

In the first place, costs are increasing tremendously. Over the last three years we had three schools being constructed - four of them, actually. They went from less than ten dollars a square foot to fifteen dollars a square foot, and I think in a three-month span, it went to twenty-one dollars a square foot. All of this, of course, has to be paid for from local sources.

Of course, the City has the same type of problem. The number of bidders on some of your city programs was rather limited. And they had increased costs in some of their buildings.

CARDENAS (Cont'd)

A second thing that concerns me is the number of increased agencies participating in the ad valorem tax. It used to be common to say the State, the County and the schools participated, but now we have hospital districts and other types - water districts and river improvement and so forth where you have many people now participating in the ad valorem dollar.

A third thing is the fact that the number of taxable entities is diminishing. We have seen in the cities where utilities, for instance, are our best sources of taxes; Southwestern Bell still provides the biggest tax for Edgewood, Northside and San Antonio School Districts and probably the City of San Antonio. But the other utilities are now municipally owned and therefore we cannot tax them. So we have lost some of our best plums for taxing purposes including electricity, gas, water. Also, the City Transit Company, and in some cases public housing, is non-taxable.

Now, where public housing makes a payment in lieu of taxes, it is really ridiculous. It averages up to eight dollars a kid; something like that. On the other hand, the others don't even make a payment in lieu of taxes to the schools, though they do make it to the City. And, of course, we depend on them as much as the City does for tax revenue. Where

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CARDENAS (Cont'd)

sales tax is being shared now between State and City, the schools are not participating in the broader base of taxes.

The other thing - and I'm really concerned about this - is the increased areas of taxation at the expense of the school. You see, the City instituted a few years ago a sewer fee. This is a type of tax and the school districts are happy to pay for the sewer service. Recently a sewer connection fee was instituted and I found out that in these four schools under construction they were paying something like \$250 per acre as a sewer connection fee, where a ten-acre campus is costing us \$2,500 in increased cost just to connect the sewer.

Then, the last thing we got hit pretty hard on - there hasn't been much publicity on this - is the City garbage collection fee where we are paying thirteen cents per bag, I believe, for garbage. Now, when you consider that we are giving away or selling 30,000 cartons of milk in the Edgewood District alone, every day, this is a heck of a lot of garbage bags full. And we are investigating the possibility of ordering garbage compressors to see if we can cut down on the cost of garbage collection. Now, if the City would say in a resolution next week that school districts are exempt in the garbage collection fee, that would really give us a

CARDENAS (Cont'd)

tremendous amount of assistance.

MRS. HABERMAN:

Did they say that?

DR. CARDENAS:

If they would. The point I am making is that the City government, the County government and the State government have to be very sensitive to what some of these increased sources of funds for the City do to other taxing agencies, especially the schools.

MR. HILL:

Let me make just one comment before I have to leave and, also, thank you for the invitation. One of the points that has not been brought out on school dropouts, I think, is the overcrowded classrooms - when you have too many youngsters for one teacher.

MR. CHEVIOT:

Have we established that this is a problem?

MR. HILL:

Well, I hear this all the time, through PTA's and schools. In other words, today thirty youngsters to one teacher and you have some that are a little slower learning than others. I don't think there is any change. What is the average pupil ratio to teacher?

SENATOR BERNAL:

The State law is twenty-five.

DR. CARDENAS:

That's an average.

SENATOR BERNAL:

It runs to that.

MR. CODY:

I think that probably would vary with districts. To be honest about it, we probably experience, from the beginning of the year to the end, a loading problem. I don't know that I could equate that to an increase in dropouts. But it's a housing problem, for a district like Northside. Other districts may not be

CODY (Cont'd)

growing quite that rapidly. Last year 2,400 new youngsters moved into our district. 2,400 - that's a pretty sizeable group to house. It stretched our limits as far as they could go. It also stretched our personnel.

REP. WOLFE:

We had a bill in the State Legislature last year that dealt with ad valorem tax which would have taken the State into one hundred percent financing of the operation of schools. If the estimates are right, if we did this we would be talking about approximately half a billion dollars biannually State-wide. So, if we moved in and took over, instead of eighty we would have one hundred percent and we'd be looking for money to be raised from another source. And, there is only one other source and that's a personal income tax. There is no other tax that could raise that much money.

MR. CERVERRA:

I don't think we are going to come up with any solutions today but I do think that we can do something today to deal with these problems on a continuing basis. If we can accomplish this one thing, or if we can reach this one consensus, I think we will have gone a long way toward doing something about the problems of education.

I'd like to quote from one of the goals that was adopted by the HEW Task Force on Education.

"The other viable approach to resolving the complex problems of education in urban areas is the

CERVERRA (Cont'd)

"development and implementation of a Master Plan for Urban Education tailored to particular needs of a particular urban area. Such a plan could competently deal with the causes and symptoms conceived in the framework of overall urban problem solving, rather than education per se, and must encompass all educational levels, from early childhood to higher adult education.

"Moreover, this plan must reflect a considerable expansion of what constitutes education. Within the educational plan, there must be stress placed on developing and implementing appropriate curriculum designs, staff development programs for all concerned, support of services and evaluation.

"Finally, it must be interrelated with other facets of the larger urban problems which is housing, employment, recreation and health."

The reason I quote from this is it talks about a master plan. And I talked a little while ago about talking to each other. Yet we don't have any kind of forum on a continuing basis. The total components of the educational system do talk to each other. Maybe what we need to do is get together on a continuing basis and design a plan for doing this kind of planning. I'm not trying to sell AACOG, but I do know that AACOG is interested and has been interested in the last two years in getting something like this going in the

CERVERRA (Cont'd)

community. Until we can identify our total needs, we can't begin to design comprehensive programs to deal with them. And it doesn't matter how much money we get, either from the Legislature or from the federal government, if we can't define our priorities, we will be again diffusing the dollars that we get. To me, this might be a result of this conference.

MR. CHEVIOT:

AACOG can initiate some kind of a permanent commission to bring all these forces together. I think Carol Haberman was right - communication is the key. If we talk separately or occasionally together about the problem, we don't really stay with it and we don't communicate like we should.

MR. GARZA:

Mrs. Hays just brought up a point a minute ago about question number six (priority #6) We have been dealing here primarily with things that affect both private and parochial schools, dropouts and some of the problems. But the question #6, as I see it, is whether one is for or against aid and - I imagine - either federal, state or local aid for the private parochial school, if I can interpret the question as such.

Now, at this particular time, I really don't know if I could really support public aid to parochial schools. Primarily because I have some serious questions. After becoming involved in government as an elected official, when you start asking any government agency for funds,

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GARZA (Cont'd)

there are certain things, certain strings attached to every dollar that goes to that particular entity. Right now, the private and parochial schools are operating without these restrictions. So consequently, these are the questions that come to mind: How do we use public funds for private schools without some type of restrictions or strings attached? If there are no strings attached, let's assume that there are no strings attached, how do we prevent those who are forming private schools right now to evade segregation, for example? And this is happening in the South, the Southwest, where certain groups of people are getting together and forming their own private schools for the purpose of circumventing certain laws.

Now, if regulations enforcing it or enforcing segregation are imposed on these private schools because of funds they are receiving, then this school is open to all. And this is public. So then, the question becomes: How do we keep a private parochial school from not becoming a public school?

These are serious questions that have to be answered. Then another point comes up: The moment you start providing public funds to an entity, the other string that becomes attached is that your boards must then be elected to administer the funds. Essentially, what this is saying to me is do we want private schools to become public schools. This is essentially what it amounts to.

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MR. CHEVIOT: Let me pose another question to you. If all the parochial private schools closed their doors next year for lack of funds, would there be total chaos?

MR. GARZA: No question about it.

MR. CHEVIOT: On the other hand, if the State assumes the total operating cost of all districts on a formula basis, it would conceivably give relief to the parents who pay taxes for public education but who desire their children to go to private schools. But I see that if the parochial school, the private school system, isn't maintained, total chaos in the public education sector. But I don't have the answer to your question.

MR. GARZA: These are questions that pop into my mind; all I'm trying to point out is the danger of accepting public funds for private parochial schools.

MR. CHEVIOT: The Supreme Court has ruled in most areas on what can be expended.

MR. GARZA: I don't have the answer to what would happen if the parochial schools were to close. It would certainly throw a tremendous load on the public schools. There is no question about that.

MR. CHEVIOT: I think the total public should become aware of the problem and should be thinking about it right now.

MR. GARZA: I think most of us are aware of the problem. The only thing is, are the parents who choose to send their children to private parochial schools prepared for them to become public schools?

MRS. HAYS:

I really came to listen, not to give answers; and I want very much to hear what you say. I think, first of all, the question is too simple. It's not a question of am I for or against. And that's an oversimplification.

We have refused funds that would tie our hands in a way we didn't want to be tied. For example, Title I funds for health. As badly as we need teachers and vaccines and all the rest of it, we have refused those funds because it would require that we distinguish among our students. They would know who was available to have free public health and it would be operated in the school. So we refused that part of Title I for that reason.

We have accepted Title I funds for reading classes because the children are in no way distinguished from their peers in our reading program.

I agree with you. I don't think we are ready to accept funds that would restrain us or hamper us. We don't, as you know, want to become public schools. But I think to bring up the fear that we will become segregated schools is very foolish. I know that some States have begun private schools as a means of carrying on segregated classes. Our schools were desegregated long before the public schools in our area. I think the last thing we want in our schools is to become a haven for segregationists. This is something we will never accept.

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HAYS (Cont'd)

But I think when you accept public funds, you have to commit yourself - you have to sign and have notarized places that under HEW regulations you will not have any type of distinctions of race, color or creed. We are already open to the public. In other words, we don't have restrictions of religion or ethnic groups or income to any of our children. We have many children of low incomes. Whether or not they pay tuition is between the school and the parent. The children themselves don't even know. So, I don't think your fear that we would become public schools would ever occur. We do have financial problems. What school district doesn't? Financial problems will probably not close our schools. We will survive financial crises as probably you will. But in some of the poor sections of the City - I'm talking about the money poor, not educationally poor - we do have the problem of keeping our schools open. We do have salary problems like everybody else and teacher recruitment problems. Our salary problems are probably not like yours in that our teachers do not receive salaries as yours do. They receive a token salary but not the type of salary you have, and we probably don't have your salary scale.

What I'm trying to say is we are hurting in some of the low income areas. We are hurting for facilities and for teachers. Teacher salaries, not for teachers.

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HAYS (Cont'd)

But I don't think financially - the system itself. A few schools have closed like St. John Berchelman in Edgewood. I know it was very hard. Because when we closed our school, I think you had to put up a building immediately to receive the children.

We have closed some schools individually, but as a system, I don't think that the finances are either going to make or break us. I think you are right in saying we don't want to become public schools.

Financially, we would like an even break. In other words, for those parents who pay taxes for their children to go to public schools and we pay our taxes so that our children will receive an education while none of that money ever goes to our children. We never claim one cent. It goes to the public schools. And, then, we individually support our children in our schools. I think in terms of tax relief. I think the voucher system has been proposed as a means of reclaiming some of the tax money which we all pay for the education of our children in our own schools. I think this is one thing we are interested in - so that the money we pay for the education of our children in tax form comes back to our children.

But, I don't think we can get a "yes" or "no" to this. It's too simple a question.

MRS. GILL:

I don't know the answer to the next to the last problem. But one area, there are not enough books in the school system for all of the children to use and parents

MRS. GILL (Cont'd)

have to go to the City Library and research centers. I wonder if it would be possible for the library to put school books in the school and make them available at the school facilities for the children.

MR. SEXTON:

This has been discussed. In fact, in New York State, there is much discussion right now about the duplication of libraries and library systems. There is a proposal that is being fought vigorously by schools and public libraries wherein the school would take over the functions of public library functions for children. This, obviously, has many complications. I was associated with the school district library, a public library in Kansas City, Missouri, where we did operate the school library. They were open to the public. This had certain advantages and obvious disadvantages. Inevitably, it came out that you had either a school library or a public library. To separate the two, regardless of their closeness, whether it be school or public, it was virtually impossible to meet the desires of the administrative staff.

In answer to your specific question, the public library probably should not attempt to operate the school library. The school library is tied so closely to the curriculum and it is their desire to meet the student's need in classroom work. The public library tends to supplement and fill the other gaps. The

SEXTON (Cont'd)

school library deals more directly with the student as a student in a controlled situation. The public library is more free and open and has a broader background than is possible in the school.

MRS. GILL:

Would there be any fault in lending books to the school so that the children would have a greater variety of books in the school?

MR. SEXTON:

This, we do. Every student can use library facilities and every teacher can get books, one book per child, up to a maximum of twenty-five per class. And these are special arrangements for one month.

And the teacher must assume this responsibility. The teacher can come to the library or have one of the PTA members come to the library, make the selection and deliver the books to the classroom and then back.

MR. CHEVIOT:

Is there input between the school and your system to determine what is needed?

MR. SEXTON:

We annually prepare a guide of schools and public libraries working together which is distributed to approximately 6,000 teachers each year. The exchange there is relatively minor. To point out certain problem areas: The teacher who assigns six classes of thirty students (or even more) to all come into the public library for a particular book, all at one time, creates a problem. There needs to be more diversion in assignments at any given time.

SENATOR BERNAL:

Could I raise a question to Mr. Sexton? In comparing school districts at one time personally, I found, for example, that the State provides through the Minimum Foundation Program, "X" number of textbooks and all supplementary textbooks that would enrich the school system, whatever the district system, would have to be provided just like the school building, based on the taxing ability of that school district.

As a school teacher, I used to ask the children: "How many of you subscribe to a daily?" And I found in many of the school classes one or two or three within a classroom of thirty children who subscribed to a daily. "How many of you subscribe to a magazine monthly or bimonthly? And I would find one or two.

So, if a family is already deprived of the medium of communication, where mom and dad aren't seen by the children reading a newspaper on a daily basis or reading and subscribing to a magazine on a monthly basis, we are again depriving the child coming from a deprived home into a deprived school district that doesn't bring the number of secondary textbooks that would enrich that child's environmental education in the school. Whether or not the library system itself is compensating - and I don't know that it has - I'd like Mr. Sexton to speak on that. In other words, is the library system serving the entire community rather than attempting to compensate where there are defects - where it is needed more - not where it is more highly participated in. It seems to me

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BERNAL (Cont'd)

a greater participation would be in the area where the need isn't as great because the children are already involved which is brought about through family enrichment in the home and school enrichment in the school. If you have these deficiencies and a library system that doesn't speak to that compensatory aspect, are we not promoting this deficiency more by providing a library system that does intend to compensate for the deficiency in the poorer areas of the community?

MR. SEXTON:

Obviously, it is an extremely astute observation you have made. We do, in a limited way, attempt to compensate. It is unfortunately more arbitrary than it is realistic. We provide direct services to schools outside of the immediate City limits. The purpose is twofold. This is the only central location. We can talk about our monthly library services, for example. We can go into these areas specifically to serve the student body. We do not go to any schools within the City limits trying to provide services. The reason for this is that there have been substantial federal funds specifically for the development of library systems in the schools at various levels. And virtually every school system has taken advantage of this special funding arrangement to develop libraries within their school districts.

DR. CARDENAS:

The federal system of providing library services for the school has the same weakness that Joe is identifying.

CARDENAS (Cont'd)

Namely, there is such a thing as local effort in Title II of DSDA. The schools that need the most are the ones eligible to acquire these books. In 1969, when I became superintendent of Edgewood School District, it had a loan of \$80,000 in Title II funds. Edgewood could not receive it because they did not keep up local efforts in the past and could not have resources. The Edgewood School District, probably of all the districts in Bexar County, needed the books the most and has not participated in the purchase of library books through the use of the U. S. Office of Education money in the last three years. There has been a cut-back in the funds.

SENATOR BERNAL:

A cutback in funds? I want to get into another aspect and that is: It is hard to deal with the child in a deprived section who tears up books and he doesn't return them on time - who is caught up in the sub-culture of poverty, if you don't mind me referring to the problem as such. There is less inclination to serve the community because they are hard to deal with.

MR. SEXTON:

The public library in Bexar County is unique in that it does presume to serve the entire County as a whole without regard to specific areas. They cannot take capital outlay funds on buildings outside the City limits. We do provide our "Book by Mail" program. This "Book by Mail" is something that should alleviate the school because it means that any child can contact the library

SEXTON (Cont'd)

from his school or his teacher can contact the library and have them mailed directly to the individual. There is no separate charge for this. It is all covered within the public library funding. So it means that anyone who has access to a telephone has no need to be deprived of material through books. The return is their responsibility. Books can be kept for two weeks and renewed for two weeks, making them available for a full month. And there is no cost involved here as long as the requirements are met.

MRS. GILL:

Correct me if I am in error, but library books from federal funds are on a matched basis, matched from the federal government. That may help in some of the poorer schools where they would be funded with federal funds in a definite manner.

There are not enough library books available to the children. And I think we are making it too difficult for the child to go get these books. The books should be brought into the school where they would be easily accessible to the children. If we rely on the teacher to get textbooks, we are adding an extra charge for a teacher. And I think this could be done on a regular basis.

MR. CERVERRA:

I think this points out the same kind of need I was talking about a while ago. Where there is a resource and I agree with Mr. Sexton that the library has other than educational functions but we have identified a

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CERVERRA (Cont'd)

need here. We have a vehicle that we can use to design a way to solve this particular or immediate need. Or maybe we are talking about individual vehicles and there may be certain school districts that are already making plans, but how can we serve the total need?

MR. CHEVICT:

I think we ought to talk about the City of San Antonio. It's an obvious problem that has been pointed out and there is no flexibility, evidently. We have a public library right in the downtown area which is not accessible to the children of the poor districts, even the Northside as far as that goes. I think the City of San Antonio should be involved in this. It comes back to communications again.

Now, we haven't talked about priority #15. Would you like to comment on that? The information on schools, grants and loans are available.

MR. LAUBE:

This need was brought up by a student at one of our youth conferences.

MR. GUEMPLE:

That has a pretty direct relationship to the number of available counselors in schools. Fortunately, counselors are kept fully informed. The problem is that in some school districts you have one counselor per one hundred children and in another school district you might have one for five hundred. It really doesn't get much below one for five hundred anywhere in the South, let alone in Texas. The State averages, I think, one for thirty-two hundred across the State

GUEMPLE (Cont'd)

taking total population of the State. So the problem really is #1, the number of counselors; #2, the availability of that counselor to the student.

Sometimes they are involved in a lot of other things and they are just not available.

MR. LAUBE:

For the benefit of the reporter, the question is:

"Is information on scholarships, federal loans and grants easily available?"

MR. SMITH:

There is a unique program in San Antonio which I think is doing a very good job of supplementing the counseling program. That is Program STAY. It is operating in schools where there is a high concentration of low income students. They are in the fourth year of federal grants. Normally, these grants run for three years and this project has been judged to be effective and will receive it's fourth year of funding.

The board consists of school people, college people, financial officers and people from the area affected.

They have college program specialists who work with the schools. These are target schools to work with students to help both the student and the parent to make up applications, work up a grant or find places.

They have no money but the sources of the financing.

And I want to take this one step further. I think we need to recognize - and this is purely my own opinion - we need to recognize that we are going to have to start this business of continuing education at the kindergarten

SMITH (Cont'd)

or lower level with the career awareness thing you mentioned that Commissioner Marlin is so interested in now.

One of the things we could do in public school is to join hands with the community, the business world and the other aspects of our community to bring the community into the classroom and the classroom into the community in order to have effective communication about such things, perhaps, as youngsters who decide to be dentists. They have no earthly idea what it costs to set up a dental office; how much it costs to go to dental school; what you have to do to get into dental school. These kinds of things.

The Career Awareness Program would allow students from early age to explore occupations. After they have explored the occupation, then they can settle on some area or career. Then, they can move into this office either on an employment basis part-time or on a visitation basis where they can actually, say, stay with the dentist for one hour a day for a semester. They will actually learn many of the questions and answers from the profession itself by bringing in the professional. Many of them offer grants and aids and all kinds of loans. Then, I think, we can help youngsters to help themselves.

MR. CANNON:

Callie has a program going already exploring career opportunities at the elementary level. And these teachers have developed material for it. I think
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CANNON (Cont'd)

they probably are going to get some assistance in doing that. It seems to me that right now question number 15 is limited to the assumption that you are going to go on to college and it becomes a lot of pressure as the only reason you attend high school. And that's not going to be true in the future and it's not true now, if it ever has been at all. The schools are going to have to assume a much broader responsibility in placing students other than just those you place in college. You are going to have to get oriented to occupations and technical sorts of orientation and be willing to have placement centers, probably that will work cooperatively with business and the professions.

MR. CHEVIOT:

We are training for that right now. We have a difficult time in having high school graduates come here to apply for jobs. They simply don't come here.

MR. CANNON:

This ties to question ten about the trend for counselors. If you polled our students about our counseling endeavors, it would probably be the least effective thing we do.

MR. CHEVIOT:

Least effective?

MR. CANNON:

Least effective. And I think it's probably because we are hung up on the fact that there is something called counselor and this is the counselor's responsibility. I don't think we will ever have enough people called counselors to accomplish the job. We are going to have to develop a teacher approach wherein the counselor coordinates the activities going on through working with other people.

MR. CHEVIOT: Suppose the business community volunteered to counsel on a part-time basis through all the districts, would that be a help?

MR. CANNON: I see that as an absolute necessity. It would be a tremendous help. We are going to have to develop this sort of liaison in the community so that the business people understand how they can assume their responsibilities.

MR. GUEMPLE: Who knows more about the job market and the skill level to compete efficiently than the business community?

MR. VANN: We have just finished a study where we polled 310 of our major employers and we are planning now to initiate a resources bank in jobs where we can plug in business input into the schools. And out of the 310 major employers who were polled - and they were asked about twelve straight questions on where they felt they could help - we had forty-eight percent of those who responded say they would be glad to work in a resource bank concept to plug in, working with schools and working in other areas.

We will probably tap you, as a member of the Chamber of Commerce, and one or two others in your organization. Let's take a major retail outlet. We may tap the president and the vice president and one other person. But there are hundreds of persons who work in this business that if we do get them, they have directions and they would be willing to roll up their sleeves and

VANN (Cont'd)

go out to work in the school center if the schools will just tell them what it is they can do. And this is what we are trying to set up for January, a resource bank.

MRS. GILL:

I'd like to say that on a parent basis, the counselor seems to be misnamed. When you think of a counselor, you think of problems and that's where the child should go for help - to get solutions to the problems. And then you are talking about job placement and subject choices and this is a great deal of responsibility on one person and there are not enough persons to go around in any school.

So, I think, maybe to clarify it, we ought to be defining it as counselor services and make that known to the parents and to the students.

MR. CHEVIOT:

Let me pose one last question, if I may, because it is a great opportunity to get input from you people. Where do you think television should go? What role should we play in helping to communicate all these things we have been talking about today? We are going to do a one-hour documentary. It is now on the planning board for sometime later this year. In prime time. We will probably follow up next year with a similar documentary, a series of editorials, mini-docs and news stories. Where else should television be in support of your efforts?

DR. CARDENAS:

There was a book that came out last year by Charles Silverman, "Crisis in the Schoolroom." He devoted a
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CARDENAS (Cont'd)

a considerable part of the beginning of the book to the role of TV and the communications media and the fact that they are actually educational institutions. I think looking at Silverman's book makes a much better presentation than I could on the role that TV plays and should play in education.

He also goes into another area that is real fascinating and that is the medical profession. But I would recommend looking at Silverman's book because he really goes into the development of the role of the communications media, particularly TV and education.

MR. SMITH:

One of the facts we are going to face in career awareness is the very fact that when it is mentioned, people are going to say the schools are trying to push you into categories, push students into vocational work. All of life is vocational and a career. I think this station could help. I think you could help by giving information to the public concerning what career awareness is all about so that we can remove this stigma that I believe will be attached to it. We realize that we are really about to process young people to learn about life and not push them into vocations.

MR. SILBER:

I think what Callie is saying is that the TV station can break down the inequality as we keep using that word in the dignity of all types of labor. And, I think that is one of the problems we face - a person

SILBER (Cont'd)

will shun one career instead of another because of the inequality of dignity of those two careers.

MR. FINCK:

I think it would be valuable if you were to assist the ad agencies to come under the sales tax. (Laughter)

MR. CHEVIOT:

We are paying sales tax now.

DR. FITZWATER:

I hesitate to interject anything negative into a positive solution. Here is one thing TV can do - not give attention to the negative. And I am embarrassed because I am not sure it was your station.

MR. CHEVIOT:

It wasn't.

DR. FITZWATER:

Okay. Another station had a program on drug education. They gave a platform to a young man who made some of the most misleading statements and gave the most misleading information I have ever heard. And I spent three days dealing with the information that this person gave out. It was a real black eye on a couple of our schools, and another school district, too. I think that greater care should be taken in giving a platform to someone like that because a lot of our effort must go to more than one problem.

MR. CHEVIOT:

Some of you may have seen the three hour, open end dialogue on "Everything you always wanted to know about drugs but were afraid to ask." We put together seventeen experts working directly or indirectly in the field of drug abuse. We had a two-way telephone conversation for three hours. But it was embarrassing to us for two reasons: One, we received two letters. That's all. We clocked three thousand telephone calls

CHEVIOT (Cont'd)

attempting to get through. We answered phone calls on the air--eighty of them. But, the experts couldn't answer the questions. Now, that's a shock. And we are talking about medical people and the pharmaceutical industry, and so forth. And they didn't have the answers. So I don't know what we could do.

DR. FITZWATER:

I am embarrassed again because I should have written a letter. Your attempt was very good because you had experts. The other program we were referring to was a young man.

MR. CHEVIOT:

You are talking about the son of a minister in San Antonio?

DR. FITZWATER:

That is exactly who I am talking about.

MR. CHEVIOT:

That was us.

DR. FITZWATER:

I knew it was. I think that's the other extreme. On one hand, the program was well prepared but on the other hand it appeared spurious.

MR. CHEVIOT:

Let me tell you the concern we had. That particular program was videotaped in advance. We looked at it and rejected it because it was too extreme and it was almost selling drugs. So we scratched it at the last minute and went live. What you saw was a live production which we don't do anymore, but it was better than the videotaped program, believe me. I think this man in question will be making \$100,000 as an evangelist in the Cotton Bowl in a year or two.

MRS. HAYS:

So much of what is education is what we see. Our hearing of problems - our only response to minorities is non-negative - we see the successes - not just minorities and the dropouts - many of the children who have problems are children you don't respond to. I think in our expectations of schools, the ethnic groups, the various facets of the schools and our own openness to change, that the change in the community and the change in the ideas expressed here must be told. I think if you are open to change, this is bound to be projected on the screen. And this, in turn, will affect the children because even if they don't listen to every word, they do watch.

I don't know what happened to your response when all of this - I read all of the problems that came up and I didn't read any of the solutions - when the FCC renewal came up. There was a lot of discussion. And I think Dr. Fitzwater was right in saying that we always heard the negative. Not much was given to the positive approach.

MR. CHEVIOT:

What FCC matter are you referring to?

MRS. HAYS:

I think I just remember hearing or reading it and I won't even repeat it because I don't know the basis for it. I think it was hiring practices of minorities for television. I'd like to hear your answer. And I think we all would, but I don't think it's one thing. I think it's an openness to change.

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HAYS (Cont 'd)

In inviting us in and listening to us, this is one indication. And we are very happy to be here.

When you say, "What can we do?" I think what we say and see on the TV screen will be your answer.

As to what you are able to do for our children and for the schools - well, serve the children.

MR. CHEVIOT:

Let me answer your question about the FCC.

MRS. HAYS:

Yes, I am interested.

MR. CHEVIOT:

This station was filed on for our license to be denied by a group in San Antonio. The allegations in our judgment were false. We responded to those charges with a five pound - it weighed five pounds - rebuttal. I can't get too involved because it is still in litigation.

It was sent to the FCC in detail with affidavits and documentation. Under the FCC rule, any citizen or group can make any charge against any licensee and ask that the station's license be denied without any supporting evidence whatsoever. It then becomes the responsibility of the station to prove its innocence of the charges, which we have so done. It is now before the FCC and the ruling will be forthcoming in probably three or four weeks. But we denied all charges without getting into the details of the charge. We are making an effort not to change but to lead. This is one example of our concern in the community. Some may not agree that the community or society is

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CHEVIOT (Cont'd)

changing fast enough. We have a very difficult time in hiring minorities. We want to hire them. The word is out at this station that we are looking to hire minorities. Not qualified but qualifiable. We have a very difficult time in that minority groups don't come to this station as a general rule and apply for jobs.

I have asked the question, "Where do the minority graduates go for jobs?" We are trying to do a study right now of one thousand or two thousand minority students graduating in June last year. Where do they go to find employment? None come here. We have advertised for announcers, three months ago. We used ethnic newspapers. We used the major newspapers. And we said experience not required. And out of forty applications, three were Spanish surnames.

We have gone out and sought help from some of your people in looking for young people to be in our business. We think communications is vital to the future of this nation. We think the minorities should be represented in this. We have made a special effort with Yolanda to maintain adequate and correct communications between minorities. We are employing minority reporters so that the minority communities are fully represented in newscasts, not in blood and guts. Good things that the minorities do in this community. We need the support of the total community. We need the support of

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CHEVIOT (Cont'd)

the decision makers in those ethnic groups if we are going to succeed. So we are making that kind of an effort.

The front door is open to anyone or any group for employment and for recommending ideas in programs to this station. I can't be more clear than that. We are wide open.

MRS. HAYS.

Thank you for your response. Like you say, we all see one side. I had never known what happened. As you say, it's still tied up in litigation.

And when you ask the question, "What can we do?" I think being open to change, being open to these ideas, and all the ideas that were brought out today; and, then, as I said, by your actual programming what our children see.

MR. CHEVIOT:

For example, we were told that the bandito was offensive to some Mexican Americans. And it's been used in our newscast for nineteen years - as long as I have been here - so we checked and we asked Mexican Americans if the bandito was offensive and I think eighty percent said no. But the fact that twenty percent said yes, it might be or it is, we issued a memorandum to the news not to use the word "bandito." That is how far we have gone to try to be fair and to be honest.

MRS. GILL:

This conference here today is very interesting as a parent. And I think that more parents should be made aware in one way or another. You were asking about how many participate in the schools in Parent-Teacher

GILL (Cont'd)

Associations which is about twenty percent. More of this information should be available to them. I think there should be programs on education changes, new innovations in schools, the needs of the school can be shown through television. I think you could reach more parents and maybe bring about more change that you would like to see happening in the schools.

MR. CHEVIOT:

The subject is going to be really emphasized on education. We believe that is the basis of all social ills. I would like to remind you that if you have an idea for a session, call us or write us. Let us know because we want to get on the bandwagon and we don't want to just change - we want to lead if we can in this area of education.

MR. CODY:

The first comment made today by Senator Bernal when he referred to an article in U. S. News and World Report. He discussed Dr. Marlin's dialogue where it was pointed out that there is going to be an increase - you have it there - we have all read it. I think wide publicity ought to be given comments of that nature in support of increased participation by the federal government. What the crux of it is is that these decisions are being made now. And they are at a point of intervention that the public can make themselves known. Their desires known. Dr. Marlin's saying, "I hope so" - the only way it's going to happen is that when the decisions are made, the people express themselves. ffff

CODY (Cont'd)

Now, the people don't really know how high schools are funded. There is a dearth of information. They just don't know. The comments made earlier - about inequities in financing education here - well there is a tremendous inequity in financing education in San Antonio, in Houston, and in Dallas, throughout the State. We are not going to cure it with one simple solution. But if we pour more funds into it, we would be sharing poverty, practically. There wouldn't be any sharing of wealth.

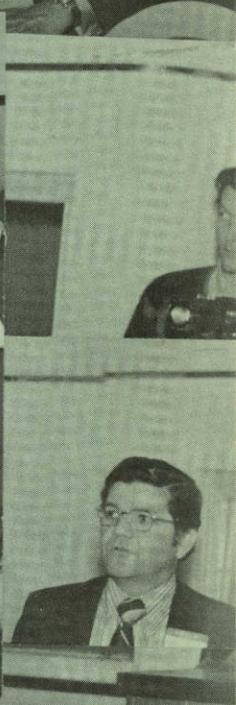
MR. CHEVIOT:

On a final note, when you have a legitimate news story that could be informational to the community, call our newsroom or call Ray Laube and let us know so we can get on it and communicate the information to the community.

Many of you will be called for the one-hour documentary and we hope that you will participate and perhaps in this manner we can enlighten the community.

On behalf of the station, I want to thank all of you for spending this much time with us and perhaps we have learned from one another and have started well on the road to better communication.

Thank you very much.





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